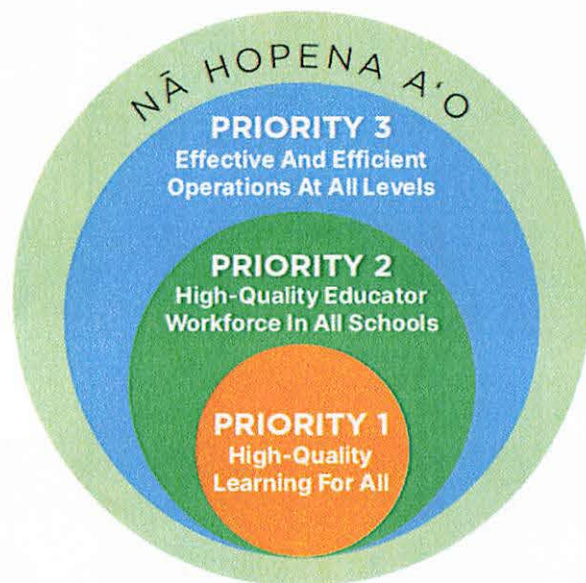




Chieffess Kamakahelei Middle School

Academic Plan

SY 2026 -2027

4431 Nuhou Street
Lihue, Hawaii 96766
(808) 241-3200
ckms.k12.hi.us

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal: Wendy Schwarze	
<i>Wendy Schwarze</i>	4/9/2026

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
<i>Leila Maeda-Kobayashi</i>	04.14.26

[VIALE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

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
Grades 6 through 8	'19 EL Education 6-8 Lang... ▾	Desmos Math 6-8 ▾ HMH Into Math ▾ Gr. 7 Accelerated Math Class HIDOE Alg. I (Gr. 8 Algebra Class)	Amplify	Gr. 6 McGraw-Hill - Discovering Our Past: A History of the World, Early Ages Gr. 7 Hawaiian History (Teacher Created) Gr. 8 McGraw-Hill - Discovering Our Past: A History of the United States, Early Years

Please list all supplementary instructional materials used to enrich or 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
Grades 6 through 8	Language Live! (Intervention)	i-Ready Tool Box (Intervention)	N/A	N/A

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: Grade-level teams record student academic and behavioral interventions in their student support documents. The school cadre meets bimonthly to determine interventions, which are compiled in a running document. The RTI Committee tracks Tier 2 and 3 academic interventions in an RTI spreadsheet.

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
Grades 6 through 8	STAR Enterprise ▾ Other: ▾ Language Live! (Intervention)	STAR Enterprise ▾

IDENTIFIED SCHOOL NEEDS

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 Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2023

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

Year of Next Action: SY 2028-29

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2028-29

Identified critical student learning needs and the root/contributing cause(s) 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?"

1

LITERACY

SBA ELA-Literacy														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
52%	48%	53%	55%	54%	30%	34%	34%	30%	33%	56%	53%	56%	50%	53%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
54%	26%	112%			22%	15%	21%	12%	29%
>80%	>30%	>100%							

Source: [i-Ready](#)

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills, especially in the areas of comprehension skills (e.g., language use and reasoning) editing their writing using the conventions of standard English, and comprehending and interpreting complex auditory information.
 - Reading - All students need to increase their ability to apply foundational reading skills (i.e., phonics, fluency) and comprehension skills (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.

- Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

1A. There are varying levels of implementation of the ELA Expeditionary Learning curriculum, instruction, assessment, and grading practices.

1B. The levels of instruction and use of Achieve 3000 vary from classroom to classroom.

1C. Infrequent use of timely, specific, and actionable feedback limits students' growth in reading proficiency.

1D. There are limited opportunities for students to engage in targeted writing practice and receive timely feedback to strengthen their writing, grammar, and conventions skills.

4A. There are varying levels of understanding and implementation of Tier 2 and Tier 3 RTI strategies and supports within regular classes and Reading/Math workshops.

4B. There is a need to sustain and strengthen instruction within the reading and math workshops classes.

*Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

2

NUMERACY

SBA Math														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
29%	37%	44%	46%	43%	26%	30%	32%	36%	30%	41%	66%	68%	62%	55%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
47%	23%	86%			12%	22%	37%	9%	20%
Goal >80%	>30%	>100%			Source: i-Ready				

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (*What students need us to provide so that they can strengthen their numeracy.*)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills, including mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade-level standards, including their ability to problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are varying levels of implementation of math standards-based curriculum, instruction, assessment, and grading practices.

2B. Insufficient integration of modeling and data analysis across subjects limits students' ability to apply and reinforce these skills in science, social studies, and other content areas.

2C. Students are not given enough opportunities to explain their reasoning and justify their answers in math.

4A. There are varying levels of understanding and implementation of Tier 2 and Tier 3 RTI strategies and supports within regular classes and Reading/Math workshops.

4B. There is a need to sustain and strengthen instruction within the reading and math workshops classes.

*Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

3

SCIENCE

NGSS-HSA Science									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
30%	25%	33%	34%	34%	29%	28%	27%	32%	22%
Goal >80%					Goal <10%				

Source: Strive HI Report and [ARCH ADC](#) Data Dashboards

Student LEARNING Needs (*What students need to learn regarding science.*)

- All students need to increase their understanding and application of the topics and performance expectations outlined in the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (*What students need us to provide so that they can strengthen their understanding and application of science.*)

- All students need instruction grounded in a high-quality, vertically aligned curriculum that strengthens their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

3A. There are varying levels of implementation of the Amplify NGSS-based curriculum, instruction, assessment, and grading practices.

3B. Limited use of math and computational thinking in science instruction affects students' ability to analyze data and apply scale and proportion.

*Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

4**SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
71%	59%	60%	55%	50%	52%	47%	81%
Goal: >80%							

Source: [Panorama Education](#) Student SEL Survey – Winter 2025-26

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

7A. There are varying levels of understanding and implementation of new and existing SEL programs and strategies (i.e., Advisory Curriculum Table, Panorama lessons, Choose Aloha, Hawaiian Values lessons).

7B. There are varying levels of understanding and implementation of behavioral RTI strategies, including PBIS, across classrooms and staff.

7C. Panorama SEL data is not consistently analyzed or used to identify student and schoolwide needs regarding social-emotional learning.

*Additional contributing causes: [5A](#), [8B](#), [11A](#), [11B](#), [11D](#), [12A](#), [13A](#), [16A](#)

4**ATTENDANCE**

Regular Attendance			
21-22	22-23	23-24	24-25
75%	79%	76%	72%
Goal: >90%			

Source: Strive HI Report

Student LEARNING Needs (What students need to learn regarding attendance.)

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs (*What students need us to provide so that they attend school more regularly.*)

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

6A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.

6B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices.

6C. Parents and students have limited understanding of how regular attendance impacts student learning.

*Additional contributing causes: [16A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	41% = 181	35% = 139	39% = 152	42% = 165	42% = 168
Math	19% = 85	26% = 105	30% = 118	32% = 127	31% = 123
Science	17% = 27	13% = 19	22% = 26	20% = 24	26% = 35

Percentage and number of EDS students proficient

Source: [LEI Kulia](#) - School Profile Report

Student LEARNING Needs (*What students who are economically disadvantaged need to learn.*)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (*What students who are economically disadvantaged need us to provide so that they can increase their learning.*)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup										
	SBA/HSA Proficiency					Language Acquisition				
	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
ELA	16% = 12	12% = 9	14% = 10	19% = 14	14% = 9	11% (8/73)	5% (4/78)	6% (4/72)	17% (12/69)	16% (11/68)
Math	7% = 5	6% = 5	9% = 7	14% = 11	9% = 6					
Science	4% = 1	4% = 1	7% = 2	0%	4% = 1					

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[CKMS EL Success Plan](#)***Student LEARNING Needs (What students who are English Learners need to learn.)***

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension, and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

3

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	1% = 1	5% = 4	13% = 10	11% = 8	11% = 8
Math	2% = 2	4% = 3	14% = 10	6% = 4	7% = 5
Science	4% = 1	0%	3% = 1	11% = 3	0%

Percentage and number of SPED students proficient (Does not include HSA-Alt)

Source: [LEI Kulia](#) - School Profile Report***Student LEARNING Needs (What students who require Special Education need to learn.)***

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they can increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

[Academic Plan Summary 2026-27](#)



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 4
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	1A. There are varying levels of implementation of the ELA Expeditionary Learning curriculum, instruction, assessment, and grading practices. 1B. The levels of instruction and use of Achieve 3000 vary from classroom to classroom. 1C. Infrequent use of timely, specific, and actionable feedback limits students' growth in reading proficiency. 1D. There are limited opportunities for students to engage in targeted writing practice and receive timely feedback to strengthen their	EA 1. Literacy (1.1.2) Student literacy will increase through the effective implementation of Achieve3000 in all classrooms, the instruction of cross-content vocabulary, and the integration of reading and writing activities into content instruction. Additionally, all ELA teachers will implement a horizontally and vertically aligned curriculum, instruction, and assessments that align with the HCCSS and are relevant to real-world applications. Action Steps: ➤ Schoolwide Literacy a. School administration and teachers/staff will... i. Implement Achieve3000 with fidelity as scheduled, including strategies that support student success. (WASC #1, #4) ii. Evaluate the current use of Achieve3000 and research alternative literacy programs/ initiatives that support student success in literacy. (WASC #4) iii. Implement active vocabulary, reading, and writing strategies (e.g., marking the text, word webs, close reading). (WASC #1) iv. Provide instruction that includes cross-content vocabulary words (e.g., SBA-Sample Academic Vocabulary and SBA-ELA and Literacy Vocabulary lists). (WASC #1, #4) b. Grades 6 and 8 Social Studies teachers will implement the	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☒ Title I 18902 B - 3502 Achieve3000 \$36,188 No Red Ink \$11,306 McGraw Hill Social Studies Digital \$14,136

	writing, grammar, and conventions skills.	McGraw-Hill curricula to teach the HCSSS, and grade 7 will teach Hawaiian Studies using a variety of resources. (WASC #4) ➤ English Language Arts Department c. All ELA teachers will... v. Implement Expeditionary Learning as the core curriculum, including high-leverage components to teach the CCSS and GLOs. (WASC #4) vi. Implement common rubrics (e.g., curriculum-embedded rubrics, SBA-Rubrics/Scoring Guides for teacher and student use with various types of writing, research, and speaking assignments, and share the common rubrics with other departments. (WASC #1, #4) vii. Teachers will utilize IAB items for informal and formal application to prepare students for the rigor of the SBA. (WASC #1) d. All students will increase reading volume and complete standards-based learning activities/tasks and assessments to work towards reading proficiency and strengthen their literacy development. Leads: ART, Literacy Committee, and ELA Department		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	2A. There are varying levels of implementation of math standards-based curriculum, instruction, assessment, and grading practices. 2B. Insufficient integration of modeling and data analysis across subjects limits students' ability to apply and reinforce	EA 2. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that align with the CCSS and are relevant to real-world applications. Action Steps: a. School administration and teachers/staff will design and implement a schoolwide numeracy initiative for our school. (WASC #4) b. All Math teachers will... i. Implement Amplify Desmos Math (6-8), HMH Into Math (Gr. 7 Accelerated), and HDOE Algebra I (Gr. 8 Algebra) as the core curricula to teach the CCSS and GLOs. (WASC #4) ii. Provide instruction on the content-specific vocabulary words included on the SBA-Math Vocabulary list. (WASC	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☒ Title I 18902 B-3006 DESMOS consumables (Math Grade 6, 7 & SY26-27) \$5,928 IntoMath Consumables \$405 B - 3502 DESMOS subscription (Math Grade 6, 7 & SY26-27) \$10,669

	these skills in science, social studies, and other content areas. 2C. Students are not given enough opportunities to explain their reasoning and justify their answers in math.	#1, #4) iii. Identify/create common scoring methods for teacher and student use. (WASC #4) iv. Utilize IAB items in Edulastic for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting. (WASC #1) c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics. Leads: ART and Math Department		IntoMath (Grade 7) \$2,127 B-3901 Algebra Grade 8 booklets from Reprographics \$1,894
All grade 8 students are proficient in their understanding of the NGSS concepts.	3A. There are varying levels of implementation of the Amplify NGSS-based curriculum, instruction, assessment, and grading practices. 3B. Limited use of math and computational thinking in science instruction affects students' ability to analyze data and apply scale and proportion.	EA 3. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that aligns with the NGSS and is relevant to real-world applications. Action Steps: a. All Science teachers will... i. Implement the Amplify curriculum to teach the NGSS and GLOs. (WASC #4) ii. Establish a clear pacing guide for the Amplify curriculum and allocate dedicated planning time for curriculum pacing, Interim Assessment integration, and opportunities for data collection and analysis. (WASC #4) iii. Select and utilize NGSS Interim Assessment items for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting. (WASC #1) b. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts. Leads: ART and Science Department	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☒ WSF 42101 B-3006 Science Lab Supplies \$3,000 ☒ Title I 18902 B-3502 Gizmos \$4,359 Generation Genius \$1,995

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	4A. There are varying levels of understanding and implementation of Tier 2 and Tier 3 RTI strategies and supports within regular classes and Reading/Math workshops. 4B. There is a need to sustain and strengthen instruction within the reading and math workshops classes.	EA 4. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and interventions will be strategically implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. Action Steps: - School administration/leadership will... - Establish criteria for identifying academically at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) (WASC #1) - Coordinate the schoolwide ELA and Math intervention program and guide the expectations to diagnose and address students' academic needs. (WASC #4) - Establish clear metrics for success by defining the screener's criteria for "growth," to set realistic yet ambitious student targets. (WASC #1) - Reinforce effort and recognize/reward student academic growth based on clearly defined criteria. - Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) (WASC #4) - School administration and teachers/staff will provide students with tutoring opportunities. - School administration and the EL Committee will design and lead the implementation of a process to support newcomer English Learner students. (EL Success Plan) - ELA Workshop teachers will implement the LANGUAGE! Live intervention program to deliver a combination of online instruction for foundational skills and teacher-led instruction for language comprehension (vocabulary, writing, reasoning, literary elements, comprehension) to address Tier 2 and 3, EL, and SPED literacy needs. (CLSD) (WASC #1, #4) - Administration and the Math Department will evaluate the effectiveness of the current diverse Math Workshop classes. (WASC #4)	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☒ WSF 42104 A - 2744 4 teachers per grade level x 3 grade levels x 1 hrs per day x 2 times per wk x 36 wks = 864 x \$42.16 \$36,426 Afternoon School Teacher 1 teacher x 10 hours/week x 28 weeks = 280 x \$42.16 \$11,805 ☒ WSF 42102 A1 - 2744 2 ELL PTTAs x 17 hrs x 40 wks = 1,360 hrs x \$42.16 per hr = \$57,338 2 ELL PTTBs x 17 hrs x 40 wks = 1,360hrs x \$29.59 per hr = \$40,242 A1 - 2744 ELL Interpreter for 22 NEP students x 4 hrs per student = 88 hrs x \$29.59 = \$2,604 ☒ Title I 18902 B-3502 Star Screener \$10,759 ☒ Possible Add'l Federal Funds from KCA
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		f. Math Workshop teachers will implement the academic intervention programs/systems (e.g., i-Ready lessons). g. All teachers will incorporate the use of inclusive practices. h. Students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs). Leads: ART, RTI Committee, and SPED Department		B-3502 i-Ready/Toolbox Subscriptions
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	5A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices. 5B. There are varying degrees of understanding and implementation of interdisciplinary instruction. 5C. Advisory time is not effectively used in all classes to foster teacher-student relationships and support team objectives.	EA 5. Student Transitions and Structures for Middle-Level Learners (1.1.5) Multiple activities will support student transitions into, through, and out of Chiefess Kamakahalei Middle School, along with the implementation of research-based structures and practices (e.g., advisory and teaming) designed for middle-level learners. Action Steps: a. School staff will... i. Coordinate activities that support student transitions into, within, and out of CKMS, including the transition to high school. (WASC #3) ii. Transition toward grade-level electives using a Structured Exploration Plan to ensure teacher teams share a common cohort of students, strengthening the teaming model. (WASC #3) b. School administration and/or other staff will guide teachers on strategies, lessons, and resources to make advisory time meaningful for students. c. Teachers will use advisory time to foster teacher-student relationships and support team objectives. d. School administration, teachers, and staff will continue to implement and strengthen the use of teaming to support students both academically and socially-emotionally, including the planning and implementation of interdisciplinary instruction. (WASC #2) e. All students will be supported academically and socially-emotionally, and engage in standards-based interdisciplinary learning. Leads: ART, Counselors, Registrar, SSC, and SAC	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B-4801 Bus for transition from middle to high school \$1,051 IDP Teaming Field Trips 6 buses x \$1,051 x 6 = \$6,306 B-5809 Warranty (3 years) for 75 units for units paid out of 18902 \$5,250 ☒ Title I 18902 C-7708 Replacement student chromebooks \$325 per device \$24,500 C-7708 Replacement Teacher Laptops \$18,054 B-3502 Google Chrome Upgrade \$2,245

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 7, 8	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to and attend school regularly.	6A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices. 6B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices. 6C. Parents and students have limited understanding of how regular attendance impacts student learning.	EA 6. Student Attendance (1.2.1) Regular attendance is expected, and clear, proactive follow-up procedures are implemented to address absences. Action Steps: a. School administration will... i. Communicate clear, proactive attendance procedures to students and parents, including in the student planner and on our school website. ii. Establish a formal process to teach the importance of good attendance to both students and families during the first weeks of school to set clear expectations early. b. Administration, Counselors, and the SSC Clerk will... i. Implement follow-up procedures when students have 10 or more absences. c. Teachers will implement the Taking Attendance Procedures as outlined in the Infinite Campus User Guide pp. 24-29 . d. Students will receive recognition/rewards for attendance. Leads: Counselors, Registrar, SSC, VPs, and Principal	Attendance Data (LEI Kūlia and Strive HI)	☒ WSF 42101 B-3502 Kid Account Hall Pass \$1,420
1.2.2. All students demonstrate	7A. There are varying levels of understanding and	EA 7. Positive Student Behavior (1.2.2) Behavioral Rtl, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have	Behavior Incident Referral Data	☒ WSF 42101 B-3401

positive behaviors at school.	implementation of new and existing SEL programs and strategies (i.e., Advisory Curriculum Table, Panorama lessons, Choose Aloha, Hawaiian Values lessons). 7B/11D. There are varying levels of understanding and implementation of behavioral RTI strategies, including PBIS, across classrooms and staff. 7C. Panorama SEL data is not consistently analyzed or used to identify student and schoolwide needs regarding social-emotional learning.	access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School administration and support staff will... i. Develop and implement behavioral RTI strategies across all three tiers, with specialized protocols for managing high-intensity behaviors. b. School administration, teachers, and staff will... i. Implement behavioral RTI, which includes PBIS and classroom management strategies that define, teach, and recognize/reward positive behavior. ii. Review SEL data (e.g., in Student Support and Cadre Meetings) to monitor the social-emotional progress of individual students as needed. iii. Provide ongoing dialogue with students to identify what changes or supports would make the school feel safer and more inclusive. (moved from "c") iv. Promote the "See something, say something" campaign to ensure student safety and a culture of mutual responsibility. (moved from "c") c. Teachers-will... i. Implement SEL lessons during Advisory and at other times during the school year. Students will exhibit positive/productive behaviors in all settings and receive recognition/rewards. Leads: ART, PBIS Committee, and SEL Committee	Panorama Student Perception/SEL Survey Results	Promotional design materials (banners, school bags, lanyards, and other needed materials) and PBIS Redemption rewards \$6,000 ☒ Title I 18902 B-3502 Navigate 360 PBIS Rewards Subscription \$2,509
1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values,	EA 8. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School administration will review the HĀ Framework with teachers and staff and highlight connections to current CKMS practices.	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B-3401 School promotional items for all teachers and staff \$6,000 B-3901 Na Hopena a'o posters Reprographics \$2,000

	resulting in the need to sustain and strengthen these efforts. 8B. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values, resulting in the need to sustain and strengthen these efforts.	b. School administration, teachers, and staff will coordinate activities and events that align with the HĀ Framework, including those that strengthen students' sense of Hawai'i. c. All students will engage in Nā Hopena A'o-aligned activities/events. Lead: ART		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 9, 10	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 9
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. There is a need to sustain and strengthen activities and events that develop students' awareness of college/career options, connection with their community, and sense of civic responsibility.	EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events. Action Steps: a. School administration and the College Career Exploration Committee (CCE) will coordinate and implement activities that promote college/career awareness and exploration and develop a sense of civic responsibility throughout the school year (e.g., guest speakers, field trips/excursions, student research, Career Day, KCC campus tour, etc.). (WASC #3) b. All 8th-grade students will take interest/ability inventories and reflect on their results during their time at CKMS. (WASC #3) c. School administration and staff will conduct Parent Nights to inform incoming students/ parents of the-structured elective opportunities. (e.g., Incoming 6th Grade Parent Night, Elective Night). (WASC #3) d. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. Leads: ART and College and Career Committee	Community Partners and Volunteers List Field Trip Log	☑ WSF 42101 C - 7705 Pitsco STEM Equipment \$2,226 B - 3006 3D Printing Supplies \$1,000 CTE Culinary Supplies \$5,000 CTE Woodshop Supplies \$5,000 CTE Agriculture Supplies \$2,000 C - 7705 CTE Equipment - Agriculture \$3,000 C - 7701 Audio Visual Equipment Media Equipment \$2,000 C-7708 Devices & computer/ technology support inventory, digital resources expansion, and replacement needs \$30,000

				☒ Title I 18902 B - 3502 Music First SY26-27 \$4,500 ICEV Multimedia CTE courses \$21,000
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.	10A. There is a need to sustain and strengthen activities and courses that develop students' academic background and skills necessary to enter high school prepared for success in progressively rigorous academic work and CTE pathways. 10B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Students at Chiefess Kamakahelei Middle School will acquire the knowledge and skills needed to enter high school prepared for success in progressively rigorous academic work and CTE pathways. Action Steps: a. School administration and teachers/staff will identify and implement strategies that prepare students for high school, including GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and digital citizenship. (WASC #3) b. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kauai Complex Area/Central Complex. (WASC #4) c. All students will participate in learning activities that prepare them for success in high school and beyond. Leads: ART and CTE Department	Quarterly and End-of-Year/Course Report Card Grades	☐ WSF ☒ Title I 18902 B - 3502 Gimkit Pro \$1,000 Blooket Plus \$1,800 BrainPop \$5,016 Pear Deck \$5,258 EdPuzzle \$3,194 Kami \$4,287 Flocabulary \$4,344 WeVideo \$3,216 Pear Assessment \$5,047 GoGuardian \$5,000



Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 11, 12, 13	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> SW5 - EA 11
2.1.2. All teachers are effective or receive the necessary support to become effective.	11A. There are varying levels of understanding and implementation of effective best practices and high-yield instructional strategies. 11B. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of curriculum and best practices. 11C. Insufficient teacher training in content-specific reading strategies,	EA 11. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth while teaching the standards and GLOs. Action Steps: a. School administration and coaches/committees will... i. Regularly collect and analyze data to identify trends and areas of strength and need, resulting in appropriate PD and/or coaching cycles. (WASC #1) ii. Provide PD/training that strengthens understanding and use of the following: - Effective teaching practice(s) and high-yield instructional strategies in all classrooms (e.g., active engagement, teacher clarity, Avid Academic Vocabulary-SIQ seat hours, differentiated instruction (for high achievers too), culturally responsive instruction (WASC #1) - Active vocabulary, reading, and writing strategies (WASC #1)	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	☑ WSF 42102 A1 - 2769 3 Sub days for ELL teacher to attend district workshops x \$200.80 = \$602 ☑ WSF 42106 A1-2769 Non-core 30 Teachers and Social Studies 6 Teachers x 2 per yr sub teacher = 72 X \$200.80 \$14,458 12 ELA Teachers x 4 per yr sub teacher = 48 X \$200.80 \$9,638 12 Math Teachers x 4 per yr sub teacher = 48 X \$200.80 \$9,638 6 Science Teachers x 4 per yr sub teacher = 24 X

	academic vocabulary instruction, and scaffolding for complex informational texts limits effective instruction across subjects. 11D/7B. There are varying levels of understanding and implementation of behavioral RTI strategies, including PBIS, across classrooms and staff.	● Behavior management skills (e.g., QBS) to support students with ASD, ED, and OHD ● Standards-based curriculum, including the curriculum-embedded instructional strategies and assessments (e.g., Amplify Desmos-Math, McGraw-Hill Social Studies, NGSS-Science, NCAS-Art, EL Education ELA) (WASC #4) ● Digital tools and resources (e.g., Achieve3000, Parent Square, digital citizenship, Infinite Campus, and the use of AI in education). ● ELA and Math Interim Assessment Blocks (IABs) items for informal (as a whole group lesson or partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting (WASC #1) ● NGSS Interim Assessments (Testlets items for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the HSA questions and test-setting (WASC #1) b. School administration will coordinate school-wide participation in the Corwin Visible Learning Institute to be held on Kauai, October 21, 2026, and conduct follow-up activities to reinforce/expand effective practices and strategies learned. (WASC #1) c. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD) (WASC #1, #4) d. All teachers will... i. Have dedicated time (PLCs, Interdisciplinary Teams, planning days) to engage in collaborative work. (WASC #2, #4)	\$200.80 \$4,819 A1-2744 Leadership Meetings PTT 3 coaches for 1 hour x 20 = 60 hours x \$42.16 \$2,530 A1 - 2802 Summer stipend for 12 ART team members teachers x 1 days = 12 x \$200.80 \$2,410 Stipends for 14 ART team members teachers x 10 months =140 @ \$50.20 (¼ day) \$7,028 New Teacher CKMS Training & On-Boarding Day Stipends 5 teachers x 1 day x \$200.80= \$1,004 B-4804 For teachers to attend conferences (registration, airfare, ground transportation, excess lodging per diem and parking) \$10,000 ☒ Possible Add'l WSF Funds B-7104/07 PD for Teachers Training \$25,000
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		ii. Be provided opportunities to participate in “learning walks” to see other teachers implementing effective teaching practices/strategies. (WASC #1) iii. Implement standards-based curriculum, effective teaching practices, and high-yield instructional strategies to teach the standards as evidenced in classroom learning walks and walkthroughs. e. ELA Workshop teachers will participate in ongoing, job-embedded PD for the Language Live! program, including modeling and feedback. (CLSD) f. All new teachers will be provided with an orientation, curriculum PD (e.g., Expeditionary Learning, Desmos), and program training (e.g., Infinite Campus, Achieve3000, i-Ready), with ongoing induction and mentoring support. Lead: ART		☒ Title I 18902 B-7104/07 Renaissance Star PD Training \$1,881
2.2.2. All school support staff are effective or receive the necessary support to become effective.	12A. There is limited training and PD for classified and support staff that is relevant to their roles.	EA 12. Support Staff Training and Professional Development (2.2.2) Classified and support staff will receive relevant training and PD to support effective school operations, school safety, and the effective practices and instructional strategies. Action Steps: a. School administration will coordinate and communicate training sessions and relevant PD for classified and support staff on best practices applicable to their roles. b. New classified and support staff will be provided with an orientation, initial training, and ongoing guidance/support as applicable to their roles and responsibilities. c. All classified and support staff will implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. Leads: Principal, VPs, Coaches, SPED Department, and EL Coordinator	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☒ WSF 42112 B-4804 For support staff to attend conferences (registration, airfare, ground transportation, excess lodging per diem, and parking) \$5,000

2.3.2 All school administrators are effective or receive the necessary support to become effective	13A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 13. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NASSP, training in Hard Conversations and Mediation). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal	PD/Training Log	☒ WSF 42112 B-4804 UNITED 2027: The National Conference on School Leadership for Principals and Vice Principals- joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference (air, per diem, excess lodging, registration, ground transportation, parking) \$14,000
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Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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> SW5 - EA 16
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	EA 14. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at our school. ii. Engage in ongoing communication to ensure everyone is knowledgeable of our vision and mission and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan aligns with the initiatives and priorities of our Academic Plan. Leads: Principal and VPs	Academic and Financial Plan Documents	☐ WSF ☐ Title I

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	15A. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice.	EA 15. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will... i. Collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. ii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. All stakeholder role groups will have respective members on the SCC. Leads: Principal, VPs, and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF ☐ Title I
All parents feel welcome, involved, and engaged in their child's school.	16A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall well-being at school.	EA 16. Parent/Family Involvement and Engagement Parents/guardians will be offered opportunities to participate in activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration, counselors, and teachers will... i. Provide parents/guardians with a variety of opportunities, activities, and events to support their child's learning and overall well-being at school (e.g., Open House/'Ohana Night, Transition Night, ASAP Night, Tournament Finals, May Day, Talent Show, Career Day, Infinite Campus training, and ParentSquare training). ii. Utilize ParentSquare as a communication tool to enhance parent outreach and provide timely reminders. Leads: ART and Counselors	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42112 A1 - 2741 PCNC (NID) x 19 hrs x 42 wks = 798 hrs x \$23.52 per hr = \$18,769 B-3502 Edlio Website \$4,900 ☒ Title I 18902 B - 3006 Student Planners SY26-27 \$9,215 B - 3502 ParentSquare \$7,056 ☒ Title I 18935 B - 3301 Food/refreshments for parent/ community night \$1,448

				B - 3006 Supplies for parent/ community night \$1,000
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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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.**

This section showcases Chiefess Kamakahelei Middle School's current bell schedule(s) and total student instructional hours per 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 (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)

1,083 instructional hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

We requested two waiver days for professional development and collaboration.

Bell Schedule: [CKMS Bell Schedule 2026-27](#)

APPENDIX B: 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.

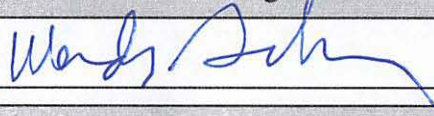
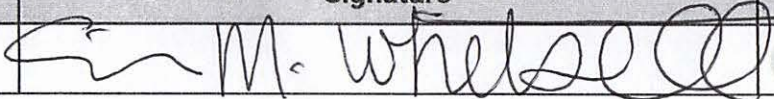
[Signed SCC Assurances Form SY2026-27](#)

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

The **Chiefess Kamakahelei Middle** 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 4, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Review Team, Team Leader Meetings, Department Meetings and Faculty 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: **Mar 3, 2026**

Attested:

Chiefess Kamakahelei Middle Principal	Signature	Date
Wendy Schwarze		Mar 3, 2026
SCC Chairperson	Signature	Date
Emily Whetsell		Mar 3, 2026

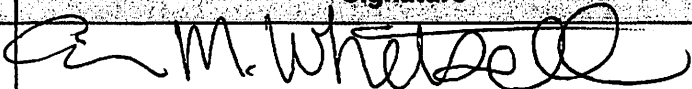
SCC Recommendations to the Academic Plan and Financial Plan:

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 or comments were made, please write "None" in the tables below. The SCC Chairperson's signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
none - EW		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
none - EW

Attested:

SCC Chairperson	Signature	Date
Emily Whetsell		Mar 3, 2026