



# Kaimuki High School Academic Plan SY 2024-2025



[2705 Kaimuki Ave.]

[808-733-4900]

<https://www.kaimukihigh.org/>

Submitted by Principal Lorelei Aiwahi	
<i>Lorelei Aiwahi</i>	[March 25, 2024]

Approved by Complex Area Superintendent Linell Dilwith	
[Insert signature here] <i>L. Dilwith</i>	[Insert date] 4/5/24



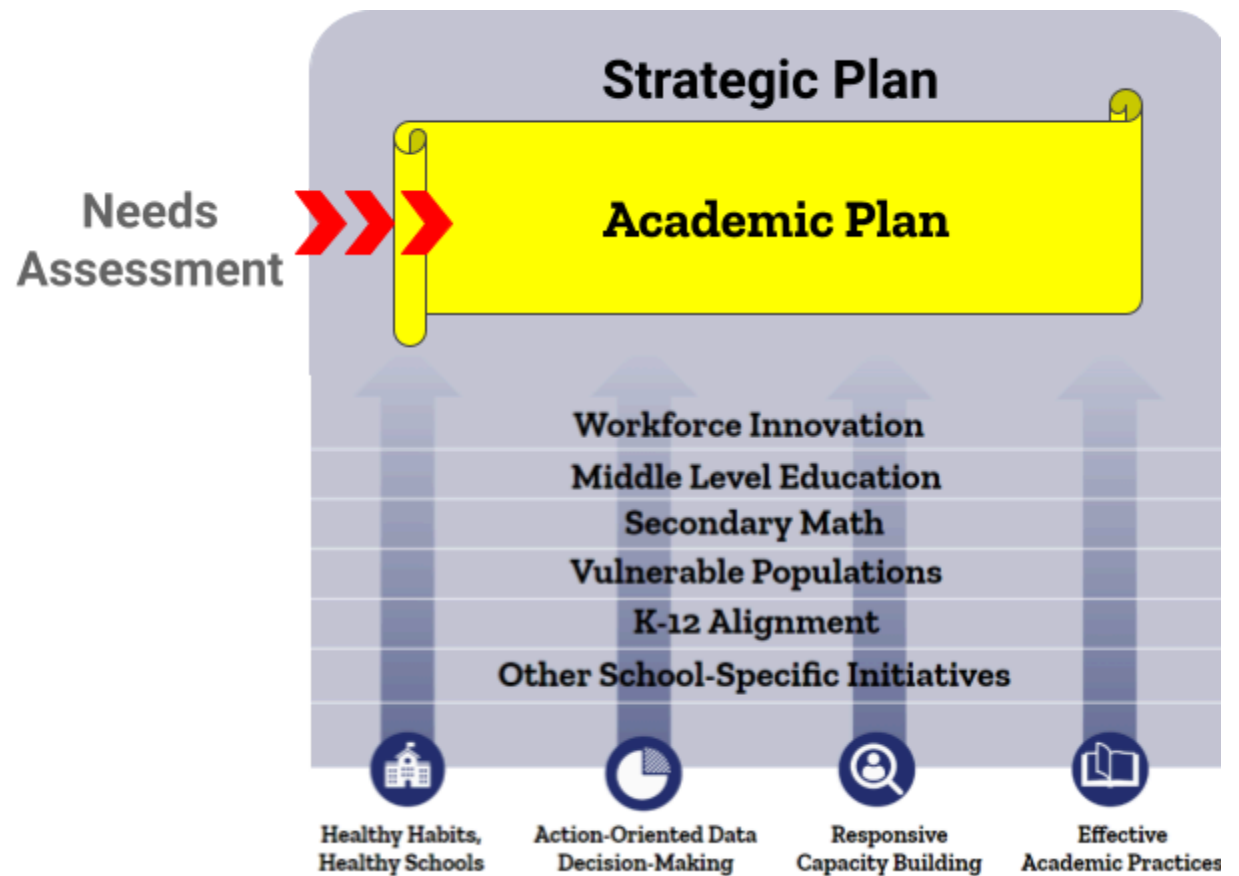
## PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.





One-Year Academic Plan SY 2024-2025

**VIABLE QUALITY CURRICULUM**

This section highlights the school’s comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

**Please identify the comprehensive standards-based instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

*To add additional information, please insert a new row as needed.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
9th grade	[English 9: SpringBoard]	Alg. 1: Savvas: Envision: 2018 AGA Common Core and Digital Platform: Savvas Realize	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Earth (software and textbook)	World History: Savvas World History 2022
10th grade	English 10: SpringBoard	Geometry: Savvas:Envision: 2018 AGA Common Core and Digital Platform: Savvas Realize	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Biology (software and textbook)	US History: Savvas US History 2022
11th grade	[Expos 1/Amer. Lit: SpringBoard	Alg. 2:Savvas:Envision: 2018 AGA Common Core and Digital Platform: Savvas Realize	Houghton Mifflin Harcourt Publishing Co.Science Dimensions Chemistry (software and textbook)	MHH/PID: (Magruder's 2023) American Government
12th grade	[Expos 2/Bit. Lit: SpringBoard		Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Physics (software and textbook)	Psych/Econ:Psychology 2023 (Under Pearson's My Lab and Mastering) and Economics 2022
English Learners (9-12)	<b>English Language Acquisition</b> Houghton Mifflin Harcourt: Read 180			



## SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

**Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable. Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.**

English Language Arts	Mathematics
<b>Grade Level:</b> Grade 9: Star Reading; Achieve 3000 <b>Select One</b>	<b>Grade Level:</b> Grade 9: Star Math <b>Select One</b>
<b>Grade Level:</b> Grade 10: Star Reading; Achieve 3000 <b>Select One</b>	<b>Grade Level:</b> Grade 10: Star Math <b>Select One</b>
<b>Grade Level:</b> Grade 11: Star Reading; Achieve 3000 <b>Select One</b>	<b>Grade Level:</b> Grade 11: Star Math <b>Select One</b>
<b>Grade Level:</b> Grade 12: Star Reading; Achieve 3000 <b>Select One</b>	<b>Grade Level:</b> Grade 12: Star Math <b>Select One</b>



One-Year Academic Plan SY 2024-2025

**\*\*Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.**

**IDENTIFIED SCHOOL NEEDS**

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Critical Areas
- Other current self study

**Identify critical student learning needs and provide a rationale/root 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?”*

*Duplicate “Student Need” text, including “Rationale/Root cause(s)” as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.*

**1**     **Student Need:** Increase student achievement in ELA and Math (show data)

Content Area	All Students	SPED	EL	Disadvantaged
ELA	39.3%	16%	5.8%	32.8%
Math	5.6%	4%	0%	5.8%

*SY 2022-23*

**Rationale/Root cause(s):**  
 1A: Need to strengthen instruction  
 1B: Low level of expectations and accountability for staff, faculty, and students  
 1C: Lack of engaging, rigorous instruction

**2**     **Student Need:** Increase student achievement in Science

	All Students	SPED	EL	Disadvantaged
Science	10.70%	3.80%	2.0%	8.80%



One-Year Academic Plan SY 2024-2025

**Rationale/Root cause(s):**

- 2A: Need to strengthen instruction
- 2B: Low level of expectations and accountability for staff, faculty, and students
- 2C: Lack of engaging, rigorous instruction

**3** **Student Need:** Increase attendance rates by establishing a school wide system and utilizing a school level BSHA to conduct outreach

Attendance Table 1: Daily Attendance Rate

Group/ Subgroup	2023-24*
All Students	87.25%
Non-High Needs	89.16%
High Needs**	86.93%
Low SES	86.05%
IDEA	83.98%
ELL	89.04%
Female	88.52%
Male	87.06%

\*As of Oct. 6, 2023

**Rationale/Root cause(s):**

- 3A: Low sense of belonging
- 3B: Lack of engaging rigorous instruction



One-Year Academic Plan SY 2024-2025

**\*\*Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.**

**In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.**

*Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.*

**1** Targeted Subgroup: English Learners

Identified Student Need(s): Increase EL student exits using ACCESS testing and increase student proficiency rates  
**Students ACCESS Composite Proficiency**

Proficiency Level (PL) 1 typically represents a student who is at the "entering" or beginning level of English. One of the goals of the EL Program is for students to score in the PL5 and PL6 range to exit the EL Program. The majority scores in the PL3 and PL4 range.

	22-23
PL1	2
PL2	30
PL3	75
PL4	38
PL5	3
PL6	

SY 2022-23

**2** Targeted Subgroup: Low SES

Identified Student Need(s):

- Increase proficiency in literacy, math, ELA, and science
- Increase instructional strategies (including differentiation) for SPED, ELs, and struggling students
- Increase the impact of academic supports for all learners



### One-Year Academic Plan SY 2024-2025

Content Area	All Students	Disadvantaged
ELA	39.3%	32.8%
Math	5.6%	5.8%
Science	10.70%	8.8%

SY 2022-23

### 3 **Targeted Subgroup:** SPED

**Identified Student Need(s):** Increase instructional strategies (including differentiation) for SPED, ELs, and struggling students

Content Area	All Students	SPED
ELA	39.3%	16.0%
Math	5.6%	4.0%
Science	10.70%	3.8%

SY 2022-23





# Priority 1

## High-Quality Learning For All



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of <b>ninth grade</b>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A 39% of all students are proficient in ELA. All Kaimuki High School students will make one year's growth in one year's time which will be measured by increasing Star growth by 1 G.E. (Grade Equivalency).</p> <p>5.8 % of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. Lead: HMTSS Coordinator</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. Lead: Curriculum Consultant</p> <p>EL strategies will be implemented in all classrooms. Lead: Administration and Coaches</p> <p>Reading workshops provided for targeted 9th grade students Lead: HMTSS Coordinator</p>	<p><b>From Strat Plan:</b> -Percent of ninth-graders demonstrating grade-level proficiency in reading. -Percent of students who are not proficient in reading by the end of ninth grade who receive additional personalized support.</p> <ul style="list-style-type: none"> <li>Star Growth Report (showing G.E. and SGP growth). Compare Fall to Winter scores at mid-year and Fall to Spring scores at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$156,000 (2 workshop teachers)</li> <li>Title I, \$ 50,000 (stipends and subs; Star Reading Screener; Rdg. workshop program)</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant:___, \$</li> <li>Other:___, \$</li> <li>STB/CSI School \$300,000</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b>  <i>"Why are we doing this?"</i>            Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b>  <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>            Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of <b>ninth grade</b>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A            5.6% of all students are proficient in mathematics.            All Kaimuki High School students will make one year's growth in one year's time which will be measured by increasing Star growth by 1 G.E. (Grade Equivalency).</p>	<p>Strengthen Tier 1 instruction in all math classrooms by following and using the approved viable curriculum.</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <ul style="list-style-type: none"> <li>Lead: Curriculum Consultant</li> </ul> <p>EL and SPED strategies (e.g. Differentiation) will be implemented in all classrooms.</p> <ul style="list-style-type: none"> <li>Lead: Administration and Coaches</li> </ul> <p>Math workshops provided for targeted 9th grade students</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul>	<p><i>From Strat Plan:</i>            -Percent of ninth-graders demonstrating grade-level proficiency in mathematics.            -Percent of students who are not proficient in math by the end of ninth grade who receive additional personalized support.</p> <ul style="list-style-type: none"> <li>Star Growth Report (showing G.E. and SGP growth). Compare Fall to Winter scores at mid-year and Fall to Spring scores at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$78,000 workshop teacher</li> <li>Title I, \$10,000 (Star math screener; Math workshop program)</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant:____, \$</li> <li>Other:____, \$</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p>	<p>1A, 36% of students are proficient in ELA, 5.6% in math and 10.7% in Science. Kaimuki High School proficiency levels in SBA and HSA Science will increase by 3% overall to align with KPI goals.</p>	<p>Improve instruction through increasing teachers' toolbox in tier 1 instruction, differentiation, engagement strategies, and responding to varied student needs</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <ul style="list-style-type: none"> <li>Lead: Curriculum Consultant</li> </ul>	<p><i>From Strat Plan:</i> -Language arts proficiency -Mathematics proficiency -Science proficiency</p> <ul style="list-style-type: none"> <li>Language Arts and Mathematics proficiency in SBA</li> <li>Science proficiency in HSA</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$50,000 (PD)</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant:____, \$</li> <li>Other:____, \$</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b> <i>“What do we plan to accomplish?”</i></p>	<p><b>Rationale/ Root Cause</b> <i>“Why are we doing this?”</i> Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b> <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.1.5. All students transition successfully at critical points, from elementary to middle school, middle to high school, high to post secondary</b></p>	<p>3A Sense of belonging at 45% based on Panorama. Kaimuki High School Sense of belonging scores will increase by 3% on end-of-year Panorama survey.</p>	<p>Provide Summer Transition/Bridge, summer credit accrual, and 9th grade orientation</p> <ul style="list-style-type: none"> <li>Lead: Summer Program Coordinator and Student Activities Coordinator</li> </ul> <p>Provide College and career transition and orientation visits</p> <ul style="list-style-type: none"> <li>Lead: College &amp; Career Counselor</li> </ul> <p>Provide college credit accrual programs (K2C, Windward CC)</p> <ul style="list-style-type: none"> <li>Lead: College &amp; Career Counselor</li> </ul>	<p><i>-Percent of IEP’s that includes appropriate measurable postsecondary goals</i></p> <ul style="list-style-type: none"> <li>Percentage of 9th graders, 12th graders and SPED students in transition activities</li> <li>Sense of belonging scores on Panorama survey.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$78,000</li> <li>Title I, \$25,000</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant:___, \$</li> <li>Other:___, \$</li> <li>ESSER/ELO: \$100,000</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b>  <i>"Why are we doing this?"</i>            Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b>  <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>            Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</b></p>	<p>1A, 3A            36% of students are proficient in ELA, 5.6% in math and 10.7% in Science.            Sense of belonging at 45% based on Panorama            All Kaimuki High School students will be monitored through protocols established in our HMTSS framework and</p>	<p>Strengthen PLCs and use of data to inform instruction by implementing the PLC+ framework to impact student learning</p> <ul style="list-style-type: none"> <li>Lead: Coaches and Student Services Coordinator</li> </ul> <p>Refine the procedures and protocols of HMTSS (school blueprint) to increase the impact of academic supports to struggling learners (e.g. ELs, SPED, males, etc.)</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul>	<p>-Completion of school blueprint that defines the schools system of support            -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</p> <ul style="list-style-type: none"> <li>Star Growth Report (showing G.E. and SGP growth). Compare Fall to Winter scores at mid-year and Fall to Spring scores at end of year.</li> <li>Language Arts and Mathematics proficiency in SBA</li> <li>Science proficiency in HSA</li> <li>Sense of belonging scores on Panorama survey.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$35,000</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant:___, \$</li> <li>Other:___, \$</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b>  <i>"Why are we doing this?"</i>                      Use current school data and set targets.</p>	<p><b>Enabling Activities</b>  <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>                      Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.2.1. All students desire to and attend school regularly.</b></p>	<p>3A, 3B                      35% of students are chronically absent (CA) and Regular attendance rate (% attending 90%) is at 63%                      Kaimuki High School                      Percent of students attending 90% or more days of instruction will increase to 68%. CA rate will decrease to 30% by the end of the SY 24-25</p>	<p>Outreach by school level BSHAs and counselors will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Parent meetings</li> <li>• Micronesian club</li> <li>• Sports promotion- Volleyball/basketball /football</li> </ul> <p>Lead:</p> <p>Establish PBIS rewards system (Hero) as part of our schoolwide PBIS to impact attendance</p> <ul style="list-style-type: none"> <li>• Lead: HMTSS Coordinator</li> </ul> <p>Progress monitoring of attendance data to provide early interventions to prevent chronic absenteeism</p> <ul style="list-style-type: none"> <li>• Lead: Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of students attending 90% or more days of instruction.</li> <li>• Chronic absenteeism rate</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$40,000</li> <li>• Title I, \$10,000</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>



**One-Year Academic Plan SY 2024-2025**

<p><b>1.2.2. All students demonstrate positive behaviors at school.</b></p>	<p>Self-management at 61% in Panorama survey          SQS Safety scores:          Students - 62.1%          Parents - 69.7%          Teachers - 45.1%          Kaimuki High School          Self-management rates will increase 3 percentage points and SQS safety scores will increase 5 percentage points for each stakeholder group</p>	<p>Establish PBIS rewards system (Hero) as part of our schoolwide PBIS to impact attendance</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul> <p>Implement DAWG PBIS matrix to establish high quality expectations for all students, faculty, and staff</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul>	<p><i><b>From Strat Plan:</b>          -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</i></p> <ul style="list-style-type: none"> <li>Panorama self-management score</li> <li>SQS safety scores</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>
<p><b>1.2.3. All students experience a Nā Hopena A’o environment for learning.</b></p>	<p>3A          Sense of belonging at 45% based on Panorama survey</p>	<p>Establish PBIS rewards system (Hero) as part of our schoolwide PBIS to impact attendance</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul> <p>Implement DAWG PBIS matrix to establish high quality expectations for all students, faculty, and staff</p> <ul style="list-style-type: none"> <li>Lead: HMTSS Coordinator</li> </ul>	<p><i><b>From Strat Plan:</b>          -Embedded into school culture.</i></p> <ul style="list-style-type: none"> <li>Panorama Sense of belonging score</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>





One-Year Academic Plan SY 2024-2025

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i> Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>53% Completed a CTE program by 12th grade. 32% Students enrolled in a postsecondary institution the fall after graduation.</p> <p>Kaimuki High School will increase the percentage of CTE completers and percentage of students enrolled in a postsecondary institution by 3 percentage points.</p>	<p>Opportunities in college, career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> <li>● Career fair and speakers</li> <li>● CTE pathways and internships</li> <li>● Performing Arts programs</li> <li>● Early college opportunities (K2C, Windward CC)</li> <li>● School-based employment opportunities</li> <li>● Work-based learning programs</li> <li>● College and Career Transition Center: college visits, speakers, fairs, FAFSA meetings, college application assistance</li> <li>● Student Success Plan (SSP) and Personal Transition Plan (PTP)</li> <li>● Service clubs and organizations</li> </ul> <p>Lead: College and Career Counselor</p>	<p><b>From Strat Plan:</b>  <i>-Percent of students participating in career exploration and development activities.</i>  <i>-Number of high school students completing formal work-based learning experiences.</i>  <i>-Percent of students participating in civic learning and active civic engagement.</i></p> <ul style="list-style-type: none"> <li>● Percent of students in school-based and work-based learning programs</li> <li>● Percent of students enrolled in early college programs</li> <li>● Percent of Students enrolled in postsecondary institution the fall after graduation</li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>



One-Year Academic Plan SY 2024-2025

			<ul style="list-style-type: none"> <li>Percent of students who Complete a CTE program by 12th grade</li> <li>Participation data for service clubs and organizations</li> </ul>	
<p><b>K-12 Alignment</b></p> <p>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.</p>	<p>9th grade promotion rate at 87%. Kaimuki High School will increase the 9th grade promotion rate to 90%. 100% will be enrolled in CTE pathways.</p>	<p>Provide Summer Transition/Bridge, summer credit accrual, and 9th grade orientation</p> <ul style="list-style-type: none"> <li>Lead: Summer Program Coordinator and Student Activities Coordinator</li> </ul> <p>Establish K-12 Kaimuki complex schools vertical articulation using student performance data</p> <ul style="list-style-type: none"> <li>Lead: Instructional Coaches</li> </ul>	<p><i>From Strat Plan:</i></p> <ul style="list-style-type: none"> <li>Percent of first-time ninth-graders promoted to 10th grade on time.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Graduation rate is at 81.9%. Kaimuki High School will increase the on-time graduation rate by 3 percentage points. 100% of students will have completed a Personal Transition Plan (PTP)</p>	<p>Advisory teachers continuously monitor Student Success Plan (SSP) and Quarterly checks on Student Success Plan by counselors</p> <ul style="list-style-type: none"> <li>Lead: Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Percent of Ss who had IEP's enrolled in higher ed, employed, or some other post secondary training program one year after HS</li> <li>CTE completion rate data</li> <li>On time graduation rate</li> <li>PTP completion rates</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>



## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	31% (19/62) of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 50% of Kaimuki High School teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> <li>● State/District EL course offerings</li> <li>● University courses</li> </ul> Lead: EL Coordinator/DH	<ul style="list-style-type: none"> <li>● Percentage of teachers with all SIQ hours completed and/or TESOL certification.</li> <li>● Plan for teachers without SIQ hours/ TESOL certification.</li> </ul>	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



**One-Year Academic Plan SY 2024-2025**

<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>Per Panorama Student Survey, Pedagogical Effectiveness is at 69%. Kaimuki High School scores on Pedagogical Effectiveness will increase by 5 percentage points</p>	<p>Provide feedback from regular walkthroughs and provide individual supports targeting individual needs.</p> <ul style="list-style-type: none"> <li>• Lead: Instructional Coaches</li> </ul> <p>Increase basic skills and knowledge of faculty through participation in PD</p> <ul style="list-style-type: none"> <li>• Lead: Instructional Coaches</li> </ul> <p>Struggling teachers are provided support through coaching cycles</p> <ul style="list-style-type: none"> <li>• Lead: Instructional Coaches</li> </ul>	<p><b>From Strat Plan:</b>  <i>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i></p> <ul style="list-style-type: none"> <li>• -Walkthrough observation data</li> <li>• Panorama Pedagogical Effectiveness rate</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$150,000 (Coaches)</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant:____, \$</li> <li>• Other:____, \$</li> </ul>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>100% have a rating of Meets Expectations in Performance Appraisal System (PAS) Kaimuki High School will maintain the current status of 100% of support staff meeting expectations</p>	<p>Increase basic skills and knowledge of classified staff through participation in training</p> <ul style="list-style-type: none"> <li>• Lead: Administration</li> </ul>	<p><b>From Strat Plan:</b>  <i>Number of professional development opportunities for classified school support staff.</i></p> <ul style="list-style-type: none"> <li>• Professional learning dashboard</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant:____, \$</li> <li>• Other:____, \$</li> </ul>



## 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.

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p><b>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</b></p>	<p>100% of SCC positions are currently filled. SCC will fill vacant alternate positions by the end of SY 24-25.</p> <p>SSC meetings that focus on school wide incentives and improvements will be held monthly.</p>	<ol style="list-style-type: none"> <li>1. SCC meetings will be held monthly</li> <li>2. School will engage the SCC chairperson and ensure school level plans and issues are agendized.</li> <li>3. Parent meetings/dinners will be held throughout the school year                             <ul style="list-style-type: none"> <li>● Lead: SCC Chair/ Principal</li> </ul> </li> </ol> <p>Make available monthly SCC agenda &amp; minutes (e.g. upload to school website)</p> <ul style="list-style-type: none"> <li>● Lead: Tech. Coordinator/Webmaster</li> </ul>	<p><b>From Strat Plan:</b>                      -All required stakeholders represented in SCC membership.                      -Overall positive ratings on the SCC self-assessment survey.</p> <ul style="list-style-type: none"> <li>● SCC minutes</li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>



One-Year Academic Plan SY 2024-2025

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p>	<p>Per CNA, we need to Strengthen collaboration and communication with administration, staff, faculty, students, parents, and community Per school questionnaire (Jan. 2024) 86% of faculty agree that our school has a broad range of two-way communication. Kaimuki High School will increase this percentage to 90%.</p>	<p>Maintain and strengthen school support services such as PCNC, BBSHA, and PREL</p> <ul style="list-style-type: none"> <li>• Lead: Administration</li> </ul> <p>Maintain established communication pathways such as Parent Square, website and explore other avenues that will engage families and improve connections</p> <ul style="list-style-type: none"> <li>• Lead:</li> </ul>	<ul style="list-style-type: none"> <li>• Usage and traffic data for Parent Square and school website</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>



★ **Optional - Other Systems of Support**

<p><b>Desired Outcomes</b> <i>“What do we plan to accomplish?”</i></p>	<p><b>Rationale/ Root Cause</b> <i>“Why are we doing this?”</i></p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress</b> <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b> <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
--	---	---	--	---



One-Year Academic Plan SY 2024-2025

**\*\*CHECK THE INSTRUCTIONAL MINUTES OF YOUR CURRENT BELL SCHEDULE**

*Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades.***

**APPENDIX: 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 Kaimuki High 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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[1134]
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	[No. The schedule is in compliance and does not need a waiver request form]
<b>Bell Schedule:</b> <a href="https://www.kaimukihigh.org/ourpages/auto/2022/5/30/53036399/Bell%20Schedules.pdf?rnd=1690586109702">https://www.kaimukihigh.org/ourpages/auto/2022/5/30/53036399/Bell%20Schedules.pdf?rnd=1690586109702</a>	