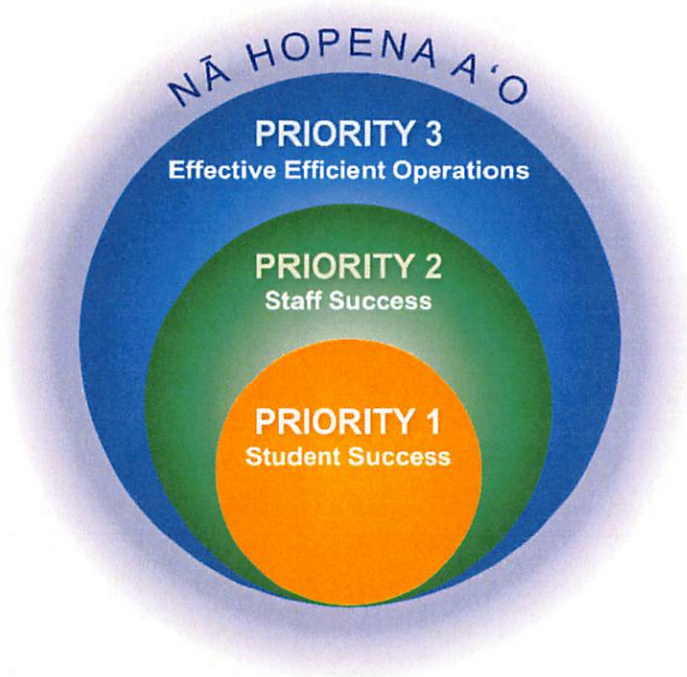






McKinley High School Academic Plan SY 2024-2025

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Submitted by Principal, Ron Okamura	
	3.25.24

Approved by Complex Area Superintendent [Insert name here]	
	4/9/24



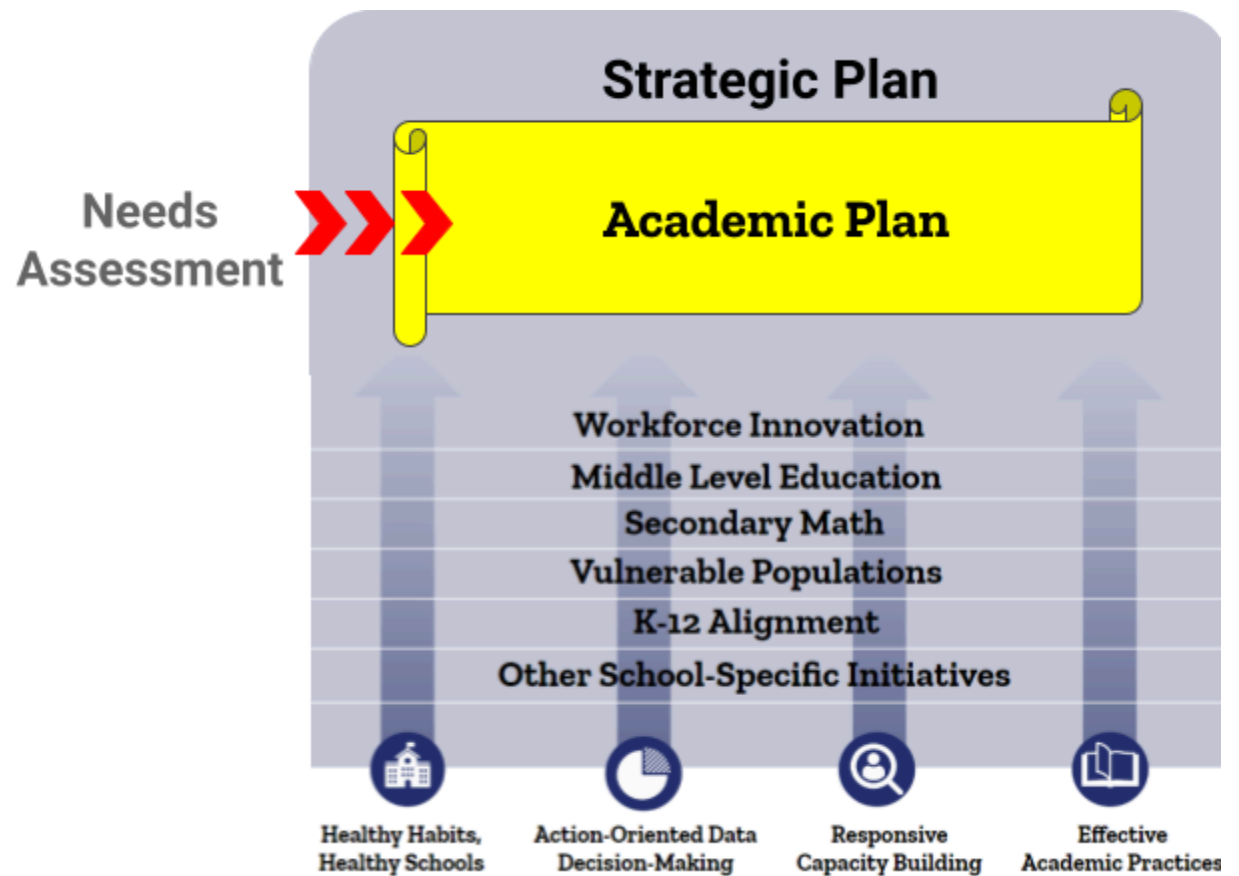
PURPOSE

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.





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	<u>English Language Arts</u>	<u>Mathematics</u>	<u>Science</u> Comprehensive IP SY25-26	<u>Social Studies</u> Comprehensive IP SY28-29
Grade 9	SpringBoard ELA	See rows below	Phys. Sci: Glencoe Honors Bio: Glencoe	World History: Glencoe World History, Modern Times
Grade 10	SpringBoard ELA	See rows below	Biology: Glencoe	US History: Prentice Hall - United States History
Grade 11	SpringBoard ELA	See rows below	Environmental Science: Pearson Chemistry: Concepts & Applications - McGraw Hill/Glencoe	MHH: Bess Press - A History of Hawaii PID: Holt - American Civics
Grade 12	SpringBoard ELA	See rows below	Physics: Pearson Essentials of Human Phys: Pearson AP Bio: Campbell Bio - Pearson	Psychology: Prentice Hall - Psychology American Problems: CloseUp - Current Issues Sociology: Glencoe - Sociology and You Economics: Cengage - Economics for Today AP US History: Rice University/OpenStax - US History



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				AP Psychology: Rice University/OpenStax - Psychology
Geometry	—	HIDOE Geometry, Supplementing with Mathspace	—	—
Algebra I	—	HIDOE Algebra I, Supplementing with Mathspace	—	—
Algebra II	—	HIDOE Algebra II, Supplementing with Mathspace	—	—
AP Calculus	—	Calculus: Graphical, numerical, Algebraic AP edition 5th	—	—
AP Precalculus	—	Pearson Precalculus: Graphical Numerical, Algebraic Common Core Edition	—	—
Algebra III / Trigonometry	—	Glencoe Precalculus - Common Core Edition (2014) by Carter, Cuevas, Day, etc.	—	—
Modeling Our World 2	—	Mathematics: A Bridge to Algebra II	—	—
Probability / Statistics	—	Statistics by Susan Dean and Barbara Illowsky	—	—
Modeling Our World 1		Kendall Hunt's Illustrative Mathematics Traditional		



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
Grade Level: 9 - STAR Reading	Grade Level: 9 - STAR Math
Grade Level: 10 - STAR Reading	Grade Level: 10 - STAR Math
Grade Level: 11 - STAR Reading	Grade Level: 11 - STAR Math
Grade Level: 12 - STAR Reading	Grade Level: 12 - STAR Math



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 [Select One](#)
- 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 academic performance of ALL students, especially in the areas of math and science. (CNA)

Rationale/Root cause(s)- data/evidence:
 1A: 66% of students are proficient in ELA
 1B: 25% of students are proficient in math
 1C: 34% of students are proficient in science
 1D: Disconnect between instruction and SBA or other standardized assessments - comparison of Infinite Campus (IC), SBA, and/or AP
 1E: Lack of differentiation to address the struggling students - Data Team Record Sheets
 1F: Lack of school-wide support to help students “bridge gaps” in core content knowledge - 20/20 IC gradebooks; TSI minutes
 1G: Lack of documented school contact for parental involvement - Panorama Support Notes
 1H: Lack of Universal Screener and other state assessment data analysis - Department minutes

2

Student Need: Increase social-emotional health (well-being) of ALL students. (CNA)

Rationale/Root cause(s)- data/evidence:
 2A: Favorable responses for social emotional health (well-being) indicators of McKinley students are at or below the HIDEOE norms: self-efficacy - 40%, sense of belonging -43%, engagement - 49%, and teacher-student relationships - 61%.
 2B: Students not emotionally equipped for the rigor of high school - Panorama SEL, Wayfinder Waypoints
 2C: Lack of building connections and solid relationships - Panorama SEL, Wayfinder Waypoints
 2D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS) - McKinley HMTSS Blueprint



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3	<p>Student Need: Increase attendance rates by establishing a school wide system and utilizing the BSHA, Counseling Department and a school level Attendance EA to conduct outreach. (CNA)</p> <p>Rationale/Root cause(s)- data/evidence: 3A: 31% of McKinley students are chronically absent; 45% of 9th graders are chronically absent. 3B: Students do not have the rapport with their teacher(s) - Panorama Student Perception Survey 3C: Attendance Policy is not implemented schoolwide with fidelity - Panorama Support Notes & Submitted Attendance Referrals 3D: Low student engagement in classroom instruction - Panorama Student Perception Survey</p>
4	<p>Student Need: Increase Oracy or Quality Interaction engagement in all classes. (CNA)</p> <p>Rationale/Root cause(s)- data/evidence: 4A: About 53% of instructional units incorporated Oracy or Quality Interaction instructional strategies to increase all students' ability to articulate ideas, develop understanding and academically engage with others through spoken language - SY23-24 DT Record Sheets, Feb 6, 2024; SY22-23 baseline walkthrough data 4B: Positive impact of Oracy on student learning (learning through talk) - WestEd 4C: 53% of McKinley teachers have received SIQ hours and/or TESOL certification. 4D: High percentage (66%) of active or former EL students with non-English "most used language" - Lei Kulia 4E: Lack of consistent, school-wide implementation of EL initiatives - Data Teams Record Sheets, walkthrough data</p>
5	<p>Student Need: Increase college- / career-readiness; Increase on-time promotion / graduation rates (CNA)</p> <p>Rationale/Root cause(s)- data/evidence: 5A: The graduation rate of McKinley's Class of 2023 is 75%. The graduation rates of the following subgroups for 2023 are as follows: 44% Pacific Islander, 56% EL 5B: 88% of first-time 9th graders are promoted to tenth grade by the following Fall. 5C: Lack of individual student graduation credits progress/monitoring, including Personal Transition Plan (PTP) - 5D: Lack of counselor / teacher follow-up with failures - Panorama Support Notes 5E: Lack of timely assessment scores in Infinite Campus (IC) - mid-quarter IC reports 5F: Omission of Study Skills and AVID classes in McKinley course offerings - McKinley Course Description Manual 5G: Lack of rigor in course curriculum - curriculum maps, Data Team Record Sheets</p>
6	<p>Other Systems of Support Need: Improve school culture to increase shared-accountability and implementation with fidelity on all school initiatives. (CNA, CAF5)</p> <p>Rationale/Root cause(s)- data/evidence:</p>



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6A: WASC Mid-Cycle 21-22 Feedback: Critical Areas for Follow-Up 5 - [WASC Mid-Cycle 21-22 Feedback Report](#)
6B: Breakdown of multi-tiered monitoring system - McKinley ART Progress Monitoring Dashboard SY 2023-24

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	<p>Targeted Subgroup: English Learners</p> <p>Identified Student Need(s):</p> <ol style="list-style-type: none"> 1. Increase EL student exits using ACCESS testing: 2. Increase student proficiency rates: 30% of EL students are proficient in ELA; 14% of EL students are proficient in science. 3. Increase SEL: social-emotional health (well-being): self-efficacy - 35%, sense of belonging - 39%, engagement - 48%, and teacher-student relationships - 56% 4. Increase student engagement in classroom instruction
2	<p>Targeted Subgroup: Low Socioeconomic Status (SES)</p> <p>Identified Student Need(s):</p> <ol style="list-style-type: none"> 1. Increase student proficiency rates: 62%, 24%, and 26% of SES students are proficient in ELA, math, and science, respectively. 2. Increase SEL: social-emotional health (well-being): self-efficacy - 39%, sense of belonging - 41%, engagement - 49%, and teacher-student relationships - 60% 3. Increase student engagement in classroom instruction 4. Increase attendance rate: 35% of low SES students are chronically absent.
3	<p>Targeted Subgroup: SPED</p> <p>Identified Student Need(s):</p> <ol style="list-style-type: none"> 1. Increase student proficiency rates: 14% of SpEd students are proficient in ELA; 15% of SpEd students are proficient in math; 6% of SpEd students are proficient in science. 2. Increase SEL: social-emotional health (well-being): self-efficacy - 36%, sense of belonging - 39%, engagement - 50%, and teacher-student relationships - 51%



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3. Increase student engagement in classroom instruction
4. Increase attendance rate: 52% of SpEd students are chronically absent.

Targeted Subgroup: Pacific Islander

Identified Student Need(s):

4

1. Increase student proficiency rates: 15% of Pacific Islander students are proficient in math; 16% of Pacific Islander students are proficient in science.
2. Increase SEL: social-emotional health (well-being): self-efficacy - 36%, sense of belonging - 38%
3. Increase student engagement in classroom instruction
4. Increase attendance rate: 62% of Pacific Islander students are chronically absent.



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>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current proficiency rates and school targets.	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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> Please estimate the additional amount needed to execute the enabling activity.
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of ninth grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p>1.1.2.A: All students will show 5% growth on STAR screener. SBA proficiency rates will increase by 3%.</p> <p>1.1.2.B: There will be 5% increased proficiency levels on the ACCESS testing and 10% of EL students will exit. (ARCH ADC)</p>	<p>1A: 66% of students are proficient in ELA; 30% of EL and 14% of SpEd students are proficient in ELA</p> <p>1D: Disconnect between instruction and SBA or other standardized assessments</p> <p>1H: Lack of Universal Screener and other state assessment data analysis</p> <p>4C: 50% of McKinley teachers have received SIQ hours and/or TESOL certification</p>	<p>[Admin, ELA DC, ART]</p> <ol style="list-style-type: none"> 1. Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. 2. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. 3. Analyze universal screener results (BOY & mid-year) to drive Additional Curriculum Support, including Reading Plus. 4. Implement identified Additional Curriculum Support in appropriate ELA classrooms. 5. Continue Tier 2 Instructional Strategy Professional Development (PDs) for the entire the faculty 6. Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet 7. Monitor Study Hall attendance and cross check teachers with students failing. 8. Continue to distribute Tutorial Options to those who need more academic supports and are not doing attending tutoring <p>Art/Music: Develop & implement interdepartmental collaboration</p> <p>CTE Health/MBA: Implement oracy strategies in class</p> <p>CTE STEM/TMLC: Implement oracy strategies in class</p> <p>Counseling: -</p> <p>SpEd: PD for SPED teachers on beginning reading instruction so all SPED teachers are able to support beginning readers.</p> <p>ELA: Read a variety of grade level texts. Differentiated strategies will be used within the classroom.</p> <p>Health/PE: -; JROTC: -; Math: -; NCT's: -</p> <p>Science: Allow students to use Google App to translate.</p>	<p>From Strat Plan:</p> <p><i>-Percent of ninth-graders demonstrating grade-level proficiency in reading.</i></p> <p><i>-Percent of students who are not proficient in reading by the end of ninth grade who receive additional personalized support.</i></p> <ol style="list-style-type: none"> 1. Percent of ELA teachers using an approved viable curriculum. 2. ELA teacher PD reflection and feedback 3. ELA department minutes; Increase in STAR and/or Reading Plus assessment scores 4. ELA Data Team Record Sheets 5. ART Progress Monitoring Dashboard 6. ELA Data Team Record Sheets 7. Study Hall Sign-In and Reflection Google Forms 8. ART Progress Monitoring Dashboard 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant:___, \$</p> <p>Other:___, \$</p>
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		<p>Graphic organizers and utilize daily Simplify surrounding vocab. (Tier 1) Flexible random groups (Tier 2) Peer Tutoring</p> <p>Social Studies: Continue to try out and share successful strategies at department meetings.</p> <p>WL: Integrate interdisciplinary learning opportunities in our curriculum.</p> <p>EL: Continue implementing the west ED strategies to increase EL Students proficiency levels on their WIDA and other assessments.</p>		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of ninth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p>1.1.3.A: All students will show 5% growth on STAR screener. SBA proficiency rates will increase by 3%.</p>	<p>1A: 25% of students are proficient in math; 15% of Pacific Islanders are proficient in math.</p> <p>1D: Disconnect between instruction and SBA or other standardized assessments</p> <p>1H: Lack of Universal Screener and other state assessment data analysis</p>	<p>[Admin, Math DC, ART]</p> <ol style="list-style-type: none"> 1. Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. 2. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. 3. Analyze universal screener results (BOY & mid-year) to drive Additional Curriculum Support, including MathSpace. 4. Implement identified Additional Curriculum Support in appropriate math classrooms. 5. Continue Tier 2 Instructional Strategy PDs for the entire the faculty 6. Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet 7. Monitor Study Hall attendance and cross check teachers with students failing. 8. Continue to distribute Tutorial Options to those who need more academic supports and are not doing attending tutoring <p>Art/Music: Include relevant mathematical principles in the curriculum</p> <p>CTE Health/MBA: Apply Math concepts unique to CTE pathway</p> <p>CTE STEM/TMLC: Apply Math concepts unique to CTE pathway</p> <p>Counseling: -; SpEd: -; ELA: -; Health/PE: -; JROTC: -</p> <p>Math: Increase appropriate Mathspace use in the classroom and administer FIAB when it aligns with content</p> <p>NCT's: -</p>	<p>From Strat Plan:</p> <p><i>-Percent of ninth-graders demonstrating grade-level proficiency in mathematics.</i></p> <p><i>-Percent of students who are not proficient in math by the end of ninth grade who receive additional personalized support.</i></p> <ol style="list-style-type: none"> 1. Percent of math teachers using an approved viable curriculum. 2. Math teacher PD reflection and feedback 3. Math department minutes; Increase in STAR Math and/or Mathspace assessment scores 4. Math Data Team Record Sheets 5. ART Progress Monitoring Dashboard 6. Math Data Team Record Sheets 7. Study Hall Sign-In and Reflection Google Forms 8. ART Progress Monitoring Dashboard 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant:___, \$</p> <p>Other:___, \$</p>
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		<p>Science: Enforce Mathspace, articulate with MHS teachers, order operations</p> <p>Social Studies: -</p> <p>WL: Integrate interdisciplinary learning opportunities in our curriculum.</p> <p>EL: Encourage and implement WestEd strategies to support Mathspace lessons and assignments.</p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1A: 66% of students are proficient in ELA 1B: 25% of students are proficient in math 1C: 34% of students are proficient in science</p> <p>1E: Lack of differentiation to address the struggling students</p> <p>1F: Lack of school-wide support to help students “bridge gaps” in core content knowledge</p> <p>1G: Lack of documented school contact for parental involvement</p> <p>1H: Lack of Universal Screener and other state assessment data analysis</p>	<p>[Admin, ART, CC, Registrar, EL Coordinator, Counseling Dept]</p> <ol style="list-style-type: none"> Expand English Learner (EL) PDs to include discussion and implementation of appropriate Instructional Strategies in Data Team Cycles. Implement EL strategies (Oracy and Quality Interaction) in all classrooms. Continue Tier 2 Instructional Strategy PDs for the entire the faculty Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet Identify academic growth barriers that prevent student achievement. Re-establish 1-1 conferences as a quarterly practice at MHS. Designate 20/20 as instructional time. All TSI Students will receive support through TSI; math TSI students will be placed with their math teacher during 20/20. Monitor and follow-up on students not completing Universal Screener assessments by ELA/Math teachers, ELA/Math DC, and Testing Coordinator Restart school-wide implementation of planners (all students write Learning Target and homework in planner) & include in the “Beginning of the Period Routine” in order to increase parent/guardian communication, student understanding of lesson and completion of homework, and daily attendance rate Continue to include supplemental support in order to “close gaps in content knowledge” (Reading Plus, Mathspace, Padlet, STAR, MyOn, Gizmos, Wayfinder, GiveThx) and analyze assessment and growth data each semester to determine modifications to increase student achievement 	<p>From Strat Plan: <i>-Language arts proficiency</i> <i>-Mathematics proficiency</i> <i>-Science proficiency</i> <i>-Growth in academic proficiency</i> <i>-Regular attendance</i> <i>-On-time high school graduation</i> <i>-Extended high school completion</i> <i>-Percent of English Learners who are meeting or on track to meet English language proficiency.</i></p> <ol style="list-style-type: none"> EL PD slidedeck; PD Feedback and Reflection Google Form Data Team Record Sheets; Walkthrough Data ART Progress Monitoring Dashboard Data Team Record Sheets Department / Academy Minutes; Data Team Record Sheets Advisory Google Classroom; ART Progress Monitoring Dashboard Bell Schedule; Walkthrough Data Data Team Record Sheets STAR results 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
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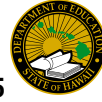
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		<p>Art/Music: Increase use of instructional strategies like one to one assistance, have students help each other/mentoring (I do, we do), and grouping to help struggling students</p> <p>CTE Health/MBA: Use of Project-Based Learning to engage all students.</p> <p>CTE STEM/TMLC: Use of Project-Based Learning to engage all students.</p> <p>Counseling: Embed oracy strategies as we counsel students.</p> <p>SpEd: -</p> <p>ELA: Continue usage of Reading Plus and customize lessons according to assessments.</p> <p>Health/PE: Demonstrate proper movement forms to expand vocabulary and game strategy.</p> <p>JROTC: -</p> <p>Math: Continue usage of Mathspace to help our TSI subgroups. 9th grade will teach organization (planner, assignment storage, using binder, etc)</p> <p>NCT's: -</p> <p>Science: Expand the use of Gizmos and other tech within the classroom as well as hands on activities that help the kinesthetic learner</p> <p>Social Studies: Continue to try out and share new strategies related to oracy and support for ELs.</p> <p>WL: Continue use of Tier 2 and oracy strategies in all classes.</p> <p>EL: Continue implementing the west ED strategies to increase EL Students proficiency levels on the four domains.</p>	<p>10. Walkthrough Data 11. Assessment and Growth Data</p>	
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school, middle to high school, high to post secondary</p>	<p>2A: Favorable responses for social emotional health (well-being) indicators of McKinley students are at or below the HIDEOE norms</p> <p>2B: Students not emotionally equipped for the rigor of high school</p> <p>2C: Lack of building connections and solid relationships</p> <p>5B: 88% of first-time 9th graders are promoted to tenth grade by the following Fall.</p> <p>5C: Lack of individual student graduation credits progress/monitoring, including Personal Transition Plan (PTP)</p> <p>5D: Lack of counselor / teacher follow-up with failures</p> <p>5E: Lack of timely assessment scores in Infinite Campus (IC)</p>	<p>[Admin, CC, SLC, Registrar, Counseling Dept]</p> <ol style="list-style-type: none"> 1. Continue Summer Bridge 2. Explore Summer Bridge to include middle school credit recovery program(s) 3. Develop & implement an individual student-monitored graduation requirements chart in the PTP course requirements 4. Implement annual graduation progress meeting between counselor and student 5. Continue Grad on Time after school <p>Art/Music: Increase public performances for music for students to gain more experience, doing college/career powerpoint presentations to help students with going to college. Collaborate with art and music organizations</p> <p>CTE Health/MBA: Emphasize employability skills in the curriculum or Data Team Cycle to transition them to college or career.</p> <p>CTE STEM/TMLC: Include employability skills in the curriculum to transition them to college or career.</p> <p>Counseling: Continue articulation meetings with middle schools to discuss upcoming students who might need support.</p> <p>SpEd: -</p> <p>ELA: Continue Honors courses for all grade levels</p> <p>Health/PE: -; JROTC: -</p> <p>Math: Implement articulation between the feeder school and McKinley</p> <p>NCT's: -</p> <p>Science: Go back to articulation between all grade levels that service the MHS student. Help transitions from HS to post secondary and career readiness enforce/ enhance CTE program</p> <p>Social Studies: -</p>	<p>From Strat Plan:</p> <p><i>-Percent of ninth-graders with transition activities from middle school.</i></p> <p><i>-Percent of seniors with transition activities to post secondary.</i></p> <p><i>-Percent of IEP's that includes appropriate measurable postsecondary goals</i></p> <ol style="list-style-type: none"> 1. Increase in amount of Summer Bridge participants 2. Increase in amount of Middle School Credit Recovery participants through Summer Bridge Program 3. 4-year PTP Pacing Guide 4. Increase in amount of annual student-counselor progress meetings 5. Increase percent of successful credit recovery through Grad on Time 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant:___, \$</p> <p>Other:___, \$</p>
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		<p>WL: Implement articulation between the different levels of language. Continue SEL activities in all classes.</p> <p>EL: Collaboration between EL coordinators from feeder schools to better placement for our EL incoming freshmans.</p>		
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>1E: Lack of differentiation to address the struggling students</p> <p>1H: Lack of Universal Screener and other state assessment data analysis</p> <p>2A: Favorable responses for social emotional health (well-being) indicators of McKinley students are at or below the HIDEO norms</p> <p>2D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)</p> <p>3D: Low student engagement in classroom instruction</p>	<p>[Admin, HMTSS Team, ART, CC, SLC, DC, EL Coordinator]</p> <ol style="list-style-type: none"> 1. Continue Tier 2 Instructional Strategy PDs for the entire the faculty 2. Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet 3. Develop supplemental supports & implement with 100% fidelity within appropriate department(s) 4. Develop & implement school-wide Positive Behavioral Interventions and Supports (PBIS) 5. Pilot GiveThx with select 9th and 10th grade McKinley students 6. Revise Tiger PRIDE poster to include General Learner Outcomes (GLOs) 7. Use SEL assessments, such as Panorama and Wayfinder, to identify student needs to select & implement appropriate SEL lessons & strategies 8. Improve Tier 1 instruction to enhance rigor in all content areas <p>Art/Music: Increase use of instructional strategies like one to one assistance, have students help each other/mentoring (I do, we do), and grouping to help struggling students</p> <p>CTE Health/MBA: Include targeted 1-to-1 Student Counseling through academies</p> <p>CTE STEM/TMLC: Provide targeted Tier 2 and Tier 3 supports to students</p> <p>Counseling: Include Hallway Invitational/Connecting with Counselors (9th and 10th grade) (getting to know their counselor. Who we are, where we're located, what support we provide, how to contact their counselor, how to access IC to self monitor their progress.)</p> <p>SpEd: -</p> <p>ELA: Use a student's preferred name and pronouns</p> <p>Health/PE: Continue to practice oracy and use of school wide initiatives.</p>	<p>From Strat Plan: <i>-Completion of school blueprint that defines the schools system of support</i> <i>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></p> <ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard 2. Data Team Record Sheets 3. ELA, Math, and Science Department Minutes; Reading Plus, Mathspace, and Gizmos Usage Data 4. HMTSS Blueprint; ART Progress Monitoring Dashboard 5. GiveThx teacher PD feedback & reflection; GiveThx usage data 6. HMTSS minutes 7. Wayfinder Pacing Guide 8. Data Team Record Sheet 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
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		<p>JROTC: -</p> <p>Math: Continue using with fidelity school wide initiatives for SEL (GiveThx, Wayfinder, etc)</p> <p>NCT's: -</p> <p>Science: Promote oracy in grp work/labs (students teaching each other content, have them use the "Vocab Wall" in classroom conversations, turn and talk)</p> <p>Social Studies: Implement school wide initiatives (GiveThx, Data Teams, PBS, TIGER Pride Posters, Panorama, and Wayfinder) as appropriate.</p> <p>WL: Continue use of Tier 2 and oracy strategies in all classes.</p> <p>EL: Include school-wide, multi-tiered EL PD in order to increase implementation of WestED strategies in all classes.</p>		
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One-Year Academic Plan SY 2024-2025

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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current school data and set targets.</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p>1.2.1.a: The McKinley chronically absentee rate will decrease by 15% by the end of the 24-25 sy.</p>	<p>3A: 31% of McKinley students are chronically absent; 45% of 9th graders are chronically absent.</p> <p>2D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)</p> <p>3B: Students do not have the rapport with their teacher(s)</p> <p>3C: Attendance Policy is not implemented schoolwide with fidelity</p>	<p>[Admin, ART, Counseling Dept]</p> <ol style="list-style-type: none"> 1. Identify & hire a qualified BSHA 2. Outreach by school level BSHA and counselors will be consistently used to bring students back to school. <ul style="list-style-type: none"> • Daily home visits • Parent meetings • Transportation to school • Micronesian club • Sports promotion- Volleyball/basketball /football 3. Revisit the attendance policy to include the use of monthly Panorama Data to address attendance needs; Policy to include responsibilities of teachers, departments, academies, etc. 4. Distribute quarterly reminders to faculty to increase use of Panorama Support Notes (with 100% fidelity) - document communication with parent/guardian and actions taken to increase regular attendance 5. Include awards, recognitions, and celebrations throughout the school year 6. Include practices intended to deter student wandering during instructional time, for example lock-out and tardy pass <p>Art/Music: Follow attendance policy by contacting home</p>	<p>From Strat Plan: -Percent of students attending 90% or more days of instruction.</p> <ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard 2. Panorama Support Notes 3. Revised Attendance Policy 4. ART Progress Monitoring Dashboard; Panorama 5. ART Progress Monitoring Dashboard; Department/ Academy Minutes 6. ART Progress Monitoring Dashboard; 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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CTE Health/MBA: Increase Project-Based Learning to engage all students.

CTE STEM/TMLC: Increase Project-Based Learning to engage all students.

Counseling: Meet with Attendance EA quarterly to discuss students on attendance check and implementation of the attendance check.

SpEd: -; ELA: -

Health/PE: Follow school attendance policy **with** fidelity.

JROTC: -

Math: Submit attendance referrals to counselors based on attendance guidelines.

NCT's: NCTs will monitor & submit attendance referrals for select students.

Science: Use Panorama with fidelity and call parents for both positive and negative.

Social Studies: Implement incentives and use Panorama as directed to support the school wide plan.

WL: Document and notify counselors of multiple consecutive absences. Increase communication with parents.

EL: Improve and increase communication with parents and guardians of our EL students. Eg. Translator/Interpreter, Translated documents, etc.

Counseling
Dept minutes



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>2D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)</p>	<p>[Admin, HMTSS Team, ART, Counseling Dept]</p> <ol style="list-style-type: none"> 1. Develop & implement school-wide Positive Behavioral Interventions and Supports (PBIS) 2. Pilot GiveThx with select 9th and 10th grade McKinley students 3. Revise Tiger PRIDE poster to include General Learner Outcomes (GLOs) and Nā Hopena A’o (Ha) 4. Reference Tiger PRIDE in all campus environments <p>Art/Music: Model professional and appropriate behavior in class</p> <p>CTE Health/MBA: Stress employability and professionalism in class.</p> <p>CTE STEM/TMLC: Stress employability and professionalism in class.</p> <p>Counseling: -</p> <p>SpEd: Plan for welcoming classroom environments</p> <p>ELA: Continually refer to the Tiger Pride Poster.</p> <p>Health/PE: -; JROTC: -; Math: -</p> <p>NCT’s:Library: prize and praise to students exhibiting Tiger PRIDE (given randomly)</p> <p>Science: All teachers give positive praise for ie, wearing ID’s, participation, coming to class on time, etc.</p> <p>Social Studies: -</p> <p>WL: Develop and maintain a positive learning environment</p> <p>EL: Engage, motivate, and increase building relationships between students, parents, and staff.</p>	<p>From Strat Plan: <i>-Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</i></p> <ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard; HMTSS Blueprint & minutes 2. 9th grade team minutes; Health/PE Dept minutes 3. HMTSS minutes 4. ART Progress Monitoring Dashboard; HMTSS minutes; Walkthrough Data 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>2D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)</p>	<p>[Admin, HMTSS Team, ART, Counseling Dept]</p> <ol style="list-style-type: none"> 1. Expand Ha training and support for all educators 2. Align Ha with Tiger PRIDE and GLOs 3. Pilot GiveThx with select 9th and 10th grade McKinley students <p>Art/Music: Have projects that create a sense of belonging and awareness of different cultures in Hawaii.</p> <p>CTE Health/MBA: Include Project-Based Learning and Employability Skills in CTE units of study.</p> <p>CTE STEM/TMLC: Include Project-Based Learning and Employability Skills in CTE units of study.</p> <p>Counseling: -</p> <p>SpEd: Refer to posters and introduce Hawaiian words and values in the curriculum.</p> <p>ELA: Use a student's preferred name and pronouns</p> <p>Health/PE: -; JROTC: -; Math: -; NCT's: -</p> <p>Science: Give student's more choice, ie. Kahoots today or Blooket; Encourage positive interaction between students</p> <p>Social Studies: -</p> <p>WL: Include Compare and Contrast Hawaii culture with target culture activities in the curriculum.</p> <p>EL: Increase the communication and collaboration, to build the community we like to see.</p>	<p>From Strat Plan: <i>-Completion of HA orientation and training</i> <i>-Embedded into school culture.</i></p> <ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard 2. HMTSS minutes 3. 9th grade team minutes; Health/PE Dept minutes 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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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>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" 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>1.3.1.a: The amount of students who participate in career, community, and civic responsibilities will increase to 100% of students by the end of 24-25 SY.</p>	<p>5F: Omission of Study Skills and AVID classes in McKinley course offerings</p> <p>5G: Lack of rigor in course curriculum</p>	<p>[Admin, SLC, Academy Leads, SAC]</p> <ol style="list-style-type: none"> 1. Include opportunities in career, community, and civic engagement for students through their academy pathways 2. Continue to require club members to complete regular community service projects 3. Continue community partnerships <p>Art/Music: Have students perform music to contribute to their community (ex. Visiting nursing homes and Christmas carols at hospitals). Do community art projects with professional organizations</p> <p>CTE Health/MBA: Continue implementation of CTSO co-curricular activities to provide students with opportunities to explore their career pathways through projects and competitions.</p> <p>CTE STEM/TMLC: Continue implementation of CTSO co-curricular activities to provide students with opportunities to explore their career pathways through projects and competitions.</p> <p>Counseling: -</p>	<p>From Strat Plan: -Percent of students participating in career exploration and development activities. -Number of high school students completing formal work-based learning experiences. -Percent of students participating in civic learning and active civic engagement.</p> <ol style="list-style-type: none"> 1. Academy minutes 2. Student Activities Action Plan & minutes 3. Academy minutes 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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SpEd: Develop transition program to focus on transitions specific to individualized needs. Transition to the workforce and opportunities at multiple levels

ELA: Continue to offer Newswriting

Health/PE: -; JROTC: -; Math: -; NCT's: -

Science: Encourage students to continue to enter Sci. Fair, Sci Olympiad, field trips in conjunction w/ Hlth Academy.

Social Studies: -

WL: Encourage WL students to attend and engage in community cultural events and activities.

EL: Encourage EL students to participate in all school, community, and civil activities on campus and off campus.



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<p>K-12 Alignment</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>5A: The graduation rate of McKinley's Class of 2023 is 75%.</p> <p>5B: 88% of first-time 9th graders are promoted to tenth grade by the following Fall.</p>	<p>[Admin, SLC, Counseling Dept]</p> <p>1. Engage in annual K-12 articulation with McKinley Complex schools</p> <p>Art/Music: Provide opportunities for students to gain experience in applicable fields. Infer professional behavior and skills to help prepare them for college and careers</p> <p>CTE Health/MBA: Continue to work towards Academy Model status</p> <p>CTE STEM/TMLC: Increase alignment of Academy initiatives and activities with an Academy Model</p> <p>Counseling: -</p> <p>SpEd: All teachers review IEPs to ensure students' schedules/coursework aligns with career and post secondary goals</p> <p>ELA: -; Health/PE: -; JROTC: -; Math: -; NCT's: -</p> <p>Science: Articulate with K-12 teachers in the McKinley Complex in order to provide easier transition from middle to high school and increase appropriate placement of students in career pathways</p> <p>Social Studies: -; WL: -</p> <p>EL: Provide support and guidance to our EL students to help foresee the full clear picture according to their placement in career pathways to be aligned with their interest/future goal (job).</p>	<p>From Strat Plan: <i>Percent of first-time ninth-graders promoted to 10th grade on time.</i></p> <p>1. Department minutes; Academy minutes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>5F: Omission of Study Skills and AVID classes in McKinley course offerings</p> <p>5C: Lack of individual student graduation credits progress/monitoring, including Personal Transition Plan (PTP)</p>	<p>[Admin, ART, Transition Program Coordinator]</p> <ol style="list-style-type: none"> 1. Develop & implement an individual student-monitored graduation requirements chart in the PTP course requirements 2. Continue opportunities for students to explore post-high school careers & education through academies 3. Develop a system to collect feedback on current PTP lessons/curriculum in order to make appropriate revisions <p>Art/Music: Continue periodic grade checks and one to one counseling</p> <p>CTE Health/MBA: Continue implementation of PTP to assist students with their post high school plans.</p> <p>CTE STEM/TMLC: Continue implementation of PTP to assist students with their post high school plans.</p> <p>Counseling: -; SpEd: -; ELA: -; Health/PE: -; JROTC: -; Math: -; NCT's: -; Science: -; Social Studies: -; WL: -</p> <p>EL: Continue implementing the west ED/PD strategies to increase EL Student proficiency levels and performance in all classes.</p>	<p>From Strat Plan:</p> <p><i>-Number of students participating in college and career counseling during the summer.</i></p> <p><i>-Additional measure to be determined based on revisions to the Personal Transition Plan.</i></p> <p><i>-Percent of graduates earning an industry-valued credential or completing advanced coursework (e.g., Advanced Placement, International Baccalaureate, college-level courses).</i></p> <p><i>-Percent of Ss who had IEP's enrolled in higher ed, employed, or some other post secondary training program one year after HS</i></p> <ol style="list-style-type: none"> 1. PTP Pacing Guide 2. Academy minutes 3. PTP Action Plan & Minutes; ART Progress Monitoring Dashboard 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>
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Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.</p> <p>2.1.1.a: By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.</p>	<p>4A: About 53% of instructional units incorporated Oracy or Quality Interaction instructional strategies to increase all students' ability to articulate ideas, develop understanding and academically engage with others through spoken language</p> <p>4B: Positive impact of</p>	<p>[Admin, EL Coordinator, ART]</p> <ol style="list-style-type: none"> Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> Building the Base (FALL 2023) State/District EL course offerings University courses Expand PD offerings to faculty & staff to provide, based on teacher expertise and/or certification: NEA EL Microcredentials PD sessions, opportunities to complete College of Education courses 	<p>From Strat Plan: -Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.</p> <ol style="list-style-type: none"> ART Progress Monitoring Dashboard; McKinley 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p>2.1.1.b: By the end of the 24-25 SY, at least 3 PD sessions will be targeted for non-licensed teachers.</p>	<p>Oracy on student learning (learning through talk)</p> <p>4C: 53% of McKinley teachers have received SIQ hours and/or TESOL certification.</p> <p>4D: High percentage (66%) of active or former EL students with non-English “most used language”</p> <p>4E: Lack of consistent, school-wide implementation of EL initiatives</p>	<p>EL: Invite District RT- to teach or do presentations that will offer PD credits to Non-License teachers and those who may need SIQ credits.</p>	<p>Comprehensive EL Plan</p> <p>2. ART Progress Monitoring Dashboard</p>	
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>2.1.2.a: By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.</p> <p>2.1.2b: By the end of the 24-25 SY, 70% of McKinley teachers will have received SIQ and/or TESOL certification.</p>	<p>0% of teachers on cycle received a marginal rating on EES.</p> <p>4C: 53% of McKinley teachers have received SIQ hours and/or TESOL certification.</p>	<p>[Admin]</p> <ol style="list-style-type: none"> In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> EL PD Prime Math PD- collab coaching, gr 9 NGSS inservice- Boseman Feedback from regular walkthroughs Individual supports targeting individual needs Opportunities to observe effective teachers during instruction Provide individual admin support to on-cycle EES, probational, and marginal teachers Expand PD offerings to faculty & staff to provide, based on teacher expertise and/or certification: NEA EL Microcredentials PD sessions, opportunities to complete College of Education courses 	<p>From Strat Plan:</p> <p><i>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i></p> <p><i>-Number of teachers participating in professional development beyond the 21 hours</i></p> <ol style="list-style-type: none"> ART Progress Monitoring Dashboard; EL Department Action Plan & Minutes 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



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		<p>4. Include complete Instructional Leadership Team (ILT) cycles in order to affect change in instructional implementation & behaviors</p> <p>WL: All WL teachers will have SIQ hours or TESOL certification.</p> <p>EL: Invite or request university/institutions to offer TESOL courses at our school for TESOL credits.</p>	<p>2. Admin minutes</p> <p>3. ART Progress Monitoring Dashboard</p> <p>4. ART Progress Monitoring Dashboard</p>	
<p>2.2.2 All school staff are effective or receive the necessary support to become effective.</p>	<p>Half of the 2023 Panorama Teacher Survey Topic Categories received lower favorable responses than the previous year.</p>	<p>[Admin]</p> <ol style="list-style-type: none"> 1. Provide a safe, clean community for an environment that is conducive to student learning. 2. All staff are provided resources needed to effectively complete their responsibilities <p>EL: Provide the baseline information and expectations to the EL PPT servicing our EL/All students on our campus..</p>	<p>From Strat Plan:</p> <p><i>-Number of professional development opportunities for classified school support staff.</i></p> <p><i>-Number of designated entry-level classes of work with available career ladders for advancement.</i></p> <ol style="list-style-type: none"> 1. SQS results 2. Department minutes; Academy minutes 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal.</p> <p>3.3.1.a: McKinley will maintain 100%-filled SCC throughout the 24-25 SY.</p> <p>3.3.1.b: Collaborative meetings focused on school culture and school improvement will be held every month.</p>	<p>100% of SCC positions are currently filled.</p>	<p>[Admin, SCC]</p> <ol style="list-style-type: none"> Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities.. Elections will be held on Nov 1, 2024. Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. Upload monthly SCC agenda & minutes to school website. <p>EL: Share and update collaborative EL plans and activities for the EL students, Parents, DC, and the faculty during department/ faculty meetings.</p>	<p>From Strat Plan:</p> <ul style="list-style-type: none"> -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey. <ol style="list-style-type: none"> Faculty minutes SCC minutes SCC minutes McKinley website 	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p>	<p>McKinley does not have an active Parent-Community Networking Center (PCNC). 1G: Lack of documented school contact for parental involvement</p>	<p>[Admin, ART]</p> <ol style="list-style-type: none"> 1. Identity & hire a qualified BSHA 2. Identity & hire a qualified PCNC 3. Revive PTSA at McKinley High School 4. Document all parent contact in Panorama Support Notes <p>Art/Music: Parents are informed of concerts and opportunities for volunteering and events SpEd: Establish a system for care coordinators and department to regularly communicate with parents/guardians to enhance engagement WL: Carbon-Copy (CC) admin or counselor when emailing parents. EL: Means of communication will be enhanced by translation of documents, phone calls and emails when communicating with families of non english speakers.</p>	<ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard 2. ART Progress Monitoring Dashboard 3. ART Progress Monitoring Dashboard 4. ART Progress Monitoring Dashboard; Panorama 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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★ **Optional - Other Systems of Support: Improve school culture to increase shared-accountability and implementation with fidelity on all school initiatives. (CNA, CAF5)**

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Op.1.1: Establish a school culture where all initiatives, programs, and policies are consistently and effectively applied in accordance with their intended design.</p>	<p>6A: WASC Mid-Cycle 21-22 Feedback: Critical Areas for Follow-Up 5 a. Need to develop a focused direction for the school in areas such as data collection, behavior management, assessment, and schoolwide initiatives. b. A Comprehensive Academic Leadership Team focused on curriculum needs to be developed in order to bring together a shared vision and direction.</p> <p>6B: Breakdown of multi-tiered monitoring system</p>	<p>[Admin, ART, CC, DC, SAC]</p> <ol style="list-style-type: none"> 1. Obtain quarterly measures of progress on consistent and effective implementation of initiatives and supplemental support programs: attendance policy, Reading Plus & Mathspace, Gizmos, Wayfinder, Study Hall, Oracy & Quality Interactions, Tier 2, Infinite Campus 2. Reform the McKinley Ohana committee 3. Organize and invite all McKinley faculty & staff to quarterly Ohana events 4. Reestablish McKinley Faculty Play 5. Continue to develop Academic Review Team (ART) members through leadership PD opportunities 6. Maintain at least three ART meetings per quarter to monitor progress and refine implementation of the Academic Plan and school-wide initiatives 7. Revise 'Atta Cat to include Tiger PRIDE and recognize all nominees <p>Art/Music: Create opportunities for collaboration (ex. N1 (zine), music performances), following Tiger Pride and GiveThx</p> <p>EL: Follow and implement the desired school culture that will be in place for the whole school and to enhance Students language, cultures and traditions in classrooms.</p>	<ol style="list-style-type: none"> 1. ART Progress Monitoring Dashboard; Department minutes 2. ART Progress Monitoring Dashboard 3. Ohana emails, flyers, photos 4. Student Activities Action Plan & minutes 5. PD Feedback & Reflection 6. ART minutes 7. Faculty Meeting SlideDecks 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>



****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 President William McKinley High School 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1143 hours
Did your school submit a SCC Waiver Request Form? Please explain.	no
Bell Schedule: McKinley Bell Schedule SY24-25	