



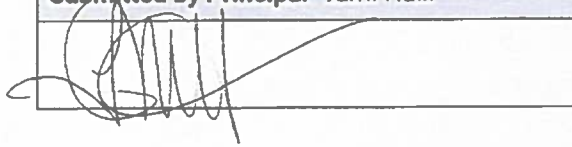
SE. Kalama Intermediate School

Academic Plan

SY 2026-2027

120 Makani Road
Makawao, HI 96768
(808)-573-8735

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Tami Haili	
	Date 4/4/26

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6-8	'19 Amplify ELA ▾	Imagine Learning Illustrative Mathe... ▾	Amplify Science	TBD
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
6	Achieve 3000	IXL		Achieve 3000
7	Achieve 3000	IXL		Achieve 3000
8	Achieve 3000	IXL		Achieve 3000

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
6	Other: ▾ Achieve 3000	Other: ▾ IXL
7	Other: ▾ Achieve 3000	Other: ▾ IXL
8	Other: ▾ Achieve 3000	Other: ▾ IXL

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama ☒ School-created template ☒ Other: HTMSS Notes

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as “identified” in one or more of the following:

- ☒ Current CNA
- ☒ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2027

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2027

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Increase academic achievement in ELA, Math and Science <u>Root/Contributing Cause:</u> Environmental factors, teaching and learning factors, personal factors, and emotional factors. A high number of Low SES students with learning disabilities. High number of absences.
2	<u>Student Need:</u> Effective Multi-level Prevention System for academic, social, emotional, and behavioral support with progress monitoring and data-based decision-making. <u>Root/Contributing Cause:</u> Diverse student population, lack of specialized support, ineffective intervention strategies, need for data-driven decision-making.
3	<u>Student Need:</u> Effective teacher practices and strategies to foster and sustain student engagement. <u>Root/Contributing Cause:</u> Lack of relevance, limited opportunities for interaction and choice (passive learning environments), unmet learning needs, ineffective teaching practices.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Economically Disadvantaged

Identified Student Need(s): Three times as many disciplinary incidents as compared to non-high-needs students.

2 **Targeted Subgroup:** Students with Disabilities

Identified Student Need(s): Lower academic achievement in reading and math with less proficiency.

3 **Targeted Subgroup:** English Learners

Identified Student Need(s): Targeted intervention to improve literacy skills in the English Language.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1,3	1. Provide evidence-based reading instruction. Implement a schoolwide reading curriculum using Achieve3000 for universal screening and progress monitoring. 1. Strengthen Tier 1 literacy instruction across all content areas (ELA, Science, Social Studies, electives). 2. Use PLCs/Data Teams to identify students and provide targeted MTSS interventions (small group, Reading Workshop, EL supports). 3. Provide differentiated instruction and extension opportunities to meet diverse learner needs, including advanced learners. 4. Establish consistent schoolwide reading practices (e.g., advisory reading time, literacy initiatives, library supports). 5. Provide professional development on effective literacy strategies, differentiation, and student discourse. 6. Ensure vertical and horizontal alignment of reading expectations and instructional practices across grade levels. Title 1: SW1,SW3,SW4,SW6 CC, Admin Team, Team Leads	LLT/Team Meeting Minutes Assessment Data HMTSS Minutes Student Progress Reports	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1,3	1. Provide evidence-based math instruction aligned to standards. 2. Implement a schoolwide math curriculum using IXL for screening, progress monitoring, and targeted support aligned to clear learning goals (WTL). 3. Strengthen Tier 1 instruction to include high levels of problem-solving, reasoning, and real-world application. 4. Use PLCs/Data Teams to analyze student evidence, identify needs, and adjust instruction and MTSS supports. 5. Provide differentiated instruction and targeted interventions. 6. Explore ways to balance high needs learner counts in co-teaching classrooms. 7. Strengthen vertical and horizontal alignment. 8. Provide professional development and coaching focused on WTL, student engagement, and discourse. Title 1: SW1,SW3,SW4,SW6	LLT/Team Meeting Minutes Assessment Data HMTSS Minutes Student Progress Reports	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1, 3 Non-discrimination policy of the DOE	1. Ensure clear “What to Learn” (WTL) and success criteria are consistently communicated so all students understand expectations. 2. Use PLCs/Data Teams to analyze subgroup data (SPED, EL, low SES) and plan targeted instruction and MTSS supports. 3. Strengthen Tier 1 instruction across all content areas. 4. Provide differentiated instruction, co-teaching, and targeted interventions. 5. Expand culturally responsive and place-based learning to increase relevance, engagement, and access. 6. Strengthen vertical and horizontal alignment. 7. Provide professional development on differentiation, culturally responsive teaching, and effective support for diverse learners (including Kaiapuni-specific needs). 8. Engage families and community through intentional communication and events to support student learning and belonging. 9. Implement coordinated Tier 2 and Tier 3 systems (academic and behavior) with clear progress monitoring and accountability. Title 1: SW1,SW3,SW4,SW6 CC, Admin Team, Team Leads	LLT/Team Meeting Minutes HTMSS Meeting Minutes Student Data School Quality Survey SCC Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	2	1. Implement structured transition systems (6th Grade Transition Class, 8th Grade readiness activities, Parent Nights). 2. Provide coordinated orientation experiences (school visits, summer transition programs, etc.) for incoming 6th graders and outgoing 8th graders. 3. Strengthen vertical alignment and collaboration with feeder elementary and receiving high schools. 4. Expand real-world readiness opportunities (career exploration, high school pathway awareness, guest speakers, field trips). 5. Increase family communication and engagement through consistent, clear messaging and events (Parent Nights, newsletters, digital platforms) to support transitions. 6. Utilize student voice and leadership to support incoming and transitioning students. 7. Monitor transition success through data and feedback to refine supports and interventions. Title 1: SW2, SW4, SW5 School Counselors, Admin Team, Team Leads, PCNC	SCC/Parent Night Meeting Sign In Team PLCs Grade Level Meetings Meeting Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Summer Funding
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1, 2, 3	1. Create a welcoming environment by ensuring, active engagement, and consistent expectations across classrooms to strengthen student connection and belonging. 2. Provide engaging, student-centered learning opportunities (electives, wheel/STEM, clubs, sports teams, SAC activities) that reflect student interests and increase motivation to attend. 3. Establish consistent schoolwide structures (advisory, reading initiatives, safe spaces such as the library) that support connection and engagement. 4. Implement positive attendance systems with recognition, incentives, and consistent follow-through. 5. Strengthen family communication and partnerships through timely outreach, clear expectations, and multiple communication platforms. 6. Use PLCs/Data Teams/HTMSS to monitor attendance and implement targeted Tier 2 and Tier 3 supports for students with attendance concerns. 7. Ensure a safe, culturally responsive environment (Nā Hopena A'o) that promotes belonging and encourages regular attendance.	[Team/LLT/Staff Meeting Minutes Attendance Records Wayfinder School Quality Survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: REACH \$ ☐ Other:__, \$

		Title 1: SW2, SW4, SW5		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1,2,3	1. Revisit schoolwide behavior system with clear, consistent expectations across all settings, reinforced through “bell-to-bell” practices and aligned staff responses. 2. Strengthen Tier 1 practices by ensuring engaging instruction to reduce off-task and disruptive behavior. 3. Refine PBIS/SEL implementation by embedding PBIS/SEL strategies into daily instruction and advisory, with a focus on team-building and real-life application. 4. Implement coordinated Tier 2 and Tier 3 behavior supports (counseling, behavior plans, restorative practices, mediation, family communication) for students requiring additional support. 5. Continue to promote a positive school culture through recognition systems (e.g., incentives, academic achievement, Renaissance, Pono Panther), service learning, and student leadership opportunities. 6. Provide professional development and coaching on classroom management, culturally responsive practices, and trauma-informed strategies. 7. Utilize data (referrals, behavior trends) in PLCs/teams to monitor effectiveness and adjust supports. Title 1: SW1, SW2, SW4, SW5, SW6	Data on referrals Pono Panther Data Wayfinder Meeting Minutes School Quality Survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1,2,3	1. Integrate Nā Hopena A'o (HĀ) into daily instruction by aligning learning experiences to clear “what to learn”, cultural relevance, and student identity across all content areas. 2. Expand place-based and culturally grounded learning opportunities (‘āina-based learning, field trips, community partnerships) to strengthen student connection and engagement. 3. Ensure intentional alignment of HĀ, GLOs, and content standards across grade levels and programs (English and Kaiapuni). 4. Provide professional development and collaboration time focused on culturally responsive practices, including Kaiapuni-specific needs. 5. Strengthen schoolwide consistency in expectations, routines, and environments that reflect HĀ values (belonging, responsibility, aloha). 6. Promote student voice and leadership through service learning, cultural activities, and schoolwide events (e.g., Renaissance, performances, community engagement). 7. Monitor implementation through walkthroughs, PLC discussions, and student feedback to ensure HĀ is visible and experienced across campus. Title 1: SW3, SW4, SW6 Team Leads, Admin Team, CC, SAC	Meeting Minutes 21 hours Classroom Walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1, 2, 3	1. Expand opportunities for student leadership and voice through student government, clubs, and schoolwide activities. 2. Engage students in service learning and community-based projects that connect to real-world issues, cultural relevance, and civic responsibility. 3. Expand career exploration opportunities (e.g., Career Day, guest speakers, partnerships with community members and families). 4. Increase real-world learning experiences through field trips, community engagement, and place-based opportunities connected to content areas. Title 1: SW4, SW6 SAC, Admin Team, , Team Leads	Meeting minutes Renaissance Community Service Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1, 2, 3	1. Provide after-school targeted academic support and enrichment (tutoring, intervention, extension opportunities) to meet diverse learner needs and close gaps. 2. Strengthen vertical alignment with high schools to ensure students are prepared for academic expectations, coursework, and pathways. 3. Increase real-world application of learning through project-based learning, field trips, and career-connected experiences. Title 1: SW1, SW2, SW3, SW4, SW5, SW6 Admin Team, , Team Leads	Can we add Title 1 to the funding for this enabling activity 1.3.2 ? This would align our funding for field trips on the TFF	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: REACH \$ ☒ Other: Summer Program \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
All students are taught by effective faculty and staff.	1, 2, 3	1. Strengthen PLCs/Data Teams to consistently analyze student data, plan instruction, and monitor impact on student learning. 2. Continue implementation of BERC Model 3. Provide targeted, differentiated professional development aligned to content areas and program needs (e.g., Amplify Science/ELA, Kaiapuni, literacy, math). 4. Ensure vertical and horizontal alignment of curriculum, pacing, grading practices, and instructional expectations across teams. 5. Expand opportunities for peer observation, BERC learning walks, coaching, and collaborative reflection to share best practices and improve instruction.xxp 6. Strengthen support systems for teachers (new teacher support, curriculum implementation, access to resources and training). 7. Ensure consistent schoolwide expectations for instruction and behavior across all classrooms.	Meeting Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		8. Increase staff voice and input in decision-making (e.g., PD planning, use of 21 hours, instructional priorities). Title 1: SW1, SW3, SW4, SW6 Admin Team, CC, Team Leads		
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	1,2,3	1. Recruit and retain School Community Council members representing all stakeholder groups. 2. Establish clear expectations for SCC operations to ensure transparency, consistency, and accountability. Title 1: SW2, SW3, SW4 PCNC, teacher reps	SCC Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Create a welcoming and supportive school environment where families and community members are actively involved partners in improving student academic achievement and school performance.		1. Host family engagement events that provide opportunities for families with their children to connect with educators and community partners. 2. Facilitate regular communication and collaboration between parents and teachers through newsletters, email updates, and digital platforms that provide information on student progress, academics, and opportunities for involvement. Title 1: SW2, SW3, SW4	Increase Math, ELA, and Science SBAC scores Attendance	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

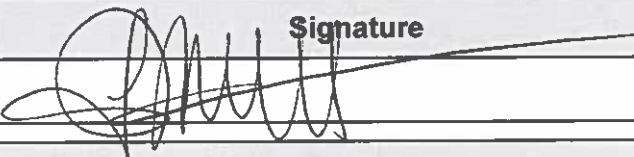
The **SE. Kalama Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **April 9, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **April 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): LLT Meeting, Team Meetings, EA/SPED Meetings, Department Meetings
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: **April 9, 2026**

Attested:

SE. Kalama Intermediate School Principal	Signature	Date
Tami Haili		April 9, 2026
SCC Chairperson	Signature	Date
Ann Saffery	 Ann Saffery (Apr 15, 2026 09:15:15 MST)	April 15/2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Ann Saffery	 Ann Saffery (Apr 15, 2026 09:15:15 HST)	Date 04/15/2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1800
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
SE. Kalama Intermediate School Bell Schedule: https://docs.google.com/spreadsheets/d/1SnGJjgwA_T-TokiHYjwvl6VjlkYZce7n-Mu6idclCXQ/edit?usp=sharing	