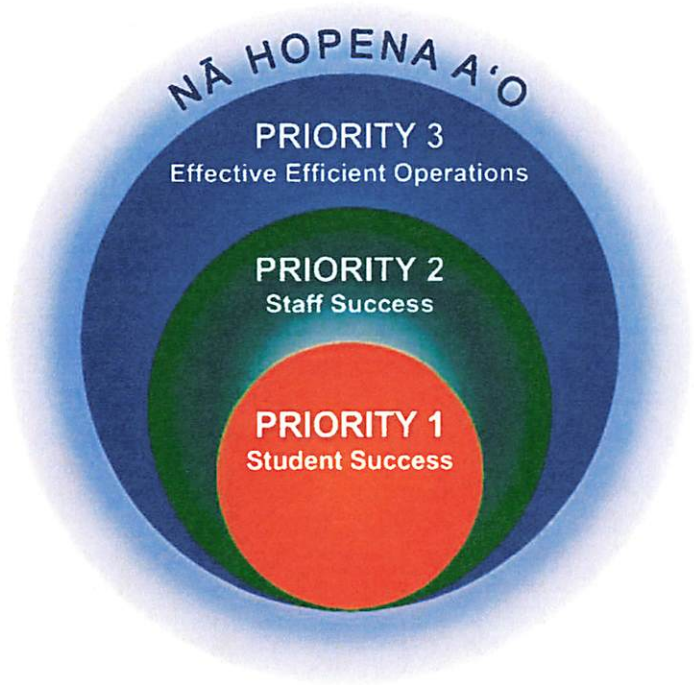




Roosevelt High School Academic Plan SY 2024-2025

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Submitted by Principal Sean Wong	
	March 15, 2024

Approved by Complex Area Superintendent Linell Dilwith	
	[Insert date] 4/9/24



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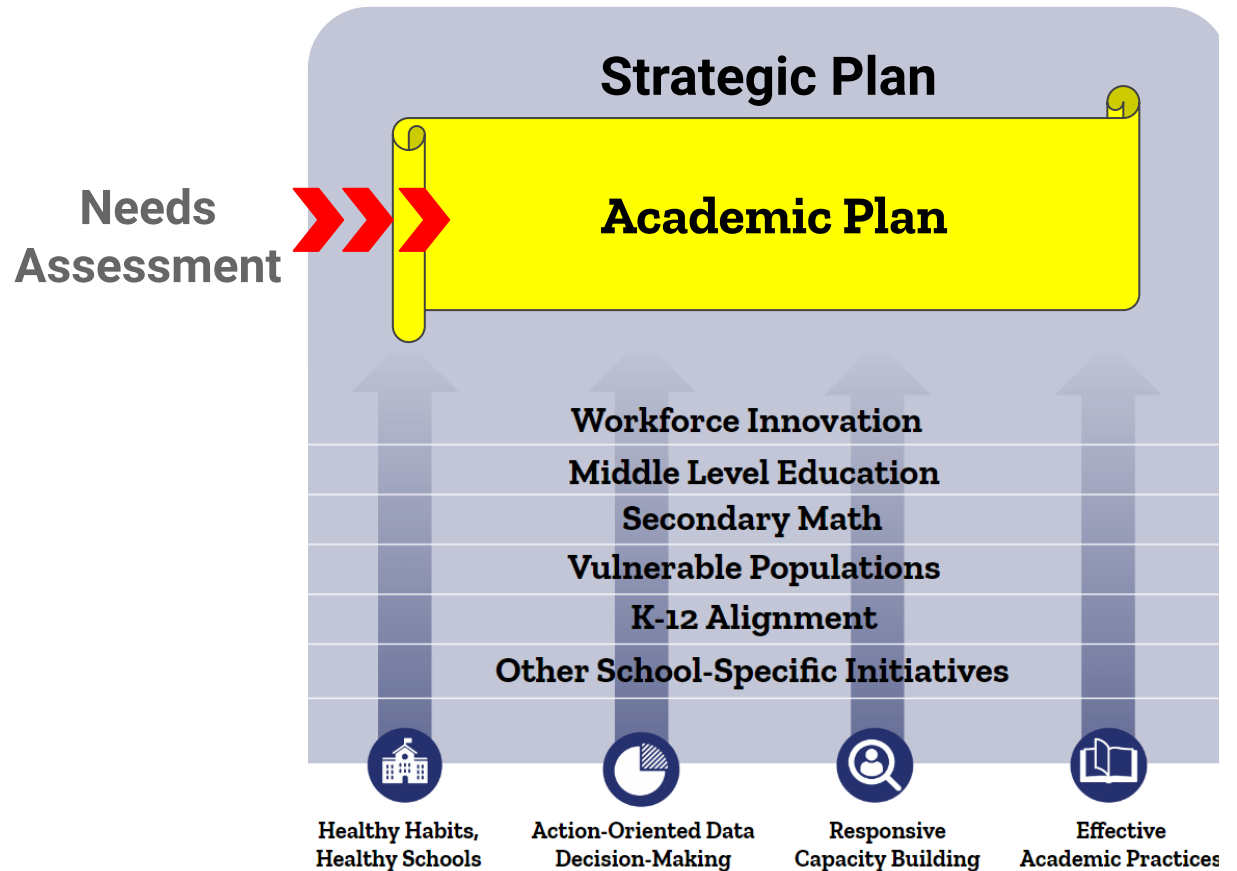
PURPOSE

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	English Language Arts	Grade Level / Course Name	Mathematics
English 1 English 1H English 1SI English 1S English 1J	Springboard	Algebra 1 Algebra 1SI Algebra 1S Algebra1 J	Kendall Hunt
English 2 English 2H English 2SI English 2S English 2J	Springboard	Geometry Geometry H Geometry SI Geometry S Geometry J	Kendall Hunt
English 3 English 3SI English 3S English 3J	Springboard	Algebra 2 Algebra 2 H Algebra 2 SI Algebra 2 S Algebra 2 J	Kendall Hunt
English 4	Springboard		

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English 4SI			
English 4S			

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 English 1 Select One: STAR	Grade Level: 9-12 Select One: STAR
Grade Level: Grade 10, English 2 Select One: STAR	
Grade Level: Grade 11, English 3 Select One: STAR	
Grade Level: Grade 12, English 4 Select One: STAR	



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

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

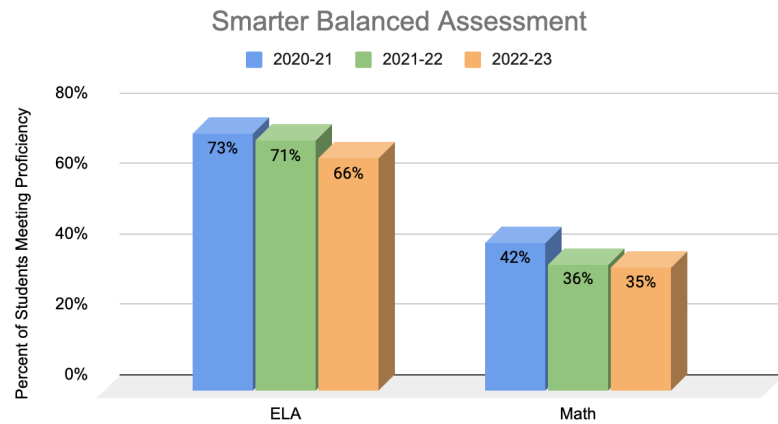
Student Need #1: Increase proficiency in ELA & Math for all students (CNA)

Rationale/Root cause(s):

1A Students are not academically prepared (students lack the foundational skills needed to succeed, curriculum needs to be vertically aligned between courses/grade levels, learning loss due to the pandemic)

1B Students do not find value in the SBA

1C Decrease in student engagement and motivation



Data Source: Strive HI - SY 2022-23



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	2023 Proficiency	2024-25 Proficiency Target	2029 Proficiency Target	*Average annual incremental
Language Arts SBA	66.34%	69.68%	76.35%	*1.67%
Math SBA	36.25%	39.31%	45.44%	*1.53%
Science EOC	37.28%	40.83%	48.01%	*1.79%
<i>*Average annual incremental increase to meet 2029 recommended school target</i>				

Smarter Balanced Assessment (SBA)				
Achievement Gap				
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
English Language Arts (ELA)	Non High Needs	84%	85%	73%
	High Needs	57%	52%	52%
	ELA Achievement Gap	27%	33%	21%
Math	Non-High Needs	48%	39%	42%
	High Needs	33%	32%	25%
	Math Achievement Gap	14%	7%	17%
<i>Data Source: Strive HI</i>				

ELA Meeting Standard by Subgroups			
<i>Based on Full School Year (FSY) enrollment</i>			
	2020-21	2021-22	2022-23
All students	73.2%	71.4%	66.3%
Low SES/Economically Disadvantaged	62%	61.8%	58.9%
IDEA/Special Education	–	21.4%	6.6%
English Learners	–	8.3%	–
Native Hawaiian	46.3%	52%	45.4%
<i>Data Source: ARCH ADC</i>			



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Math Meeting Standard by Subgroups			
<i>Based on Full School Year (FSY) enrollment</i>			
	2020-21	2021-22	2022-23
All students	42.1%	35.8%	36.2%
Low SES/Economically Disadvantaged	37.3%	38%	29.2%
IDEA/Special Education	–	3.2%	–
English Learners	–	15.3%	–
Native Hawaiian	10%	10%	20.4%

Data Source: ARCH ADC

Science Proficiency by Subgroups			
<i>Based on Full School Year (FSY) enrollment; NGSS was fully implemented in SY 2020-21</i>			
	2020-21	2021-22	2022-23
All students	38.9%	41.9%	37.2%
Low SES/Economically Disadvantaged	29.7%	33.3%	30.4%
IDEA/Special Education	–	12.5%	6.4%
Native Hawaiian	21%	29.4%	17.3%

Data Source: ARCH ADC

STAR Universal Screening - English Language Arts						
School Year	On or Above grade level		One grade level below		Two or more grade levels below	
	Fall	Winter	Fall	Winter	Fall	Winter
2021-22	52%	50%	31%	32%	16%	18%
2022-23	45%	47%	35%	32%	20%	21%
2023-24	45%	41%	34%	37%	21%	22%

Data Source: Lei Kulia (School-Assessment-State), Jan 4, 2024

STAR Universal Screening - Mathematics						
School Year	On or Above grade level		One grade level below		Two or more grade levels below	
	Fall	Winter	Fall	Winter	Fall	Winter
2021-22	57%	65%	36%	28%	7%	7%
2022-23	73%	70%	21%	21%	7%	9%
2023-24	69%	85%	23%	9%	8%	6%

Data Source: Lei Kulia (School-Assessment-State), Jan 4, 2024

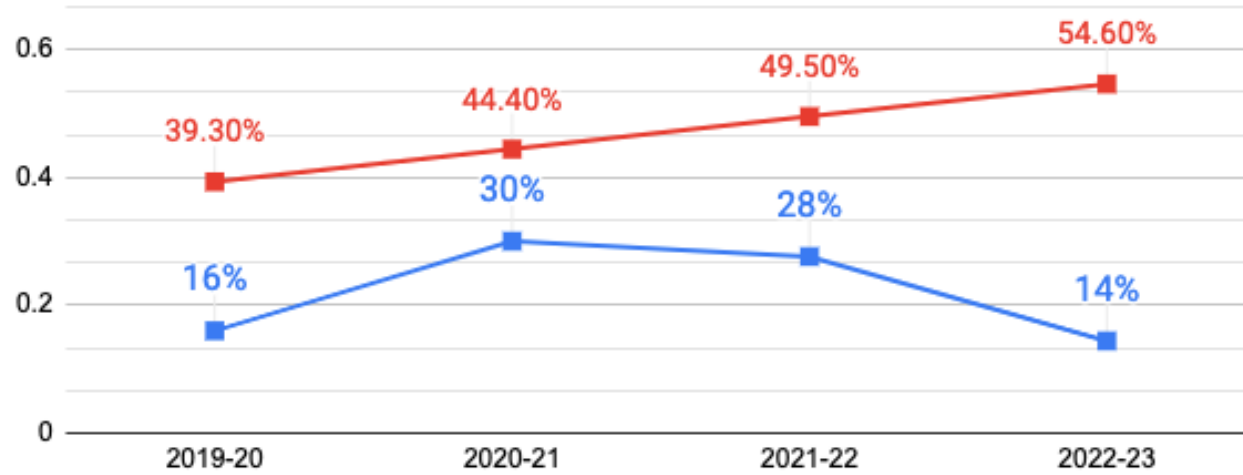


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English Language Proficiency

Roosevelt High School

■ Growth To Target ■ State Target



Data Source: ADC, Lei Kulia

Graduation Rate				
	2018-19	2019-20	2020-21	2021-22
All students	88.7%	87.7%	86.2%	90.5%
Low SES/Economically Disadvantaged	85.4%	81.1%	80.7%	85%
IDEA/Special Education	58.8%	58.9%	51.1%	60%
English Learners	83.3%	90.9%	69.2%	56.5%
Native Hawaiian	82.7%	83.1%	76.5%	86.2%

Data Source: ARCH ADC



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Fall College Enrollment				
	2018-19	2019-20	2020-21	2021-22
All students	73.9%	65%	71%	71.6%
Low SES/Economically Disadvantaged	67.7%	58.6%	64.6%	66.2%
IDEA/Special Education	47.6%	26%	31.8%	45%
English Learners	53.5%	—	42.1%	53.3%
Native Hawaiian	48.9%	43.4%	48.9%	54%
<i>Data Source: ARCH ADC</i>				

CTE Concentrators				
	2019-20	2020-21	2021-22	2022-23
All students	33.5%	31.9%	38.7%	39.4%
Low SES/Economically Disadvantaged	35.3%	37%	39.4%	40.9%
IDEA/Special Education	50%	19.2%	24%	30.7%
Native Hawaiian	28%	32.6%	18.8%	29.8%
<i>Data Source: ARCH ADC</i>				

2 **Student Need #2:** Decrease chronic absenteeism, especially within our targeted groups (CNA)

Rationale/Root cause(s):

- 2A Lack of positive connections with peers and/or adults
- 2B Attendance and behavior expectations need to be clarified, communicated, and consistently enforced
- 2C Decrease in student engagement and motivation
- 2D Difficult to get back on track once a student has been out too long

Chronic Absenteeism Over Time			
Subgroups	2020-2021	2021-2022	2022-2023
All Students	9%	16%	15%
Low SES/Economically Disadvantaged	13%	23%	19%
IDEA/Special Education	23%	31%	27%
English Learners	7%	20%	13%
Native Hawaiian	20%	33%	27%



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*9th Grade	14%	25%	25%
<i>Data Source: Lei Kulia, Jan 4, 2024; ARCH ADC (Chronic Absenteeism)</i>			

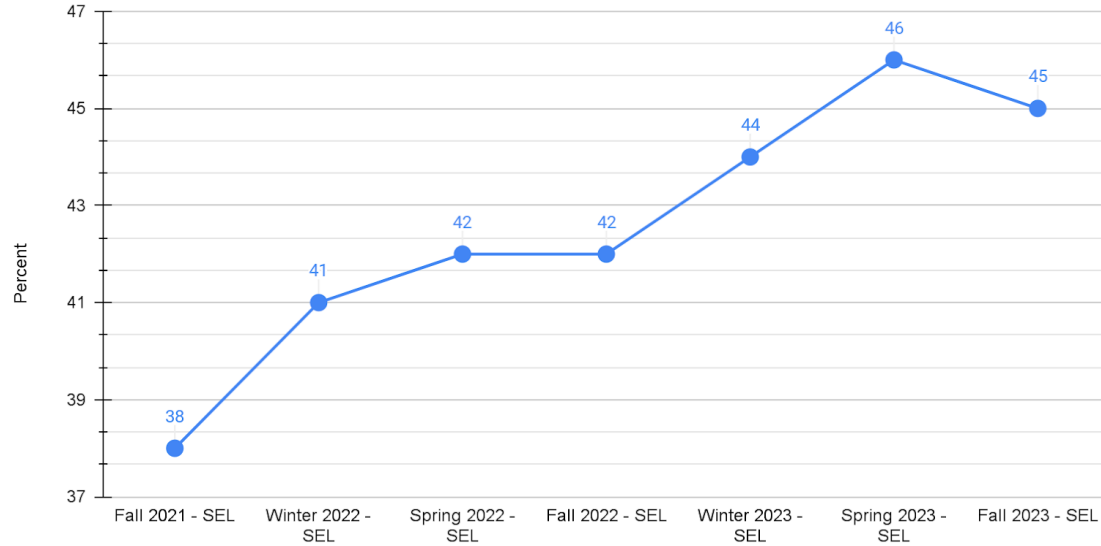
Attendance					
	2019-2020	2020-2021	2021-2022	2022-2023	State Standard
Average Daily Attendance <i>(Data Source: SSIR)</i>	94.0%	96.5%	92.7%	93.1%	95%
9th Grade	91.89%	95.34%	89.83%	89.99%	
10th Grade	94.42%	96.29%	93.08%	93.69%	
11th Grade	95.59%	96.95%	92.59%	93.85%	
12th Grade	94.87%	97.42%	95.45%	95.51%	
<i>Data Source: LEI Kulia (Reporting, School Profile Report), October 24, 2023</i>					<i>Data Source: SSIR</i>

9th Grade Promotion				
	2019-2020	2020-2021	2021-2022	2022-2023
All Students	92.1%	86.5%	92.8%	89.4%
Low SES/Economically Disadvantaged	84.3%	79.5%	88.3%	84.2%
IDEA/Special Education	91.8%	73.9%	83.8%	62.9%
English Learners	80%	—	90.9%	71.8%
Native Hawaiian	82.3%	79.6%	80%	84%
<i>Data Source: ARCH ADC</i>				



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Graph #12: Sense of Belonging



Data Source: Panorama (accessed October 31, 2023)

Panorama Survey Question					
Overall, how much do you feel you belong at your school?					
	SY 2021-2022		SY 2022-2023		SY 2023-2024
	Fall	Spring	Fall	Spring	Fall
% Favorable	51%	52%	52%	52%	53%
Completely belong	15%	11%	15%	15%	15%
Belong quite a bit	35%	40%	37%	37%	38%
Belong somewhat	35%	32%	34%	36%	35%
Belong a little bit	10%	11%	10%	8%	10%
Do not belong at all	4%	5%	4%	3%	2%

Data Source: Panorama (School - SEL Self-Assessment - Sense of Belonging)



Panorama Survey Question					
How connected do you feel to the adults at your school?					
	SY 2021-2022		SY 2022-2023		SY 2023-2024
	Fall	Spring	Fall	Spring	Fall
% Favorable	24%	30%	32%	38%	30%
Extremely connected	4%	5%	6%	9%	6%
Quite connected	19%	25%	26%	29%	24%
Somewhat connected	37%	41%	38%	40%	39%
Slightly connected	28%	21%	22%	17%	23%
Not at all connected	11%	8%	8%	5%	8%
<i>Data Source: Panorama (School - SEL Self-Assessment - Sense of Belonging)</i>					

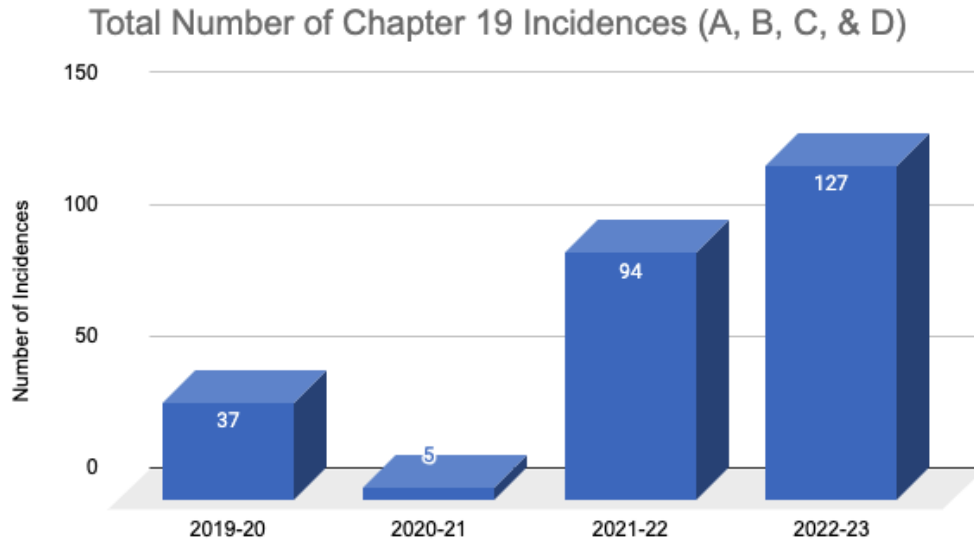
3 **Student Need #3:** Decrease the number of Chapter 19 incidences (CNA)

Rationale/Root cause(s):

- 3A Attendance and behavior expectations need to be clarified, communicated, and consistently enforced
- 3B Lack of positive connections with peers and/or adults
- 3C Decrease in student engagement and motivation



One-Year Academic Plan SY 2024-2025



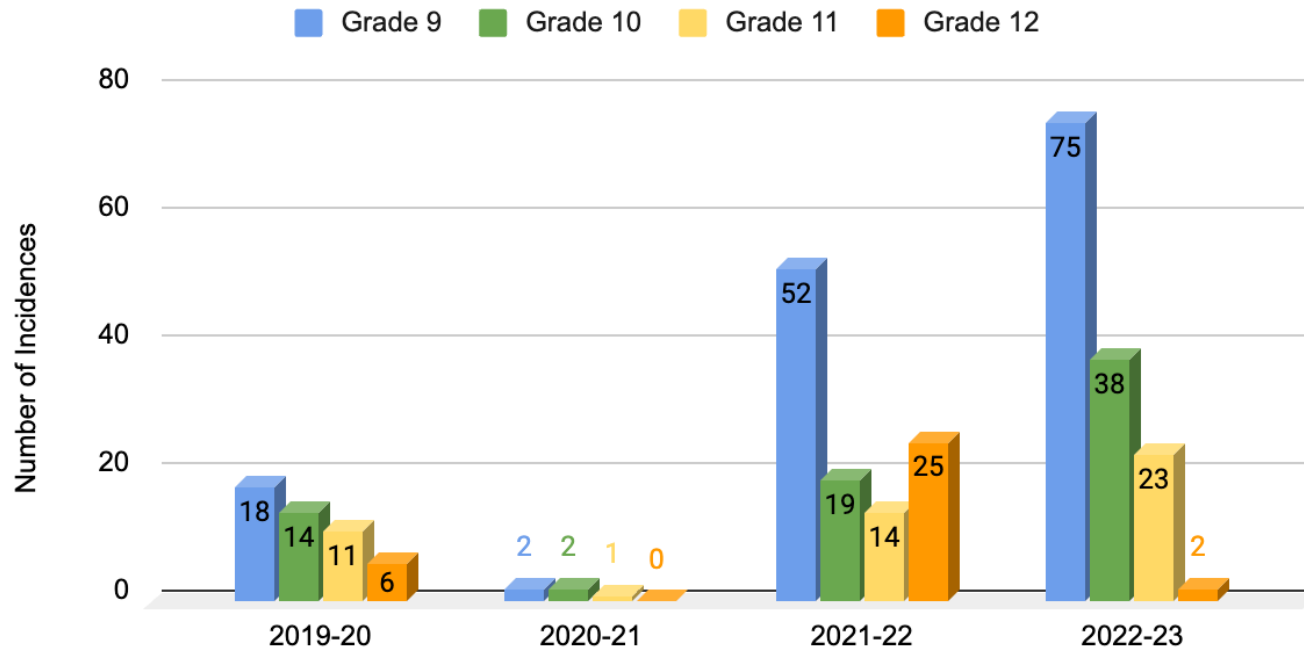
Data Source: LEI Kulia (Reporting - School Profile Report), October 24, 2023

Number of Verified A, B, or C Offenses by Subgroup				
Subgroups	2019-2020	2020-2021	2021-2022	2022-2023
All Students	49	5	115	168
Non-High Needs	10	2	50	37
High Needs	39	3	65	131
Low SES/Economically Disadvantaged	33	3	50	112
IDEA/Special Education	12	1	23	69
English Learners	3	1	6	39

Data Source: LEI Kulia (Reporting - School Profile Report), October 24, 2023



Discipline Incidences (Chapter 19) by Grade Level



Data Source: LEI Kulia (Reporting - School Profile Report), October 24, 2023



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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><u>Targeted Subgroup:</u> Low SES/Economically Disadvantaged</p> <p><u>Identified Student Need(s):</u> Increase sense of belonging to decrease incidence rate, chronic absenteeism, and increase achievement</p>
2	<p><u>Targeted Subgroup:</u> IDEA/ Special Education (SPED)</p> <p><u>Identified Student Need(s):</u> Increase sense of belonging to decrease incidence rate, chronic absenteeism, and increase achievement</p>
3	<p><u>Targeted Subgroup:</u> English Learners (EL)</p> <p><u>Identified Student Need(s):</u> Increase EL student exits using ACCESS testing and increase student proficiency rates</p>
4	<p><u>Targeted Subgroup:</u> Native Hawaiians</p> <p><u>Identified Student Need(s):</u> Increase sense of belonging to decrease incidence rate, chronic absenteeism, and increase achievement</p>
5	<p><u>Targeted Subgroup:</u> Incoming Freshmen</p> <p><u>Identified Student Need(s):</u> Increase sense of belonging to decrease incidence rate, chronic absenteeism, and increase achievement</p>



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.

<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>
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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 the necessary and timely support to become proficient.</p>	<p>Reference student need #1, root causes 1A, 1C</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum (<i>ELA Department Head, M Kim</i>)</p> <p>Offer in-service training on effectively using viable curriculum pacing guides and curriculum, including components for special subgroups (<i>Curriculum Coordinator, Sakamaki</i>)</p> <p>Offer in-service training on effective Tier 1 academic strategies and scaffolds (<i>Curriculum Coordinator, Sakamaki</i>)</p> <p>Schoolwide implementation of Tier 1 academic strategies and scaffolds</p> <ul style="list-style-type: none"> ● EL strategies ● Literacy (Examples: annotating the text, pre-reading strategies, analyzing the title of the text, and predicting what will happen) <p>(<i>Department Heads</i>)</p> <p>Schoolwide implementation of the data team process to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessments, and reteach. (<i>Data Coach, Yoshimura & Department Heads</i>)</p> <p>Core and resource classes will consistently prioritize and focus their instruction with power standards (<i>Respective Department Heads</i>)</p> <p>Update all curriculum maps to ensure vertical and horizontal alignment</p>	<p>Pre-ACT scores for 9th/10th graders</p> <p>STAR Universal Screener: 9th-grade reading proficiency scores (3x a year)</p> <p>Data Team progress monitoring: -student work analysis - baseline (CFA) data -targeted strategy -common summative assessment results</p> <p>Admin Walkthrough data on the schoolwide implementation of Tier 1 academic strategies</p> <p>Curriculum maps to check for alignment</p>	<p>WSF, \$15,000 for Screener</p> <p>WSF \$7,800-: 40 sub/stipend days for ELA teachers</p>
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		(Department Heads)		
<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 the necessary and timely support to become proficient.</p>	<p>Reference student need #1, root causes 1A, 1C</p>	<p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum (<i>Math Department Head, Konishi</i>)</p> <p>Offer in-service training on effectively using viable curriculum pacing guides and curriculum, including components for subgroups (<i>Curriculum Coordinator, Sakamaki</i>)</p> <p>Offer in-service training on effective Tier 1 academic strategies and scaffolds (<i>Curriculum Coordinator, Sakamaki</i>)</p> <p>Schoolwide implementation of the data team process to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessments, and reteach. (<i>Data Coach, Yoshimura & Department Heads</i>)</p> <p>Core and resource classes will consistently prioritize and focus their instruction with power standards (<i>Respective Department Heads</i>)</p> <p>Update all curriculum maps to ensure vertical and horizontal alignment (<i>Math Department Head: Konishi</i>)</p>	<p>Data Team progress monitoring:</p> <ul style="list-style-type: none"> -student work analysis - baseline (CFA) data -targeted strategy -common summative assessment results <p>STAR Universal Screener: Math proficiency (3x a year)</p> <p>Curriculum Maps to check for alignment</p>	<p>WSF, as needed</p> <p>WSF \$3,900-: 20 sub/stipend days</p>



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<p>1.1.4. (Equity) All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Reference student needs #1 & 2, root causes 1A, 1B, 1C, 2A, 2C</p>	<p>Offer in-service training on effective Tiered levels of academic support (HMTSS Cadre, Sakamaki & VP Aimoto)</p> <p>Offer in-service training on Tiered levels of behavioral support (Social-Emotional Coordinator, M Kim)</p>	<p>Proficiency Levels by subgroups: -Language arts -Mathematics -Science</p> <p>Subgroup Data: -Attendance Rate -On-Time Graduation Rate -Extended High School Completion Rate -CTE Concentrators -Panorama Survey results</p> <p>EL Proficiency: Percent of English Learners who are meeting or on track to meet English language proficiency</p> <p>Administration Walkthrough data</p>	<p>WSF, as needed</p> <p>WSF \$7,800:- 40 sub/stipend days for teachers</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>Reference student needs #1, 2, &3, root causes 1A, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p>	<p>Continue to offer Freshman Summer Academy to transition from middle to high school (<i>9th Grade VP, Aimoto</i>)</p> <p>Continue with Freshman First Day for all incoming 9th graders to familiarize themselves with the campus and their teachers (<i>SAC, D Dudoit</i>)</p> <p>Re-establish a Freshman Parent Orientation (<i>9th Grade VP, Aimoto</i>)</p> <p>Continue to implement an Advisory program from grades 9-12 to prepare for post-high school (<i>Advisory Committee, Aweau</i>)</p> <p>Vertical articulation with middle schools and post-secondary schools (<i>Administration</i>)</p>	<p>-Percent of ninth-graders with transition activities from middle school.</p> <p>Freshman Summer Academy Cohort Data:</p> <ul style="list-style-type: none"> -Achievement -Attendance -Chronic Absenteeism -9th Grade Promotion -Panorama -Chapter 19 incidences <p>Freshmen Data:</p> <ul style="list-style-type: none"> -Achievement -Attendance -Chronic Absenteeism -9th Grade Promotion -Panorama survey data -Chapter 19 incidences <p>Subgroup Data:</p> <ul style="list-style-type: none"> -Fall College Enrollment 	<p>Summer ESER or Tuition Fees</p>
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One-Year Academic Plan SY 2024-2025

<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>Reference student needs #1 & 2, root causes 1A, 1C, 2A, 2B, 2C, and 2D</p>	<p>Offer in-service training on implementing a multi-tiered system of support: (<i>HMTSS Cadre, Sakamaki & Aimoto</i>)</p> <ul style="list-style-type: none"> ● Tier 1 <ul style="list-style-type: none"> ○ Academic: Universal screening using STAR for math and reading, viable quality curriculum, direct and differentiated instruction ○ Behavior: PBIS framework, schoolwide behavioral and attendance expectations communicated to all stakeholders ○ SEL: SEL course, adult SEL activities ○ Physical: Health and PE courses, Health room services ○ ALL: Parent teacher conferences, communication with families ● Tier 2 <ul style="list-style-type: none"> ○ Rider Time targeted support ○ Small group counseling ● Tier 3 <ul style="list-style-type: none"> ○ Rider Time for individual or specialized support ○ 504 plans ○ IEPs ○ Behavioral health support counseling ○ Individual school counseling ○ Supports for unsheltered students ○ Behavioral support plans <p>Continuous work on strengthening the school-wide implementation of a multi-tiered system of support: (<i>Department Heads</i>)</p>	<p>-Completion of HMTSS school blueprint that defines the schools system of support</p> <p>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</p> <p>Schoolwide & Subgroup Data:</p> <ul style="list-style-type: none"> -Achievement (A) -Attendance (B) -Chronic Absenteeism (B) -Chapter 19 incidences (B) -Panorama (SEL) <p>*A: Academic Domain *B: Behavioral Domain *SEL: SEL Domain *P: Physical Domain</p>	<p>WSF \$7,800-: 40 sub days for ELA and Math</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 <i>"What do we plan to accomplish?"</i></p>	<p>Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set targets.</p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>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>
<p>1.2.1. All students desire to attend school regularly.</p>	<p>Reference student need #2, root causes 2A, 2B, 2C, and 2D</p>	<p>Continue adult-centered SEL activities and introduce student-centered SEL activities to promote a sense of belonging and strengthen teacher-student relationships (Social-Emotional Coordinator, M Kim)</p> <p>Offer in-service training focusing on SEL (Social-Emotional Coordinator, M Kim)</p> <p>Implement a positive behavior recognition system for all students</p> <ul style="list-style-type: none"> ● Perfect Attendance ● Random Acts of Kindness ● Award Night <p>(PBIS Committee, Kano)</p>	<p>Panorama SEL Survey</p> <p>Schoolwide & Subgroup Data: -Daily attendance -Chronic absenteeism</p>	<p>WSF as needed</p>



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Reference student need #2 & 3, root causes 2A, 2B, 2C, 3A, 3B, 3C</p>	<p>Have and enforce clear behavior expectations <i>(Administration, Safety Committee)</i></p> <p>Implement a positive behavior recognition system for all students</p> <ul style="list-style-type: none"> ● Perfect attendance ● Random Acts of Kindness ● Award Night <p><i>(PBIS Committee, Kano)</i></p>	<p>Schoolwide & Subgroup data:</p> <ul style="list-style-type: none"> ● Referrals ● Incidents ● Panorama ● Administration walkthrough 	<p>WSF, as needed</p>
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Reference student need #2 & 3, root causes 2A, 2B, 2C, 3A, 3B, 3C</p>	<p>Continue to offer in-service training for teachers on Nā Hopena A’o and how to incorporate it in our curriculum</p> <p><i>(Administration; Curriculum Coordinator, Sakamaki)</i></p>	<p>Completion of HA orientation and training</p>	<p>WSF, sub days as needed</p>



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★ 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 various career, community, and civic opportunities.</p>	<p>Reference student need #1, root cause 1C</p>	<p>Continue to offer opportunities for students in career, community, and civic engagement:</p> <ul style="list-style-type: none"> ● CTE internships ● CTE Coursework ● College and Career Fair ● Guest speakers ● SPED work-based learning ● Early college courses <p>(CTE DH, Shimokawa; Community Outreach/Post High Committee, Azumu; SPED DH, Hayashi; SPED Transition, Heu; Counseling DH, Aweau)</p>	<p>Documentation of various career, community, and civic opportunities</p>	<p>WSF and SAF as needed</p> <p>Perkins, VOC ED, or Learning Center, as needed</p> <p>SPED Work Based Learning: Grant</p> <p>Early College OCID Allocation \$50,000 and WSF to make up the remaining balance.</p>



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<p>K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>Reference student need #1, root cause 1A, 1B, 1C</p>	<p>Continue with Freshman Summer Academy's focus on SEL, remedial math, and remedial reading to transition from middle to high school <i>(9th Grade VP, Aimoto)</i></p> <p>Continue to offer Rider Time tiered support for all students <i>(Classroom Teachers)</i></p> <p>Articulate with feeder schools <i>(Administration, Department Heads)</i></p> <p>Vertically align courses within departments <i>(Department Heads)</i></p>	<p>Percent of first-time ninth-graders promoted to 10th grade on time.</p> <p>Department meeting minutes</p> <p>Achievement Data</p> <p>Panorama Survey</p>	<p>WSF, ESER, or Summer Academy Fees</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Reference student need #1, root cause 1A, 1B, 1C</p>	<p>Implement a Personal Transition Plan via Advisory in Grades 9-12 (Grade 12 PTP Portfolio Presentations) <i>(Advisory Committee, Aweau)</i></p>	<p>PTP Completion rate</p> <p>Graduation rate</p>	<p>WSF, \$500 for supplies</p>



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>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	In SY 23-24, only 42% of teachers met the Sheltered Instruction Qualification (SIQ) requirements. By the end of the 24-25 SY, 50% of teachers will receive 72 SIQ hours or TESOL certification.	Share and provide opportunities for teachers to attend EL PD that supports SIQ credits or hours. <ul style="list-style-type: none"> ● State/District EL course offerings ● University courses (Principal, Sean Wong; EL Coordinator, Ruan)	Percentage of teachers with all SIQ hours completed and/or TESOL certification.	Other: __, \$ Free PD opportunities WSF: 20 sub days \$3900
2.1.2 All teachers are effective or receive the necessary support to become effective.	To foster a culture of continuous improvement, RHS will support teachers with	To be effective, all teachers will be provided with various opportunities to improve their craft via: <ul style="list-style-type: none"> ● Professional Development 	Documentation of various PD opportunities	WSF: for subs to attend PD sessions \$195 x 100 days \$19,500



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	<p>various opportunities to utilize effective strategies in the classroom.</p>	<ul style="list-style-type: none"> ○ EL ○ Prime Math PD- collab coaching ○ NGSS in-service- Boseman ○ ILT initiatives ○ SEL ● Feedback from administration walkthroughs ● Individual supports targeting individual needs ● School and district level mentoring ● New Teacher Committee ● New Teacher Summer Orientation ● Co-teacher Collaboration <p><i>(Administration and applicable DHs/Teachers)</i></p>		<p>WSF for PD, supplies, and resources as needed</p>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>The work of our support staff continues to evolve with new systems, revised procedures, and mandates, so it's important to ensure our staff are trained adequately.</p>	<p>Administration will share and offer professional development opportunities for support staff to attend.</p> <p><i>(Administration)</i></p>	<p>Number of professional development opportunities for classified school support staff.</p> <p>The number of PD sessions staff participated in.</p>	<p>WSF for PD, supplies, and resources as needed</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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		Principal will message the importance of this advisory group to all stakeholders Principal will engage the SCC chairperson and ensure school-level plans and issues are discussed Announcement of SCC meetings to inform all stakeholders <ul style="list-style-type: none"> ● Monthly parent e-bulletin ● Staff weekly bulletin (Administration, Wong)	All required stakeholders represented in SCC membership Meeting Minutes SCC Sign-in sheet Overall positive ratings on the SCC self-assessment survey	WSF, \$200 for supplies



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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.

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>
3.3.2 All families are engaged in school events/activities and have regular two-way communication.		Increase communication to all stakeholders via: <ul style="list-style-type: none"> ● Updated RHS Website announcing upcoming school events ● Principal Rough Rider E-Bulletin (Monthly) ● Updated RHS website ● Infinite Campus ● Parent Workshops Google survey included for feedback, questions, and/or suggestions <i>(Administration, Teachers)</i>	Panorama Survey Google form responses	WSF or SAF as needed



★ **Optional - Other Systems of Support**

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Rationale/ Root Cause <i>"Why are we doing this?"</i></p>	<p>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></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
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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



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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 Roosevelt 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](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

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

RHS submitted 3 Waiver requests:

1. Early Graduation (before Memorial Day)
2. Finals Week for Semester 1 and 2
3. Excuse Gr 12 from Attending School on ACT/PreACT Day

Bell Schedule: [RHS Bell Schedule 24-25 SY](#)