




Henry J. Kaiser High School FKK High School Academic Plan SY 2024-2025

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

Submitted by Principal Justin S. N. Mew	
	04/08/2024

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	APR 08 2024



VIABLE QUALITY CURRICULUM

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

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

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

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA Gr 9 and 10	International Baccalaureate Middle Years Programme, Years 4 and 5			
ELA Gr 11 and 12 (exclude IB and AP)	California State University System curriculum , Expository Reading and Writing Curriculum (ERWC)			
AP Lang and AP Lit	AP Curriculum			
IB Lang and Lit	International Baccalaureate Diploma Programme Curriculum			
Algebra 1/ Geometry/ Algebra 2		Savvas Learning Company f/k/a Pearson, enVision A/G/A		



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
9th and 10th	STAR ▾	STAR ▾
11th	Other: ▾ SBA Interim	Other: ▾ SBA Interim
12th	Select One ▾	Ed Ready ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(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) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019, Next Full Self-Study: 2025
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

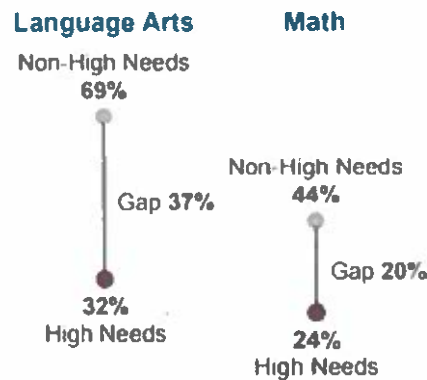
- 1 **Student Need:** Low proficiency rates on SBA and EOC in some student populations.
Root/Contributing cause(s): In 2022-2023 SY, there is a 37% gap between high needs and non high needs students in SBA English. The SBA math gap was 20% for the same time period. [learning loss due to pandemic; culture, students do not value the tests, working at messaging with the teachers, not sharing scores and interpreting with parents]
- 2 **Student Need:** 9th grade transition to High School is difficult as seen in number of failures, number of chronic absenteeism or high absenteeism rate, and number of behavioral referrals.
Root/Contributing cause(s): School needs to improve its program to welcome/onboarding new students. The behavior expectations for students are not explicit.
- 3 **Student Need:** Sense of Belonging has the lowest positivity rate on the Panorama SEL Survey
Root/Contributing cause(s): From the Fall 2023 to the Winter 2024 SEL, the positivity rate stayed at 49%. The SEL curriculum and other activities such as intramural sports appear to improve students' sense of belonging on campus. There have been less school-wide activities such as assemblies and dances. Bringing these activities back may improve students' sense of belonging.



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1 **Targeted Subgroup:** Strive HI's high need groups in order to address gap



Identified Student Need(s):

2 **Targeted Subgroup:** 9th grade students

Identified Student Need(s): 9th grade students earned the most failures in seven departments: English/Language Arts (14.1%), Fine Arts (10.0%), Mathematics (16.2%), Physical Health Education (5.9%), Science (7.4%), Social Sciences (10.3%), and World Languages (13.2%). 9th grade students have the most behavioral referrals.



	Grade	2019-2020	2020-2021	2021-2022	2022-2023
Kaiser High School	09	94.58%	94.79%	91.87%	92.38%
	10	94.93%	94.86%	93.80%	93.00%
	11	93.42%	96.16%	91.95%	92.63%
	12	92.87%	96.68%	93.01%	93.67%

Chart of attendance by grade level indicates the 9th grade students are below the other grade levels. In 2022-2023, all grade levels have low attendance rates.

3 Targeted Subgroup: EL

Identified Student Need(s): The school has not met the WIDA target for the past several years.



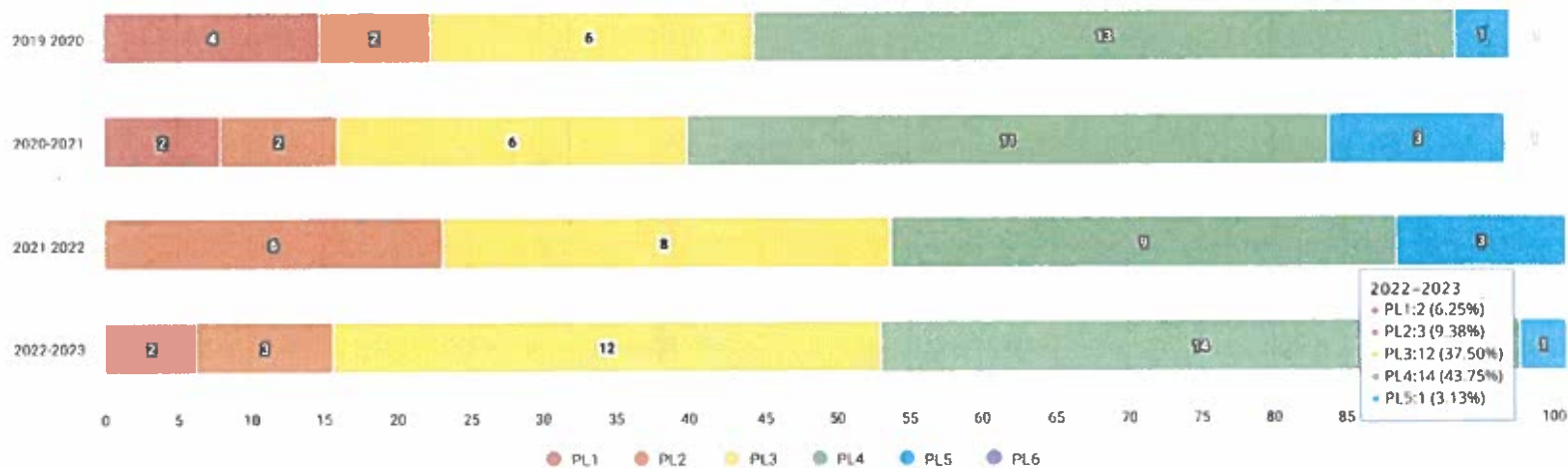
% of Students ACCESS Composite Proficiency



Content

Data

Definitions





Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position of Accountable Lead(s) <i>"How will we achieve the desired outcome?" "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?" Please estimate the additional amount needed to execute the enabling activity.</i>
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One-Year HS Academic Plan SY 2024-2025

Reading Proficiency

1.1.2. All students read proficiently by the end of ninth grade. All students who do not read proficiently receive necessary and timely support to become proficient.

From 2024-2029, the expectation is the SBA ELA scores increase 1.54% per year to reach at least 72.33% by 2029.

English, Social Studies, and Science teachers implement Tier 1 supports to bring students up to proficiency based on the STAR universal screener. Tier 1 supports include literacy strategies from the literacy grant (Doug Fisher) and AVID strategies. Strategies used include:

- [Annotation](#)
- Small/Whole Class discussions (socratic seminars, think-pair-share, etc.)
- Teacher modeling
- Feedback (from peers and teacher)
- Reflections
- Graphic Organizers
- Vocabulary Instruction (quizzes, bellwork, etc.)

[ELA, Math and Science DH]

Teachers will provide after-school tutoring to students requiring additional support. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm.

[Administration]

Teachers will provide an instructional unit with a summative assessment of a research writing assignment for 100% of grade 9 students.

[ELA teachers]

Teachers will provide an instructional unit for IB MYP Personal Project for 100% of grade 10 students.

[ELA teachers]

By Spring 2025, all 9th and 10th grade students demonstrate growth of 10% on the STAR universal screener that is administered three times a year.

The Spring 2025 SBA ELA/Literacy proficiency will meet or exceed 64.63%.

All student progress will be monitored through coursework and end of quarter grades.

Student progress will be monitored two times a year using STAR.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



One-Year HS Academic Plan SY 2024-2025

Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of ninth grade. All students who are not proficient receive necessary and timely support to become proficient.

From 2024-2029, the expectation is the SBA Math scores increase 1.40% per year to reach at least 48.84% by 2029.

All 9th grade students who are not proficient on the 8th grade SBA Math test will be enrolled in a Math workshop course.

Math teachers will incorporate PRIME and Building Thinking Classrooms strategies as Tier 1 supports. Math teachers differentiate lessons using manipulatives, Desmos activities, "low floor, high ceiling" tasks, and other strategies. [Math DH]

Teachers will provide after-school tutoring to students requiring additional support. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. [Administration]

By Spring 2025, all 9th and 10th grade students demonstrate growth of 10% on the STAR universal screener that is administered three times a year.

The Spring 2025 SBA mathematics proficiency will meet or exceed 41.82%.

All student progress will be monitored through coursework and end of quarter grades.

Student progress will be monitored two times a year using STAR.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
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- Title IV-B, \$
- IDEA, \$
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- Homeless, \$
- Grant: __, \$
- Other: __, \$



One-Year HS Academic Plan SY 2024-2025

Science Proficiency

All students are proficient in sciences by the end of their 12th grade year.

From 2024-2029, the expectation is that the Biology EOC scores increase 2.27% per year to reach at least 43.44% by 2029.

Provide NGSS professional development for all science teachers. [Administration]

All science teachers will provide practice ACT and other standardized test questions to prepare students for how to read, comprehend, and respond to these types of questions. In addition, all science teachers provide opportunities to engage with and receive feedback on interpreting graphical data. [Science DH]

Teachers will provide after-school tutoring to students requiring additional support. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. [Administration]

Teachers will provide an instructional unit for all science students to complete an Inquiry Project of which 20 projects are proficient for submission to the Honolulu Science and Engineering Fair (HonSEF). [Science DH]

The Spring 2025 Biology EOC proficiency will meet or exceed 32.11%.

All biology students will take the Interim Biology EOC prior to the real Biology EOC for progress monitoring.

All student progress will be monitored through coursework and end of quarter grades.

By the end of their senior year, 100% of students earn three science credits.

- WSF, \$
- Title I, \$
- Title II, \$
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One-Year HS Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

The increasing gap between high and non-high needs students indicates that not all students are performing academically irrespective of their background and circumstances. These students include EL, low SES and SPED.

Teachers use Admin Directed time to monitor their students with failures and adjust/modify their instruction. Also, teachers use Admin Directed time to develop interventions and strategies to support struggling students (Tier 1 & 2). Department Chairs will organize and compile a list of students. Strategies untitled include instructional practices from professional development (i.e. Doug Fisher/ATL/visible learning/PBL).
[Department Chairs]

Provide PD training for teachers on CABS (Classroom and Behavioral Support) training and PBL.
[Curriculum Coordinator]

Establish ALPSS: Alternative Learning Opportunity Program (ALO) to meet HIDOE ALPSS standards and processes. This program is designed for students who do not respond to Tier 1 CIA. Activities in ALPSS include "Tier Thursday" and create a flowchart for faculty and staff to understand the process.
[Administration]

Implement viable EL curriculum.
● Flashlight 360
● Reading 180

All designated EL students enrolled in the designated pull-out ELD class.
[EL Coordinator]

Teachers will provide after-school tutoring to students requiring additional support. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm.
[Administration]

The gap on the Strive HI report for 2025 will decrease by 10% for all tests.

The percentage of students failing courses will decrease by 10% as monitored in Panorama.

All student progress will be monitored through coursework and end of quarter grades.

Student progress will be monitored two times a year using STAR.

- WSF
- Title I, \$
- Title II, \$
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- Other:___ \$



One-Year HS Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from middle to high school, **AND** high school to post secondary opportunities, **AND** non-traditional times (e.g., new students mid quarter).

As of 4.4.24, based on Panorama, 9th grade students had 10% more students with at least one F compared to 12th grade.

In addition, 9th grade students had 4% more students with attendance rate of less than 91.71%.

On the other hand, 9th grade students had 7% less students who indicated no areas of strength on the SEL survey.

Transition to High School

To support 9th grade students transition to high school, the school will offer Summer Bridge with English and/or math workshops to any student.

[Administration]

Teachers support incoming students during new student orientation on August 6th.

[Registrar, SAC]

Transition to Graduation and post-graduation

Teachers support the first day welcome back to school for all students on August 7th. Activities include setting up celebrations for the beginning of the school year, introducing service requirements, instilling school pride, and disseminating information at an assembly to explicitly explain behavior expectations.

In order for students to know what they will do after graduation, 100% of grade 11 students will submit the FAFSA, complete an essay for college admissions, develop post-high school plans and participate in mock job interviews.

[CCRC, PTP Teacher]

Non-traditional transitions

Registrar welcomes new students throughout the school year. Students provide campus tours to new students; tours culminate with new students escorted to their class.

[Registrar]

100% of students enrolled in the Summer Bridge pass their 9th grade English and/or math classes respectively.

The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on exit survey will increase to 95%.

Based on student reflections after their mock job interview, 90% of students rate the experience as positive.

Use Panorama for attendance, academic, SEL, and behavior data for progress monitoring.

- WSF, \$
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- Other: __, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>School is below 90% attendance.</p> <p>By 2029, the school's attendance rate will be 95%.</p>	<p>Administration revisits the Attendance procedures. Upon developing this procedure, it is shared with faculty, students, and families via the school's webpage and with letters taken home by students. [Administration]</p> <p>School organizes student events that encourage positive behavior, school pride and hosts activities that encourage student participation.</p> <ul style="list-style-type: none"> ● Clubs ● Homecoming ● Athletics <p>[SAC, Class Advisors, Athletic Director]</p> <p>Teachers implement PBL with lessons to engage students. [DCT]</p>	<p>Attendance rate will increase to 95% in all sub-groups.</p>	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$



One-Year HS Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>School has disciplinary incidents that interfere in the running of the school and the instruction in the classrooms.</p>	<p>Provide PD training for teachers on CABS (Classroom and Behavioral Support) training and PBL. [Curriculum Coordinator]</p> <p>Implement Positive Behavior Expectation systems (PBIP) Principal's list and citizenship list with emphasis of excellence, caring, and reflection. Develop a behavior matrix to identify teacher managed, counselor managed, and admin managed behaviors. [HMTSS cadre]</p>	<p>Use Panorama to progress monitor behavior incidences.</p>	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Develop the vision of a Kaiser High School graduate with the school's vision of Global Citizens and Lifelong Learners.</p>	<p>Continued on PC day in July/August 2024 to connect Hā to Learner Profile to the vision of a Kaiser High School graduate. [Curriculum Coordinator]</p> <p>After training, teachers incorporate these concepts in their unit plans and teaching. [DCT, formally ILT]</p>	<p>Less than 5% of students will indicate a score of less than 2.0 on the Sense of Belonging benchmark on the SEL Panorama Survey.</p> <p>Monitor the addition of Ha in lesson plans</p>	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their Grade 9-12 experience, engage in a variety of career, community, and civic opportunities.	Develop the vision of a Kaiser High School graduate with the school's vision of Global Citizens and Lifelong Learners.	Freshmen and sophomores will undertake service as part of the IB MYP curriculum. Teachers will document service in their units and compile in their curriculum maps. [IB MYP Coordinator, IB MYP Teachers] Juniors and seniors will complete their resumes, college applications, and graduation requirements. [Grade level counselor, CCRC, and PTP Teacher] Continue to support the Pharm Tech program. [IB CP Coordinator]	All student progress will be monitored through coursework and end of quarter grades. The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on exit survey will increase to 95%.	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



One-Year HS Academic Plan SY 2024-2025

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/IB programs.

To this point of the 2023-2024 SY, 9th grade students had the highest percent of behavior referrals and the highest percent of failures per quarter.

Teachers will provide after-school tutoring to students requiring additional support. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. [Administration]

Students, identified as less proficient on the 8th grade SBA, are enrolled in Math workshop class. [Registrar, Math DH]

Quarterly meetings of the faculties of Kaiser High School and Niu Valley Middle school include discussions on vertical articulation. [IB MYP Coordinator]

Restart quarterly complex meetings of IB coordinators to facilitate K-12 IB alignment. [IB MYP Coordinator]

All student progress will be monitored through coursework and end of quarter grades.

All students will be exposed to IB Approaches to Learning skills and Learner Profile attributes aligned to Hā.

90% of grade 11 English, Math and Science ACT scores will indicate career and college readiness.

- WSF, \$
- Title I, \$
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- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



One-Year HS Academic Plan SY 2024-2025

1.3.3. All students graduate high school with a personal plan for their future.

100% of grade 11 students who will submit the FAFSA, complete an essay for college admissions, develop post-high school plans and participate in mock job interviews.
[CCRC and PTP teacher]

The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on an exit survey will increase to 95%.

- WSF, \$
- Title I, \$
- Title II, \$
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- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



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>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position 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 <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.	EL students not meeting growth to target and teacher SIQ status is not 100%	<p>The school will organize and provide PD toward SIQ. Information on opportunities to earn SIQ qualification is shared with the teachers. [Admin and EL coordinator]</p> <p>Adjust school schedule to provide support classes for EL students. [Registrar]</p>	Monitor teacher SIQ status.	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



One-Year HS Academic Plan SY 2024-2025

2.1.2 All teachers are effective or receive the necessary support to become effective.

There are teachers who have less than an effective rating on EES.

New teachers (Year 1-2) receive support from the district in the form of mentors. [District mentors]

School level mentor provides additional teacher support for teachers in Year 3. [School level mentor]

New and experienced teachers in their first year Kaiser have monthly meetings. [IB MYP and DP Coordinators]

Not effective teachers per principal direction are placed on principal directed PDP and will work with their administrator to show improvement. [Administration]

On the SSIR for 2025-2026, the Teachers' Average Years of Experience will increase to offset the decreasing trend of the past two years.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$

EES ratings

Teacher retention

Admin mentor meetings

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

Provide training as needed for support staff to perform their job duties. [Administration]

Meet with staff daily (custodians and SHA) or weekly (security). [Vice-principals]

Performance appraisal system. All Support staff receive an effective rating or the necessary support to become effective.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



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>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position 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 <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.	SCCs are forums to exchange ideas on how to improve student achievement.	Adhere to Hawaii DOE School Community Council Checklist and Timeline. [Principal]	Monitor SCC minutes of meetings to indicate frequency, attendance, and agenda.	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: ____, \$ ● Other: ____, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position 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 <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>
Family and Community Engagement	For the 2023 SQS, parents had a 66.4% positive satisfactory rating for the Involvement/Engagement dimension.	<p>Continue to fund the PCNC position to facilitate communication with families and community. [Administration]</p> <p>All complex-wide service day. [Complex principals]</p> <p>Continue to support feeder schools with student volunteers. [PCNC]</p> <p>Kaiser also holds its own fairs such Earth Day, Family Night, etc. [P. Balazs]</p> <p>Black box theater and athletic programs. These activities are supported by parents and communities. [Administration]</p> <p>Student groups such as Band, AFJROTC, cheerleaders, and athletes participate in parades such as Hawaii Kai and Waikiki. Band and Orchestra plays in the community and Lunalilo Home.</p>	<p>Number of parent and community members attending events advertised by the PCNC through website, eNotes, etc.</p> <p>The satisfaction on the SQS for involvement/engagement will increase.</p>	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



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 Henry J. Kaiser 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) 1215

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule: [Link](#)



KAISER HIGH SCHOOL BELL SCHEDULE

MON-TUES-THUR-FRI

Period 1/5 8:00 – 9:16
RECESS / PASSING 9:16 – 9:31
Period 2/6 9:31 – 10:47
PASSING 10:47 – 10:54
Period 3/7 10:54 – 12:10
LUNCH / PASSING 12:10 – 12:56
Period 4/8 12:56 – 2:12
CONFERENCES or TUTORING 2:12 – 3:00

WEDNESDAY

Period 1/5 8:00 – 9:00
RECESS / PASSING 9:00 – 9:15
Period 2/6 9:15 – 10:15
PASSING 10:15 – 10:22
Advisory 10:22 – 10:52
PASSING 10:52 – 10:59
Period 3/7 10:59 – 11:59
LUNCH / PASSING 11:59 – 12:45
Period 4/8 12:45 – 1:45
FACULTY MEETING 1:45 – 3:00

ASSEMBLY

Period 1/5 8:00 – 8:59
RECESS / PASSING 8:59 – 9:14
Assembly 9:14 – 10:14
PASSING 10:14 – 10:21
Period 2/6 10:21 – 11:20
PASSING 11:20 – 11:27
Period 3/7 11:27 – 12:26
LUNCH / PASSING 12:26 – 1:12
Period 4/8 1:12 – 2:11
CONFERENCES or TUTORING 2:11 – 3:00

