



King Kekaulike High School Academic Plan SY 2026-2027

121 Kula Highway
Pukalani, HI 96768
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[King Kekaulike High School Website](#)

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Amy Strand	
	Apr 1, 2026

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
ELA 9 +Honors, Algebra	Other: ▾ Houghton Mifflin	9-12 Imagine Learning Illustrative M... ▾	NGSS Texts	Active Classroom
ELA 10 +Honors, Geometry	Other: ▾ Houghton Mifflin	9-12 Imagine Learning Illustrative M... ▾	NGSS	Active Classroom
English 11 Algebra 2 Chemistry	Select One ▾ Houghton Mifflin Expository Writing and American Literature	9-12 Imagine Learning Illustrative M... ▾	NGSS Khan Academy	
English 12	Houghton Mifflin Expository Writing 2 and World Literature	9-12 Imagine Learning Illustrative M... ▾		

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
AP Biology, Biology - 10/12th Grade Social Studies			-The Supplemental Savvas Resources that come with our textbook. -Edpuzzle -Screencastify -Quizizz -You Tube: Amoeba Sisters, Bozeman Science, CrashCourse, Khan -Academy, AP Biopenguins -Barron's AP Biology Review Book -Games: Cytosis & Cellulose -Science Take Out Kits for Labs -BioRad Lab Kits	CNN 10 UpFront Magazine (Scholastic)

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
English 9-11	Select One ▾ SBA Interim	Select One ▾
Math 9-11	Select One ▾	Select One ▾ SBA Interim
	Select One ▾	Select One ▾

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:

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: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report: [Full Self-Study 2023](#), [Mid-Cycle Review 2026](#)

Year of Last Visit: SPRING 22-23

Type of Last Visit: Full Self-Study -

Year of Next Action: SPRING 25-26

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

SPRING 29-30

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> Improve School-Wide Attendance Rate <u>Root/Contributing Cause:</u> Teachers don't necessarily have the resources to meet all students' learning needs and keep students engaged in school.
2	<u>Student Need:</u> Academic Support through Quality Tier 1 Instruction across all content areas (SBA proficiency, retention rates, graduation, etc) <u>Root/Contributing Cause:</u> A lack of extended learning time, low-engagement, connecting the relevance of educational knowledge/skills with future opportunities, non-HQT in core subject areas, low-rigor, and student dissatisfaction with school (SQS). Inconsistent systems for collaborative planning and data use. HMTSS Domain Addressed: Academics
3	<u>Student Need:</u> Improve the transition of incoming Freshmen <u>Root/Contributing Cause:</u> Lack of social emotional learning, chronic absenteeism, inability to pass core and elective classes/acquire required credits, and a lack of basic transitional skills like organization, time management and coping skills. HMTSS Domain Addressed: Academics, Behavior, SEL

4	<u>Student Need:</u> Improve a sense of belonging. <u>Root/Contributing cause(s):</u> Students not feeling a sense of belonging according to the SQS data, lack of social-emotional learning, lack of 'voice' in the educational experience.
5	<u>Student Need:</u> Whole Child Support <u>Root Contributing Cause:</u> While required course work in core content areas provide students with the skills and credits needed for a high school diploma, it is interest based and career focussed classes that are motivation for attendance, classroom engagement and post secondary endeavors. HMTSS Domain Addressed: Academics, Behavior, SEL, Physical

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	<u>Targeted Subgroup:</u> Freshmen <u>Identified Student Need(s):</u> Students need consistent, focused support to facilitate their transition from 8th grade to 9th grade which will adequately prepare them for the rigor of high school. This will include developmental strategies that focus on organizational skills, time management and the ability to effectively cope with emotional and social challenges. Focused support is also needed at 9th and 10th grade to address academic and behavioral challenges that may inhibit students from being on track for graduation.
2	<u>Targeted Subgroup:</u> Vulnerable Subgroups (Native Hawaiian, low-SES, Special Education) <u>Identified Student Need(s):</u> When comparing academic performance on SBA Reading, Math, and Science, there is a significant learning gap between vulnerable subgroups and their peers. Students with Individualized Education Programs (IEPs) may require supplemental curriculum and extended learning opportunities to meet their specific educational goals and ensure equitable access to instruction/learning opportunities.
3	<u>Targeted Subgroup:</u> ELL <u>Identified Student Need(s):</u> When comparing academic performance on SBA Reading, Math, and Science, there is a significant learning gap between EL students and their peers. Ninth-grade students, in particular (English Learners), have a lower attendance rate and have fewer students earning 2.0 GPA and above, as compared to other grades. EL students expressed having a lower 'sense of belonging' at school.



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>
Reading Proficiency 1.1.1. 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, 2, 3, 4	State Determined Goal: KKHS will annually increase ELA proficiency and reach a school Target of 75.48% proficiency by 2029. A current difference of 30.48%. (There was a 14% drop in ELA proficiency in SY 24-25) 1. Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas. Hawaii Multi-Tiered System of Support (Academic Domain) a. Tier 1: Kekaulike HS will schedule SBA interim assessment screeners for 9th, 10th and 11th graders. b. Data from universal screeners will be shared with ELA teachers as a means of altering instruction to address learner needs. A testing coordinator will work with data teams in understanding SBA Interim data. c. Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas.	-Academic achievement on statewide assessments -Achievement gap -Quarterly D/F data -Strive HI	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		d. Teachers will be trained in AVID WICOR strategies to foster support for all learners, while increasing critical thinking skills. e. Additional support will be provided in researching best practices and coordinating programs that support student achievement. f. Tier n2: Additional tutoring and support services will be provided for students needing additional help in all content areas. g. Tier 3: Additional support will be provided in researching best practices and coordinating programs that support student achievement. 2) All teachers will participate in professional development during PLC periods and/or after school PD sessions on identified school wide initiatives, differentiated curriculum, instruction, and assessment, to increase effective instruction and consistent application in all classes (Primary/Tier 1). 3) Provide opportunities for teachers to attend training (i.e. AVID, social studies, literacy, AP, CTE, etc.) to support effective standards-based instruction in the classroom. 4) Provide students with extended learning opportunities (after school tutoring, interest based activities, content related competitions -HOSA, Science Olympiad, STEM related field trips, etc.) 5) Enhance reading proficiency through dynamic, tech-rich classrooms, empowering teachers with professional development and digital literacy tools. Students will engage with interactive e-books, personalized reading software, and collaborative online discussions to improve comprehension and fluency. Equitable access to digital resources and data-driven		
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		progress tracking will ensure targeted support, fostering a love of reading and boosting proficiency for all learners. By offering a variety of high-interest books and non-fiction materials related to the curriculum, content-specific libraries motivate students to read more frequently and widely, both for information and enjoyment. 6) Create 21st-century classrooms (schoolwide) that are dynamic and engaging, foster collaboration, critical thinking, creativity, and communication. a. Teachers and support staff will be provided with the professional development, supplies, technology, literary subscriptions, etc., required to promote and sustain rigorous curriculum and equitable access to educational opportunities. SW1, SW2, SW3, SW5, SW6 Brandi Spalding, Katie Hearl		
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Mathematics Proficiency 1.1.2. 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, 2, 3, 4	State Determined Goal: KKHS will annually increase math proficiency and reach a school Target of 34.21% proficiency by 2029. A current difference of 9.21%. (There was a 2% decrease in proficiency in SY 24-25) 1) Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas. - Adoption of a new viable math curriculum to ensure rigor for all students. - Utilize Keeney Consulting, LLC to continue work with the Math Department - Additional tutoring and support services will be provided for students needing additional help in all content areas. - Additional support will be provided in researching best practices and coordinating programs that support student achievement. 2. Tier 1: School will schedule SBA interim assessment screeners for 9th,10th and 11th graders. - Data from universal screeners will be shared with ELA and math teachers as a means of altering instruction to address learner needs. A testing coordinator will work with data teams in understanding SBA Interim data. - Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas. - Teachers will be trained in AVID WICOR strategies to foster support for all learners, while increasing critical thinking skills.	-Academic achievement on statewide assessments -Achievement gap -Quarterly D/F data -Strive HI	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		d. Additional support will be provided in researching best practices and coordinating programs that support student achievement. e. Tier 2: Additional tutoring and support services will be provided for students needing additional help in core content areas. f. Tier 3: Additional support will be provided in researching best practices and coordinating programs that support student achievement. 2) All teachers will participate in professional development during PLC periods and/or after school PD sessions on identified school wide initiatives, differentiated curriculum, instruction, and assessment, to increase effective instruction and consistent application in all classes (Primary/Tier 1). 3) Provide opportunities for teachers to attend training (ie AVID, math, science, AP, CTE, etc.) to support effective standards-based instruction in the classroom. 4) Provide students with extended learning opportunities (after-school tutoring, interest-based activities, content related competitions -HOSA, Science Olympiad, STEM related field trips, etc , etc.) 5) Create 21st-century classrooms (schoolwide) that are dynamic and engaging, foster collaboration, critical thinking, creativity, and communication. a. Teachers and support staff will be provided with the professional development, supplies, technology, literary subscriptions, etc., required to promote and sustain rigorous curriculum and equitable access to educational opportunities. SW1, SW2, SW3, SW6 Brandi Spalding, Katie Hearl , Barry Borell		
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1.1.3. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1, 2, 3, 4	Teachers will utilize PLC time for data teams and curriculum alignment, planning and pacing, and school initiatives. - Teachers will engage with data to positively impact school wide initiatives and areas for growth as evident in CNA and Academic Plan, particularly for high need students and at-risk sub-groups. - Teachers will analyze data to implement appropriate instructional strategies when planning instruction. - Teachers will discuss and develop curriculum utilizing content specific instructional practices, assessments (formative/summative) and pacing. - After school meetings and waiver days will be utilized for curriculum integration and school initiatives. - Data from universal screeners will be shared with ELA and math teachers as a means of altering instruction to address learner needs. - Data collected will be shared with appropriate stakeholders (Strive HI data, Panorama SEL data, Student Perception Survey data, data from all HMTSS domains) College and Career Readiness: - Align schoolwide communication and transparency around students' goals and options for post-secondary college and career choices, to inform decisions made regarding coursework and extracurriculars. Early College: Increase participation in early college courses.	- CNA - Strive HI - Panorama - Lei Kulia	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		a. Target Group - Students from groups underrepresented in higher education including rural, Native Hawaiian, Pacific Islander, first generation to attend college, economically disadvantaged. b. Increase first time college enrollment at the University of Hawai'i's ten campuses (HIDOE/P20/UH as of 1/26/2024) c. Increase the number of early college CTE pathway courses that are offered in high need career pathways, such as education, healthcare, information technology, and skilled trades. Advanced Placement Courses: a. Open enrollment policy. b. Continue to improve communication regarding pre-requisites, course load, drop policy and EOC Exams. c. Provide course-specific professional development to teachers to benefit teacher practice and student outcomes CTE: a. Improve communication for students on school programs of study offerings. b. Improve distribution of information about how to become a concentrator and receive CTE Honors. c. Provide career counseling for CTE students not planning on attending college. d. Deliver curriculum that aligns with industry standards which could ultimately lead to the option for students taking industry recognized credentials.		
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		STEM: a. Teachers will receive continuous, sustained training on integrated STEM pedagogy. b. Real world application - Ensure students have access to the technologies used in modern STEM workplaces. c. Provide students with extended learning opportunities in STEM (interest based activities, content related competitions -HOSA, Science Olympiad, STEM competitions (robotics), etc.) to help them see the relevance of their learning. d. Secure mentorships, internships, and job-shadowing opportunities for students. Use these partners to inform curriculum design, ensuring students are learning relevant, in-demand skills. e. Eliminate institutional barriers that may steer certain student groups away from advanced STEM and CTE courses (specifically girls and underrepresented minority groups). College and Career Accessibility Schoolwide (Students, parents, staff): Improve communication and access to information on: a. College visits. b. Deadlines. c. Scholarships. EL Coordinator will be hired for SY 24-25: a. Increase the number of EL sections. b. Provide students with ELD classes and push in/pull out support. c. Build a cohort of teachers who are trained in EL strategies who can better support students.		
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		ALPSS a. Alternative Learning Programs, Supports and Services (ALPSS) serves students who require or thrive in an environment other than a traditional educational setting. This population of learners may face challenges in school, home, and/or community. Their ability to receive services in a traditional academic setting may increase vulnerability to school failure. Alternative learning strives to deliver equitable access to innovative approaches to teaching and learning which provide students the opportunity for personalized learning to meet graduation requirements, prepare for post-secondary experiences and participate as productive members of their communities (National Alternative Education Association). Special Education: a. Adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of each student, ensure access to the general education curriculum, and/or implement a supplementary curriculum that supports student agency, voice, creativity, skill-based learning, social emotional learning and cognitive development (address the learning needs of those students who measure growth by goals written in their IEPs). Ke Kula Kaiapuni 'o Kekaulike a. Students will demonstrate proficiency in 'Ōlelo Hawai'i in various settings. b. Apply knowledge and skills related to Hawaiian culture, understanding and ways of being. c. Exemplify responsible, caring familial and community stewardship.		
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		d. Social studies courses will remain in Kaiapuni and are crucial to developing a critical understanding of students' Hawaiian identity. SW1, SW2, SW3, SW5, SW6 Dain Shimabuku, Katie Hearl, Emily Haines-Swatek, Paul Remington, Alison Uyehara		
1.1.4. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1, 2, 3, 4	Develop a comprehensive plan to revise the implementation of the Transition to High School course. a) Collaborate with Kalama transition's teacher and review transitions program at the middle school. b) Transition teachers will be trained in AVID WICOR Strategies and implement these into the THS curriculum. c) Create a 'Freshmen Impact Team' to follow up in individual student needs (attendance, grades, discipline). d) Utilize advisory time for academic counseling for high-risk students. e) Examine and research the necessary steps in implementing Freshman Houses for SY 26-27. SW2, SW5, SW6 Academic Review Team	-Chronic Absenteeism -Retention rate -SQS (Safety and Wellness) dimension -Discipline data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5 Students have access to extended learning opportunities that enhance their educational experience	2, 4	1. Offer students increased opportunities for participation in CTE courses, clubs, activities, competitions, etc., to encourage more CTE program concentrators and those seeking industry certifications. 2. Provide students with extended learning opportunities (after-school tutoring, interest-based activities, content related competitions, HOSA, Science Olympiad, STEM related field trips, etc.etc.) SW2, SW6 Emily Haines-Swatek,	Participation in academic competitions, CTE classes and industry certifications	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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	Advisory program will have targets/goals for each grade level and a clear process for assessing student progress and formulating student support. Social Emotional Learning and Restorative Justice practices will be included in the Advisory program and be an organized venue for student voice. Curriculum will also include HĀ outcomes to create a sense of belonging, Aloha, and Hawai'i. - Identify clear goals, establish consistent expectations, and identify indicators to measure improvement. - Student choice/voice will be built into the curriculum. - Guest speakers will be invited during advisory periods to support career exploration. - SEL programs will be implemented into the advisory curriculum. - A component of 'ōlelo Hawai'i and Hawaiian culture practices will be built into the curriculum. SW2, SW6 Brandi Spalding, Cole Kessler	-School Survey (SQS) -Attendance -Discipline	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3, 4	Restorative Justice (RJ) strategies will be used to address discipline and behavior schoolwide. - Staff professional development will be scheduled to introduce the RJ Framework and the benefits of the restorative approach to discipline. (Suspensions, behaviors, test scores, etc.) - Implementing a process for Restorative Conferences between students/teachers when relationships are strained across the school. - Implementing reentry circles in classes for students who are suspended for causing harm to a classroom environment. - Focus on building a restorative culture for the incoming freshman class, students and teachers. (PD and training for 9th grade teachers to implement restorative justice/circle discussion lessons, circles as an alternative to suspension. SW2, SW5, SW6 Amy Strand, Dain Shimabuku, Jayna Yamamoto	-Discipline data -SQS -Chronic Absenteeism -Retention rate	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	4	Development of a schoolwide framework that supports the development of skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i. a. Staff will examine the Nā Ali'i 3 R's (GLOs) and how to incorporate these into HĀ outcomes and initiatives. b. Work with community organizations in gathering resources that support Hawaiian studies (teachers and students). c. Engage in lessons and activities rooted in Hawaiian language, culture and practice. SW2, SW6 Brandi Spalding, Alison Uyehara	-Academic achievement on statewide assessments -Subgroup achievement gap data -SQS	☐ 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>	2, 4	1. Develop and sustain a community services network to be supervised by the school counseling staff that will connect students directly to post-high school schools, internships and opportunities, and implement a school wide post-exit follow-up system for students attending post-secondary institutions in the Fall. 2. Work with students who are not applying for college after high school, in creating a post-secondary plan in applying for jobs, internships, and/or trade opportunities. - Develop college and career partnerships within state and out of state post high school education entities, including colleges and universities, career mentorships and internships, and vocational training programs. - College and Career counselors, AVID Coordinators and grade level counselors will create a school-wide post-exit follow-up system for students attending post-secondary institutions. - Research internships, job fairs, job opportunities, etc. of community/national groups/companies that support post-secondary options for students graduating with a high school diploma. 3. Student Government, through mandatory leadership classes and with the support of the Student Activities Coordinator, will develop an inclusive student leadership	-CTE Program of Study completers -9th grade retention rate -Chronic absenteeism data -College-going rate -Graduation rate - SQS Student results (Satisfaction, Well-Being dimensions) - Student input from school developed survey - Discipline data - WASC Recommendations	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		focus, as well as the reinstitution of a functioning representative Student Senate, and a system/program of opportunities to collaborate with administration, staff and community. 4. Provide opportunities for student-led activities based on interest and talents that can be shared with the KKHS community (e.g. clubs, senior project, advisory, academic and sport competitions, etc.) 5. Kekaulike High School will participate in Hawai'i Kid's Vote. SW2, SW5, SW6 Emily Haines-Swatek, Jayna Yamamoto		
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.	2	Utilize a PC day to articulate vertical alignment between feeder schools. - CTE Middle School/High School Statewide Upskilling training. - Articulation between all grade levels and departments, specifically taking into consideration the new viable curriculum. SW2, SW6 Academic Review Team	-Enrollment in CTE, AP, honors and Early College courses	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.3.3. All students graduate high school with a personal plan for their future.	1	Students will complete an online Personal Transition Plan, documenting post-secondary opportunities, including college, career and military research: - A PTT will continue to be hired to monitor students, as they complete a required PTP .5 credit for graduation. - Technology, subscriptions and licenses will be purchased to allow students equitable access to PTP assignments, college and career research, and programs that support student success. - Research ACCN course offerings for an elective course to introduce students to relevant skills needed as an adult after high school. SW6 Jayna Yamamoto, Kim Uyehara	- Retention rate - Graduation Rate - Number of students enrolled in trade schools/military	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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>
2.1.1 The school will have a clear process for examining our vision/mission with all stakeholders, that aligns with 21st century skills and expectations for curriculum, instruction, assessment and a culture for teacher learning.	1, 2, 4	1. The school community (students, teachers, parents) will examine the school's vision/mission and discuss its alignment to 21st century skills and expectations for curriculum, instruction, and assessment, including a culture for teacher learning. 2. Develop and implement a plan for all staff to ensure understanding of the school's vision/mission and school wide expectations for curriculum, instruction, and assessment including a culture for teacher learning. 3. Provide new teachers to the school with added support to ensure understanding of the school's vision/mission and school wide expectations for curriculum, instruction, assessment, as well as including a culture for teacher learning. 4. A full release mentor will be hired to conduct new teacher orientation during the summer and to support emergency hires, new teachers and new teachers to King	- Academic achievement on statewide assessments -Subgroup achievement gap data -SQS -STAR data -D/F quarterly data -ARCH Data	☒ 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

		Kekaulike, weekly. SW2, SW3 Amy Strand/Lynn Yamada		
2.1.2 Create a planned and articulated Staff Development focused on both school wide and Departmental needs.		1. Survey staff and students before the end of each school year to determine PD needs, as it relates to school wide goals and initiatives. 2. With the help of a testing/data coordinator, teachers and staff will use school wide data (ie. SBA, STAR, ACT, CNA) to determine student areas of need to help determine school wide PD focus. 3. Professional Development will focus on the initiatives as outlined in the AcPlan. 4. Identify a process and the indicators for evaluating implementation and effectiveness of the PD offered at KKHS. SW2, SW6 Brandi Spalding, Katie Hearl	- SQS Staff data - Analysis of teacher input (school developed survey)	



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, 4	Strengthen the School Community Council (SCC) with all seats filled with clear roles and responsibilities established, set meeting calendar, and shared agenda/minutes. - Determine all SCC representative seats and establish terms, roles/responsibilities and share with the school community. - Establish a meeting calendar and agenda/minutes document that is shared with the school community. - Develop a system for publicizing SCC meetings and a way to gather input from the community, especially for those who cannot attend meetings. - Utilize social media outlets to recruit and remind SCC members about meeting times and dates. SW2, SW4 Amy Strand, Brandi Spalding	- Shared Google Drive calendar and agenda/minutes document folder -All SCC representative seats filled with a clear calendar for expiring terms	☐ 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 Increase parent and community involvement and participation at Kekaulike High School.	3, 4	1. Host opportunities to welcome families and community members to Kekaulike High School as a means of learning about the diverse programs, schoolwide initiatives, athletics, testing data, etc. a. Senior Project b. Program Sparkle c. College Nights d. Campus Clean Up e. Open House f. Senior Parade g. Parent Nights 2. Increase communication between school and community. SW2, SW3 Alison Uyehara, Brandi Spalding	- Attendance - Agendas	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>
3.3.3. Instruction in all classes will show evidence of differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas.	1, 2	1. Provide PD on instructional strategies that will help teachers to meet the needs of ALL learners (i.e. ELL, special needs, gifted and talented, Native Hawaiian and low SES status). 2. Develop clear expectations of what co-teaching in an inclusion program looks like and the roles of the involved teachers, including time for those involved to meet and plan together. 3. All teachers will be trained on understanding the goals and objectives written into IEPs, and the impact they have on how lessons/activities are structured. 4. All teachers will participate in professional development during PLC periods and/or after school PD sessions on identified school wide initiatives, differentiated curriculum, instruction, and assessment, to increase effective instruction and consistent application in all classes (Primary/Tier 1). 5. Teachers will evaluate the effectiveness of differentiated instructional practices and professional development on student performance.	- Academic achievement on statewide assessments - Achievement gap - Quarterly D/F data -Strive HI	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		SW2, SW5, SW6 Alison Uyehara, Janina Krau		
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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 **King Kekaulike High 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 **Dec 2, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 16, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Review Team, Leadership Team, Operations Meeting
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: **Date**

Attested:

King Kekaulike High School Principal	Signature	Date
Amy Strand		Apr 1, 2026
SCC Chairperson	Signature	Date

Brandi Spalding		Apr 1, 2026
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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
Brandi Spalding		Apr 1, 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>	1095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
King Kekaulike High School Bell Schedule: LINK	