NĀ HOPENA A'O

**PRIORITY 3**
Effective Efficient Operations

**PRIORITY 2**
Staff Success

**PRIORITY 1**
Student Success

# Pāhoa High and Intermediate School
# Academic Plan
# SY 2024-2025

**15-3038 Pāhoa Village Road, Pāhoa, HI 96778**
**(808) 313-4300**
**www.pahoahis.org**

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

| Submitted by Principal Kim Williamson | |
|---|---|
| *[signature]* | [April 15, 2024] |

| Approved by Complex Area Superintendent Stacey Bello | |
|---|---|
| *[signature]* | 4/15/2024 |

## 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 <u>comprehensive instructional program(s)</u> 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 |
|---|---|---|---|---|
| 7th | Houghton Mifflin Harcourt Into Lit | iReady Math | Savvas (Earth/Space) | N/A |
| 8th | Houghton Mifflin Harcourt Into Lit | iReady Math | Savvas (Life Science) | McGraw Hill |
| 9th | Houghton Mifflin Harcourt Into Lit | McGraw Hill - Illustrative Math-Algebra I<br>Mathspace - Modeling Our World I | Savvas (Physical Science) | McGraw Hill |
| 10th | Houghton Mifflin Harcourt Into Lit | McGraw Hill - Illustrative Math - Geometry<br>McGraw Hill - Illustrative Math - Algebra II | Savvas (Biology) | McGraw Hill |
| 11th | Houghton Mifflin Harcourt Into Lit | McGraw Hill - Illustrative Math - Algebra II | Savvas (Marine Science/Physics) | N/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 <u>universal screener(s)</u> 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 |
|---|---|---|
| 7 | **DIBELS** ⌄ iReady, Interim Assessment, Read 180 | **iReady** ⌄ MathSpace, Interim, Math 180 |
| 8 | **DIBELS** ⌄ iReady, Interim, Read 180 | **iReady** ⌄ MathSpace, Interim,, NAEP |
| 9 | **iReady** ⌄ Interim | **iReady** ⌄ Interim, |
| 10 | **iReady** ⌄ Interim | **iReady** ⌄ Interim |
| 11 | **iReady** ⌄ Interim | **iReady** ⌄ Interim, |
| 12 | **iReady** ⌄ Interim | **iReady** ⌄ Interim |

## 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: [2023],  Next Full Self-Study: [2029]

☐ Other current accreditation self-study

**Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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** | **<u>Student Need:</u>** Students will have a viable, challenging curriculum, taught using intentional instructional practices.<br><br>**<u>Root/Contributing cause(s):</u>**<br>1. Staff express concern about student performance, both in class and on tests (perhaps compounded by limited experience with a simulated testing environment) and at times, **some teachers question students' readiness for higher expectations**. Often, identifying that some students lack specific, basic skills, classroom observations illustrate that teachers will move at a slower pace, focusing on skills not at the grade/subject level, and do not create opportunities for students to see a connection to the areas of their lives they are most interested or passionate about.<br>2. Professional development has been focused on learning intentions and success criteria to help teachers break down the standards in meaningful ways for themselves and their students, but there is still a **gap between what teachers view as important for students to learn and students recognizing the relevance of what they are learning.**<br>3. There is a belief among staff that students and families do not have high expectations for academics and some staff do not hold high expectations for students. There are staff members who view intervention for either behavior or academics as the responsibility of someone other than themselves. Despite agreement that changes needed to be made, **many staff members maintained that their own approaches to teaching, planning, and behavior management were, in their opinion, the right ones, and they were not interested in changing their own practices**. Going forward, more effort is being placed on those needs identified by interim assessments while continuing to support schoolwide instructional strategies. High-performing school systems put reliable, consistently |

used data systems and processes in place to ensure high-quality learning experiences for all students, as well as real-time responses to student struggles.

4. There remains a **lack of coherence in academic supports across Tiers.**

5. During walkthroughs and classroom observations, as well as within the WASC Visiting Committee Report, it was noted that **teacher voices dominate in most classrooms**. It has also been noted by complex area visiting staff and PHIS administrators that the classes that are the most engaged and have lower levels of behavioral concern are those in which students are given specific tasks that involve conversation and discussion directed and actively monitored by the teachers in the classroom. In focus groups, students shared that opportunities to participate in class vary widely, depending on the teacher.

6. The focus in 2023-24 was on student engagement, learning intentions and success criteria, implementing new instructional materials in core content areas, and consistent use of data protocols. While differentiation data has been collected (observed in less than 25% of classroom walkthroughs), **differentiation has not been a focus of professional learning, which likely contributes to few examples in practice**.

---

**2**

**Student Need:** Students will have a feeling of physical and emotional safety provided by a caring, qualified staff that continues to focus on our school-wide values.

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

1. Comments from student focus groups and staff open-ended survey responses indicated that s**ome staff members are disrespectful to other staff and students**. **Students also expressed concern that some of their teachers have negative attitudes toward LGBTQ and Micronesian students.** Adults modeling appropriate behavior is a critical component to reinforcing positive student behaviors.

2. **There is a perception that student behavior is a concern and must be addressed. However, when looking across all student groups, classroom behavior of the general population is *not* an area of concern. Students, in most cases, are generally well-behaved and politely compliant in all classrooms observed.** While a continued focus on accountability for behavior (noted by some faculty members in a survey as being for both students and adults) will help create and maintain an orderly school environment, accountability for teaching practices is also necessary to improve academic outcomes and student engagement.

3. While teachers express concerns about meeting student needs, **there is not yet a plan in place for a cohesive approach to providing Tier 1 supports for either academics or behavior**. There is an underlying current voiced in some individual comments suggesting there are **staff members who view intervention for either behavior or academics as the responsibility of someone other than themselves.** For example, as the Fall 2023 semester was winding down and continuing into the early part of 2024, there has been an

increase in the number of students being removed from class for things such as task refusal, work avoidance, and other non-compliance issues, presumably so that administrators could address these concerns.

This uses the incident level filter to limit the results. This metric is currently showing incidents for all groups. LEI Kulia reflects source data change from eCSSS to Infinite Campus effective
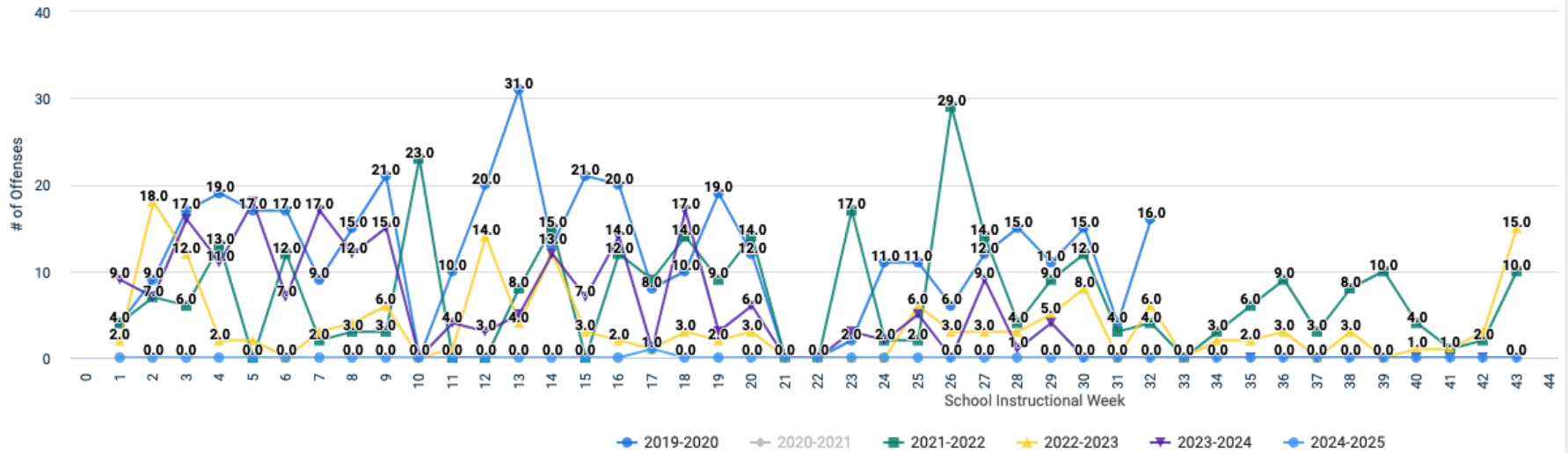
**School Status and Improvement Report**                                    *School Year 2022-23*

## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

### Percent of Positive Responses

| School Quality Survey * Dimensions | | Teachers School | State | Parents School | State | Students School | State |
|---|---|---|---|---|---|---|---|
| Safety | 2021 | 50.5% | 69.8% | 78.4% | 84.5% | 61.1% | 65.5% |
| | 2022 | 36.7% | 64.2% | 62.1% | 82.8% | 44.6% | 58.5% |
| | 2023 | 42.1% | 63.3% | 47.0% | 81.0% | 51.2% | 57.7% |
| Well-Being | 2021 | 52.3% | 70.7% | 83.9% | 86.6% | -- | -- |
| | 2022 | 52.1% | 68.2% | 67.9% | 88.1% | -- | -- |
| | 2023 | 56.0% | 66.4% | 61.1% | 88.0% | -- | -- |
| Satisfaction | 2021 | 39.0% | 64.2% | 60.1% | 74.5% | -- | -- |
| | 2022 | 46.5% | 61.2% | 56.8% | 79.6% | -- | -- |
| | 2023 | 44.7% | 60.3% | 49.2% | 78.7% | -- | -- |
| Involvement/Engagement | 2021 | 35.8% | 68.2% | 77.0% | 78.3% | -- | -- |
| | 2022 | 46.8% | 64.8% | 69.7% | 79.7% | -- | -- |
| | 2023 | 48.6% | 63.9% | 51.2% | 81.3% | -- | -- |

| Survey Return Rate ** | | Teachers School | State | Parents School | State | Students School | State |
|---|---|---|---|---|---|---|---|
| | 2021 | 68.7% | 74.7% | 5.0% | 10.4% | 35.8% | 45.5% |
| | 2022 | 69.4% | 70.0% | 3.5% | 11.1% | 64.8% | 69.1% |
| | 2023 | 76.0% | 75.5% | 4.9% | 12.2% | 70.2% | 68.0% |

**3**    **Student Need:** Students will have meaningful experiences that allow them to explore personal and life-long interests.

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

1. **Students report that they do not know or understand what success looks like in regards to their curriculum and the content being taught in courses.**
2. Student focus groups surfaced multiple comments about the **lack of connection between what is taught in class and students' lives outside of school**, including comments such as, "What am I learning this for?" and "It seems useless."
3. Focus group responses indicate **students do not have a clear understanding of how the content they are learning is connected to their career ambitions**.
4. Students, when asked how teachers support their learning, noted that while **some teachers are encouraging and take time to "walk me through the work," referencing teachers who help individual students during class time, as well as before and after school, other teachers are perceived as not providing guidance or resources to help students learn**, especially if they are not successful the first time they encounter new material.
5. 88% of students reported on the Panorama Survey that they feel at least somewhat confident they can complete all the work assigned in their classes and 76% are at least somewhat confident they can do the hardest work assigned. Further, **students continue to show their desire for more rigorous expectations and accountability through clubs and activities.**
6. **Families and students continue to ask for better-prepared, more focused cohorts of students who can enter the community ready for work and college**.

**C. Satisfaction**



Bar chart showing Satisfaction:
- Students Middle: (no value shown)
- Students High: (no value shown)
- Parents: 49.2%
- Teachers: 44.7%

X-axis: 0%, 20%, 40%, 60%, 80%, 100%

## D. Involvement/Engagement

| | |
|---|---|
| Students Middle | |
| Students High | |
| Parents | 51.2% |
| Teachers | 48.6% |

0%    20%    40%    60%    80%    100%
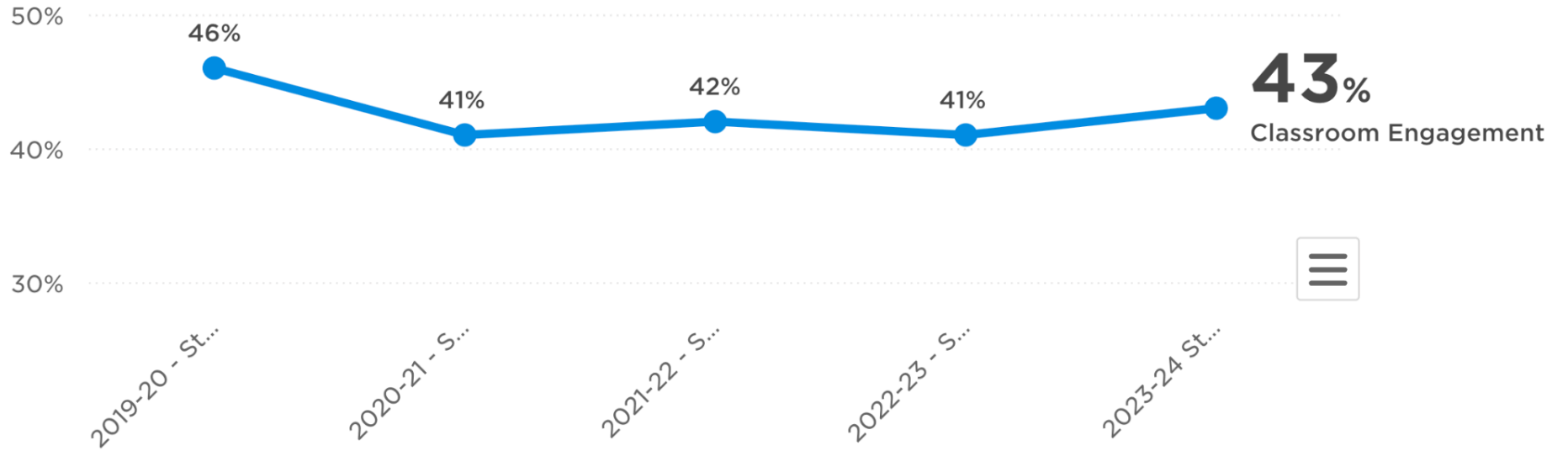
QUESTION

How excited are you about going to this class?

**41**% ⓘ
responded favorably

▲ **2**
from 2022-23 - Student Perception (EES)

QUESTION

In this class, how eager are you to participate?

**47**% ⓘ
responded favorably

▲ **3**
from 2022-23 - Student Perception (EES)

QUESTION

How often do you get so focused on class activities that you lose track of time?

**47**% ⓘ
responded favorably

▲ **4**
from 2022-23 - Student Perception (EES)

50%

46%

41%

42%

41%

**43**%

Classroom Engagement

40%

30%

2019-20 - St...

2020-21 - S...

2021-22 - S...

2022-23 - S...

2023-24 St...

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.*
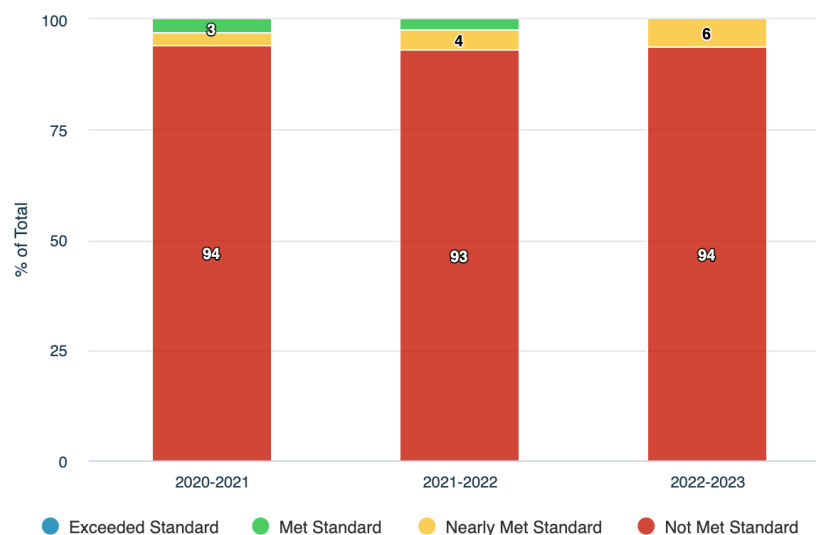
| | |
|---|---|
| **1** | **Targeted Subgroup:** Whole School, Special Education |

**Identified Student Need(s):** SBA ELA    SBA Math (IDEA)
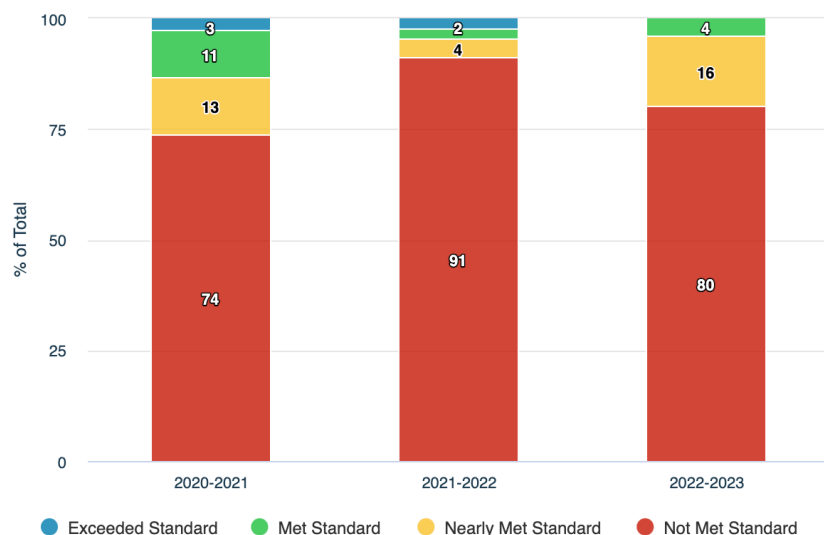


| | |
|---|---|
| **2** | **Targeted Subgroup:** Whole School, Native Hawaiian] |

**Identified Student Need(s):** Growth to Target
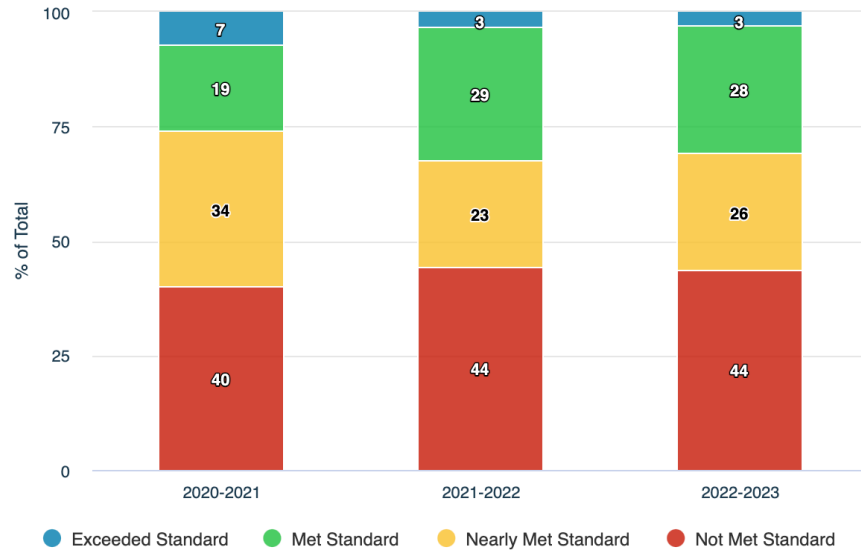
SBA ELA
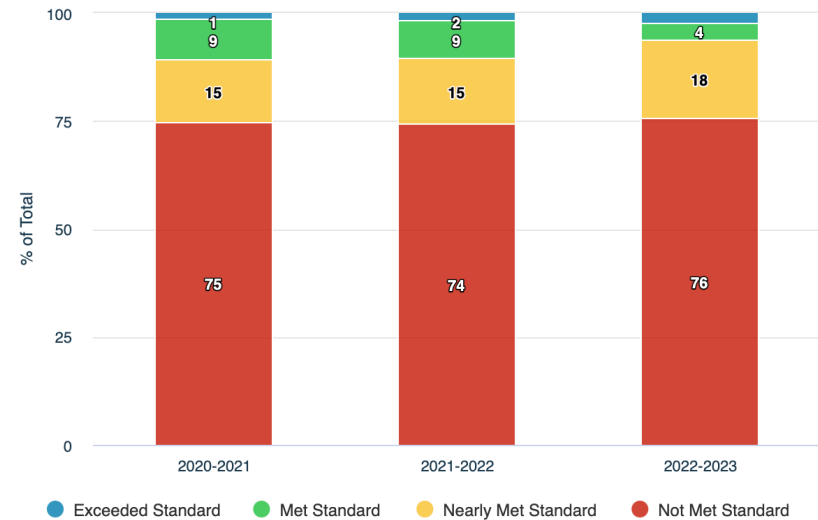


SBA MATH

| 3 | **Targeted Subgroup:** English Learners |
|---|---|
| | **Identified Student Need(s):** EL Growth to Target |
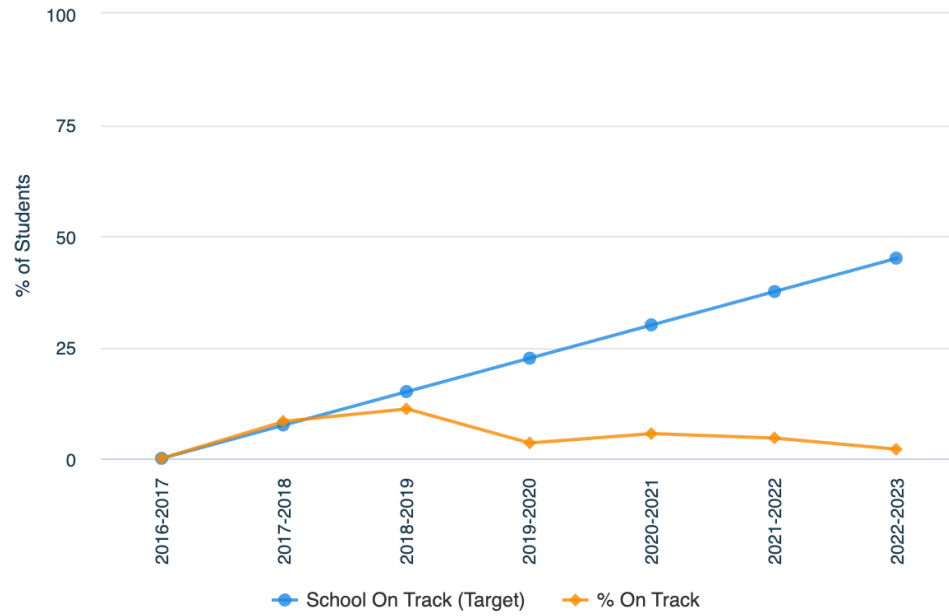
# Priority 1
## High-Quality Learning For All

| ★ GOAL 1.1  All students experience rigorous, high-quality learning that results in equitable outcomes for all learners. | | | | |
|---|---|---|---|---|
| **Desired Outcomes** *"What do we plan to accomplish?"* | **Root/ Contributing Cause** *"Why are we doing this?"* | **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?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |

| Reading Proficiency<br><br>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. | 1.1-4, 1.6; 2.3; 3.2; 3.4; | <ul><li>Engage staff in revising and creating systems, as needed, and support them in taking over facilitation of the systems.<ul><li>Early identification of students in need of intervention (2-3 years below grade level, demonstrated lack of success)</li><li>Reading and Math Interventions<ul><li>Professional development to support evidence-based instructional practices</li><li>EL training for staff (SIOP)</li><li>After School tutoring</li></ul></li><li>Progress monitoring plan for all subgroups on a scheduled basis<ul><li>DIBELS and MAZE</li><li>Interim Assessments</li><li>iReady</li></ul></li></ul></li><li>Continue to support data teams in being intentional through the data cycles.<ul><li>Regular meeting for both grade levels and academies</li></ul></li><li>Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students and needs and opportunities for academic and social-emotional support.<ul><li>CFA cycle and data analysis</li></ul></li><li>Curriculum Implementation<ul><li>Into-Lit<ul><li>Tier 3 intervention support</li></ul></li><li>Third Quest</li><li>Parallel Universe</li><li>Read180</li></ul></li></ul>**Monitors**: | Walk throughs<br><br>Progress monitoring of student learning:<br><br><ul><li>DIBELS and MAZE</li><li>Interim Assessments</li><li>iReady</li></ul><br><br>Attendance at PL with exit ticket planning<br><br>Identification and intervention planning process<br><br>Tutoring logs/attendance | ☑ WSF, $50,000<br>☑ Title I, $75,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $15,000<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| | | | | |
|---|---|---|---|---|
| | | - Admin Team (systems/professional development)<br>- Department Head (CFA, Curriculum alignment)<br>- Counselors (grades, transitions, placements)<br>- Case Managers (IEPs)<br>- EL Lead (grades, state-wide assessments, ACCESS) | | |

| Mathematics Proficiency<br><br>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | 1.1-4, 1.6, 2.3, 3.2, 3.4 | ● Engage staff in revising and creating systems, as needed, and support them in taking over facilitation of the systems.<br>　○ Early identification of students in need of intervention (2-3 years below grade level, demonstrated lack of success)<br>　○ Reading and Math Interventions<br>　　■ Professional development to support evidence-based instructional practices<br>　　■ After School Tutoring<br>● Progress monitoring plan for all sub groups on a scheduled basis<br>　○ Interim Assessments<br>● Continue to support data teams in being intentional through the data cycles.<br>　○ Regular meeting for both grade levels and academies<br>● Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students and needs and opportunities for academic and social-emotional support.<br>　○ CFA cycle and data analysis<br>● Curriculum Implementation<br>　○ McGraw Hill<br>　○ MathSpace<br>　○ iReady<br>　○ Math180<br><br>**Monitors**:<br><br>- Admin Team (systems/professional development)<br>- Department Head (CFA, Curriculum alignment)<br>- Counselors (grades, transitions, placements)<br>- Case Managers (IEPs)<br>- EL Lead (grades, state-wide assessments, ACCESS) | Walk throughs<br><br>Progress monitoring of student learning:<br><br>● Interim Assessments<br>● iReady<br><br>Attendance at PL with exit ticket planning<br><br>Identification and intervention planning process | ☑ WSF, $50,000<br>☑ Title I, $75,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $15,000<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | 1.1-6, 2.1, 2.3, 3.1-6 | ● Use of adopted curriculum<br><br>   ○ Continue to develop and expand pacing guides<br><br>   ○ Draft and use standards-aligned success criteria and learning intentions.<br><br>   ○ Provide students with opportunities for exploration and connection with real-life and career-themed opportunities<br><br>● Use of intentional instructional practice<br>   ○ Create a clearer understanding amongst faculty regarding active and passive engagement<br>   ○ Provide specific examples of active engagement and integrate more engagement opportunities into their lessons.<br>   ○ Define successful implementation of a core set of instructional practices for all teachers to consistently use in order to engage learners.<br>   ○ Provide opportunities for differentiated professional learning based on teacher use of adopted strategies.<br>   ○ Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students (For example, do students demonstrate the same behaviors in all classes or just some?), and needs and opportunities for academic and social-emotional support.<br>      ■ CFA cycle and data analysis<br>      ■ Creation of monitoring schedule that helps to maximize student performance and increases validity of data gathered<br>   ○ Progress monitoring plan for all sub groups on a scheduled basis | Walkthroughs<br><br>Completed pacing guides<br><br>Attendance at PL with exit ticket planning<br><br>CFA cycle and data analysis<br><br>Coaching cycles | ☑ WSF, $50,000<br>☑ Title I, $15,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $15,000<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | | |
|---|---|---|---|---|
| | | ■ Interim Assessments<br>○ Coaching cycles in support of teachers (to be developed)<br><br>**Monitors**<br><br>- Admin<br>- Coaches<br>- Department Heads | | |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.* | 1.1-4; 2.1; 3.1-6 | <ul><li>Plan for and implement Advisory</li><li>Work with the whole staff in the academies adoption process to ensure cross-content and interdepartmental collaboration, especially in regards to academic and work life connections.</li><li>Engage students in transition planning to support better-prepared, more focused cohorts of students who can enter the community ready for work and college and who can connect what they are learning in school to their post-secondary ambitions. Mention our ESL Newcomers class and our Tiered highschool almost exiting class?<ul><li>Roadmap to graduation plans for 8th graders</li><li>Summer Bridge programs</li><li>First Day with 7th graders</li><li>7th grade Academy transition plan</li><li>6th grade visits</li><li>9th grade Orientation (Welcome to HS, Credit Count, Program opportunities)</li><li>Tiered supports for EL students</li></ul></li><li>Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students (For example, do students demonstrate the same behaviors in all classes or just some?), and needs and opportunities for academic and social-emotional support.</li><li>Continue to support summer program to insure students have opportunity for on time advancement from one grade to the next.</li></ul> | Quarterly feedback from staff and students about advisory<br><br>Completed Roadmaps to Graduation, Academy Transition Plans<br><br>Feedback from students and families about transition to MS and HS<br><br>Transition planning for Middle School Academy during summer | ☑ WSF, $50,000<br>☑ Title I, $35,000 (Summer program teachers and EAs)<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $15,000<br>☐ Homeless, $<br>☑ Grant:$7500 - Castle and Cooke Transition grant, $<br>☐ Other:__, $ |

<table>
<tr><td></td><td></td><td>

● Adoption of academies for 7th and 8th grade while planning for next steps for the high school academies. Included in this will be the first year of WBL helping seniors transition into college/career training. 7th and 8th grade will focus on career readiness, preparing to transition to high school. During summer program and first school days, middle school academy will focus on incoming 7th grade students transitioning into middle school.

**Monitors**
● Admin
● Counselors/SBBH
● Case Managers
● Academy Leads

</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>☐</td></tr>
</table>

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment | | | | |
| --- | --- | --- | --- | --- |
| **Desired Outcomes** *"What do we plan to accomplish?"* | **Root/ Contributing Cause** *"Why are we doing this?"* | **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?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.* |
| 1.2.1. All students desire to and attend school regularly. *Required for all schools.* | 2.1; 2.3; 3.1-6 | ● Continue to focus on school-wide values and create a positive, supportive environment for all stakeholders. ○ Clubs ○ Counseling Groups ○ SBG-led activities ○ Community-based opportunities for students ○ ● MTSSS plan that supports both academic and behavior supports ○ Quarterly recognition ○ Dagger of the month ○ Staff Recognition ○ Behavior monitoring +/- ○ Celebration of growth areas as measured by IA, iReady, grades, etc. ● Plan for and implement Advisory ● Work with the whole staff in the academies adoption process to ensure cross-content and interdepartmental collaboration, especially in regards to academic and work life connections. | Student survey data (Panorama, SQS, school-created) Daily attendance Walkthroughs (values) Student participation in activities Record of recognition Quarterly feedback from staff and students about advisory Completed Roadmaps to | ☑ WSF, $10,000 ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: GEAR UP 10,000$ ☑ Other:UPLINK - $70,000 |

| | | | |
|---|---|---|---|
| | | ● Engage students in transition planning to support better-prepared, more focused cohorts of students who can enter the community ready for work and college and who can connect what they are learning in school to their post-secondary ambitions.<br>　○ Roadmap to graduation plans for 8th graders<br>　○ Summer Bridge programs<br>　○ First Day with 7th graders<br>　○ 7th grade Academy transition plan<br>　○ 6th grade visits<br>　○ 9th grade Orientation (Welcome to HS, Credit Count, Program opportunities)<br>　　■ Possibility: create opportunities for families to engage with transition/future planning with students.<br>● Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students (For example, do students demonstrate the same behaviors in all classes or just some?), and needs and opportunities for academic and social-emotional support.<br>● Continue to support OST program such as ALO, After School All Stars, and tutoring for students to receive the needed support in academic areas.<br><br>**Monitors**<br>　- Administration<br>　- Counselors/SBBH<br>　- Academy Leads<br>　- Community Schools Lead<br>　- School Social Worker | Graduation, Academy Transition Plans<br><br>Feedback from students and families about transition to MS and HS | |

| 1.2.2. All students demonstrate positive behaviors at school.<br><br>*Required for all schools.* | 1.1; 2.1-3; 3.1-6 | • Continue to focus on school-wide values and create a positive, supportive environment for all stakeholders.<br>   ○ Clubs<br>   ○ Counseling Groups<br>   ○ SBG-led activities<br>   ○ Community-based opportunities for students<br>• MTSSS plan that supports both academic and behavior supports<br>   ○ Quarterly recognition<br>   ○ Dagger of the month<br>   ○ Staff Recognition<br>   ○ Behavior monitoring +/-<br>   ○ Celebration of growth areas as measured by IA, iReady, grades, etc.<br>• Plan for and implement Advisory<br>   ○ Continue to teach the PHIS values school-wide throughout the year. Additional focus on expectations and positive behaviors after extended breaks from school. (Fall break, Winter and Spring breaks)<br>• Monitor behavioral data throughout the year tracking ODR trends.<br><br>**Monitors**<br><br> - Admin<br> - Counselors/SBBH<br> - Academy Leads<br> - Community Schools Lead | IC behavior management data<br><br>Student participation in activities<br><br>Record of recognition<br><br>Quarterly feedback from staff and students about advisory | ☐ WSF,<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant: Middle School State Project, $1,000 for dances and incentive activities $<br>☑ Other:SAF - 5,000, $ |

| 1.2.3. All students experience a Nā Hopena A'o environment for learning.<br><br>*Required for all schools.* | 1.1, 1.3, 2.1-3, 3.2, 3.6 | ● Plan for and implement Advisory, collecting feedback from staff and students quarterly in order to adapt as necessary.<br>● Revisit work done by staff to define the school's values (completed in August 2023) in order to create a shared set of expectations and agreements for accountability among staff members.<br>● Working with the Community Schools Coordinator, solicit student, family, and community voices to define, develop, and promote a shared set of expectations for behavior and learning for students, staff, and families.<br><br>**Monitors**<br>- Administration<br>- Counselors<br>- Committees<br>- SBG<br>- SCC<br>- Community Schools Lead | Monthly focus on school wide values<br><br>As needed, focus on specific SEL content dependent on observed need. Lessons development through<br><br>Differentiated PD 21 around three topic areas<br><br>Restorative Practices (all staff)<br><br>Book Study groups on three selected texts<br><br>Classroom Strategies that Work<br><br>Deimplementation<br><br>Project Based Learning | ☐ WSF, $<br>☑ Title I, $10,000 - training<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other: State sponsorship of Community School Coordinator, $ 65,000 |

| | | | Quarterly survey work with review by DHs and leadership team for next steps<br><br>Comparison of quarterly survey work with Panorama and SQS to determine if measures are successful | |
|---|---|---|---|---|
| | | | | |

| ★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement | | | | |
|---|---|---|---|---|
| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| 1.3.1.  All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.<br><br>*Required for all schools.* | 1.1 &1.2; 3.1-6 | ● Adoption of academies<br> ○ 7th and 8th grade House system design and implementation<br> ○ Design and implement the high school academies<br>  ■ Continued PD for staff around academy model<br>  ■ Continued PD for staff around PBL<br>● Development of the WBL program<br>● Interdisciplinary projects<br> ○ PD to help teachers align learning intentions around academy themes.<br>● Development of CTE pathways and insuring continued growth for various classes<br> ○ Continue to survey students and families about areas of interest and areas for program development.<br> ○ Work with community partners regarding post high school preparation and workplace skill needs<br> ○ Externship opportunities for teachers<br>● Continue to develop and enhance the Early College program<br> ○ Community partnerships with local unions and apprenticeship programs | Monthly Monitoring against academies adoption timeline<br><br>Counseling/Systems Coach/WBL teacher meetings regarding success of program<br><br>Monthly Faculty PD around development of academies | ☑ WSF, $<br>☑ Title I, $10,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant:GEAR UP, 10,000$<br>☐ Other:__, $ |

| | | | | |
|---|---|---|---|---|
| | | **Monitors**<br> - Administration<br> - Counselors<br> - Committees<br> - Community Schools Lead<br> - Coaches | | |

| K-12 Alignment<br><br>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. | 1.1 &1.2; 3.1-6 | ● Adoption of academies<br>  ○ 7th and 8th grade House system design and implementation<br>  ○ Design and implement the high school academies<br>    ■ Continued PD for staff around academy model<br>    ■ Continued PD for staff around PBL<br>● Development of the WBL program<br>● Interdisciplinary projects<br>  ○ PD to help teachers align learning intentions around academy themes.<br>● Development of CTE pathways and insuring continued growth for various classes<br>  ○ Continue to survey students and families about areas of interest and areas for program development.<br>  ○ Work with community partners regarding post high school preparation and workplace skill needs<br>  ○ Externship opportunities for teachers<br>● Continue to develop and enhance the Early College program<br>  ○ Community partnerships with local unions and apprenticeship programs<br>**Monitors**<br>- Administration<br>- Counselors<br>- Committees<br>- SBG<br>- SCC<br>- Community Schools Lead<br>- Coaches | Monthly Monitoring against academies adoption timeline<br><br>Counseling/Systems Coach/WBL teacher meetings regarding success of program<br><br>Monthly Faculty PD around development of academies | ☐ WSF, $<br>☑ Title I, $10,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:Perkins, 10,000 $ |

| 1.3.3. All students graduate high school with a personal plan for their future. | 3.2, 3..3, 3.5, 3.6 | ● Engage students in transition planning to support better-prepared, more focused cohorts of students who can enter the community ready for work and college and who can connect what they are learning in school to their post-secondary ambitions.<br>   ○ Roadmap to graduation plans for 8th graders<br>   ○ Personal Transition Plans for Seniors<br>   ○ Middle School After School Program<br>   ○ Advisory Courses<br>   ○ Senior Guidance Class<br>   ○ Summer Enrichment Program<br>   ○ Alternative Learning Communities<br><br>**Monitors**<br><br>  - Admin<br>  - Coaches<br>  - Counselors<br>  - Guidance Department<br>  - ALC Leads | 8th Grade Transition Plans<br><br>Enrollment in OST programs for both Middle and High School<br><br>Monitoring within Advisory periods for all students<br><br>Review of Advisory needs<br><br>Quarterly review of ALC needs with entrance and exit criteria for students entering the program. | ☑ WSF, $15,000<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ 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 *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | Enabling Activities *"How will we achieve the desired outcome?"* <br><br> *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 2.1.2 All teachers are effective or receive the necessary support to become effective. | 1.1, 1.2, 1.4-1.6; 2.2-2.3; 3.1-3.6 | ● Engage staff in revising and creating systems, as needed, and support them in taking over facilitation of the systems.<br>  ○ Early identification of students in need of intervention (2-3 years below grade level, demonstrated lack of success)<br>  ○ Reading and Math Interventions<br>    ■ Professional development to support evidence-based instructional practices<br>    ■ EL training for staff (SIOP)<br>    ■ After School tutoring<br>  ○ Progress monitoring plan for all subgroups on a scheduled basis | Walk throughs<br><br>Progress monitoring of student learning:<br><br>● DIBELS and MAZE<br>● Interim Assessments<br>● iReady | ☐ WSF, $10,000<br>☐ Title I, $25,000<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $ |

| | | | | |
|---|---|---|---|---|
| | | ■ DIBELS and MAZE<br>■ Interim Assessments<br>■ iReady<br>● Continue to support data teams in being intentional through the data cycles.<br>   ○ Regular meeting for both grade levels and academies<br>● Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students and needs and opportunities for academic and social-emotional support.<br>   ○ CFA cycle and data analysis<br>● Curriculum Implementation<br>   ○ Into-Lit<br>      ■ Tier 3 intervention support<br>   ○ Third Quest<br>   ○ Parallel Universe<br>   ○ Read180<br>● Engage staff in revising and creating systems, as needed, and support them in taking over facilitation of the systems.<br>   ○ Early identification of students in need of intervention (2-3 years below grade level, demonstrated lack of success)<br>   ○ Reading and Math Interventions<br>      ■ Professional development to support evidence-based instructional practices<br>      ■ After School Tutoring<br>● Progress monitoring plan for all sub groups on a scheduled basis<br>   ○ Interim Assessments<br>● Continue to support data teams in being intentional through the data cycles.<br>   ○ Regular meeting for both grade levels and academies | Attendance at PL with exit ticket planning<br><br>Identification and intervention planning process<br><br>Tutoring logs/attendance<br><br>Walkthroughs<br><br>Completed pacing guides<br><br>Attendance at PL with exit ticket planning<br><br>CFA cycle and data analysis<br><br>Coaching cycles | ☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

- Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with students and needs and opportunities for academic and social-emotional support.
  - CFA cycle and data analysis
- Curriculum Implementation
  - McGraw Hill
  - MathSpace
  - iReady
  - Math180
- Use of adopted curriculum

  - Continue to develop and expand pacing guides

  - Draft and use standards-aligned success criteria and learning intentions.

  - Provide students with opportunities for exploration and connection with real-life and career-themed opportunities

- Use of intentional instructional practice
  - Create a clearer understanding amongst faculty regarding active and passive engagement
  - Provide specific examples of active engagement and integrate more engagement opportunities into their lessons.
  - Define successful implementation of a core set of instructional practices for all teachers to consistently use in order to engage learners.
  - Provide opportunities for differentiated professional learning based on teacher use of adopted strategies.
  - Determine how data teams or grade-level team meetings can be used to share information about student needs, different teachers' experiences with

<table>
<tr>
<td colspan="2"></td>
<td>

students (For example, do students demonstrate the same behaviors in all classes or just some?), and needs and opportunities for academic and social-emotional support.

&#9632; CFA cycle and data analysis
&#9675; Progress monitoring plan for all sub groups on a scheduled basis
&#9632; Interim Assessments
&#9675; Coaching cycles in support of teachers (to be developed)

**Monitors**:

- Admin Team (systems/professional development)
- Department Head (CFA, Curriculum alignment)
- Counselors (grades, transitions, placements)
- Case Managers (IEPs)
- EL Lead (grades, state-wide assessments, ACCESS)

</td>
<td></td>
<td></td>
</tr>
<tr>
<td>

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

</td>
<td>

1.1, 1.2, 1.4-1.6; 2.2-2.3; 3.1-3.6

</td>
<td>

- Continued training and support for EA staff, including QBS, SP101, and collaboration methods.
- Additional training for office staff updating training and procedures.
- Training for classified staff as warranted.

</td>
<td>

- Monthly monitoring and goal setting for each role group
-

</td>
<td></td>
</tr>
</table>

## 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 *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | 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?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
| --- | --- | --- | --- | --- |
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.* | 3.6 | ● Working with the Community Schools Coordinator, solicit student, family, and community voices to define, develop, and promote a shared set of expectations for behavior and learning for students, staff, and families.<br>● Continue to develop our community schools model, building sustainable programs that allow for more opportunity for community members to contribute meaningfully to the school and at the same time allowing our students to also contribute to the larger community.<br> ○ Kōkua Closet<br> ○ Food Basket<br> ○ Ceeds of Peace<br> ○ Vibrant Hawaii<br> ○ Kamehameha Schools | Quarterly Survey Work<br><br>SCC Minutes<br><br>Monthly Community Hui Meetings<br><br>Family Engagement Events | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $ |

| | | | | |
|---|---|---|---|---|
| | | ○ KUPU<br><br>**Monitors**:<br><br>- Admin<br>- Community School Lead<br>- SCC Chair | | ☑ Other:State sponsorshi, $ |

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

| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| Continue to establish and build sustainability in our community school model. | 3.6 | ● Working with the Community Schools Coordinator, solicit student, family, and community voices to define, develop, and promote a shared set of expectations for behavior and learning for students, staff, and families.<br>● Continue to develop our community schools model, building sustainable programs that allow for more opportunity for community members to contribute meaningfully to the school and at the same time allowing our students to also contribute to the larger community.<br>  ○ Kōkua Closet<br>  ○ Food Basket<br>  ○ Ceeds of Peace<br>  ○ Vibrant Hawaii<br>  ○ Kamehameha Schools<br>  ○ KUPU<br><br>**Monitors**<br><br>- Admin<br>- Community School Partner | Quarterly Survey Work<br><br>SCC Minutes<br><br>Monthly Community Hui Meetings<br><br>Family Engagement Events | ☑ Other: State sponsorship of Community School Coordinator, $ 65,000 |

## 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 Pāhoa High and Intermediate 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** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) | [1191] |
|---|---|
| **Did your school submit a SCC Waiver Request Form? Please explain.** | [Yes; Four days will be used for training. Each quarter has a specific aim; Q1 - Curriculum tools and interventions; Q2 - Parent Engagement/Attendance; Q3 - Data and Test Preparation; Q4 - focus on 25-26 SY] |
| **Bell Schedule:** PHIS Bell Schedule 2024 | |