



# Maui High School Academic Plan SY 2024-2025

660 Lono Avenue Kahului, HI 96732 (808) 727-4000 <u>Maui High School Website</u>

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

Submitted by Principal Jamie Yap		Approved by Complex Area Superintendent Desired	e Sides
S-4/	3/27/24	Dusta	4/15/2024

Maui High School Academic Plan, Version #1, April 1, 2024

# 5

#### 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
9	Odell Education High School Literacy Program and Open Resources, Collegeboard Pre-AP English	Algebra I: Carnegie Learning		
10	Odell Education High School Literacy Program and Open Up Resources, Collegeboard AP Seminar	Geometry: Carnegie Learning		
11	Springboard, Odell Education High School Literacy Program Open Up Resources, Collegeboard Advanced Placement English Language and Composition, University of Hawaii at Maui Campus English 100	Algebra II: Carnegie Learning		
12	Springboard, Odell Education High School Literacy Program Open Up Resources, Collegeboard Advanced Placement English Literature and Composition, University of Hawaii at Maui Campus English 100	See above or any number of other math courses we offer including AP and a University of Hawaii at Maui Campus course		

#### 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
9th Grade	Other: • SBA ICAx1 and IABx2 (TBD)	Other: • SBA ICAx1 and IABx2 (TBD)
10th Grade	IAB - x2	IAB - x2
11th Grade	Other: • SBA ICAx1	Other: - SBA ICAx1

#### 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 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.

#### WASC Self Study 2023: Schoolwide Growth Areas

1. The Leadership Team will continue to develop innovative, school-wide structures and programs based on student voice and post-secondary goals, which include supporting and addressing the needs of the whole child so the students become responsible for their own learning.

2. The school will provide teachers with professional development that covers understanding, correlating, and measuring student achievement in order to deepen teachers' knowledge of how their curricular and instructional choices impact student learning. In addition, the school will provide PD that teaches the engagement and social-emotional strategies that are relevant to Maui High's students.

3. The school is committed to improving the multi-tiered system of support. Maui High will move forward with the analysis of both academic and behavioral data to address the needs of all students at the school. This includes the monitoring of student progress over time along with providing timely interventions and strategies.

4. The staff will increase students' understanding of how to express their individual concerns, needs, and priorities so the students feel like they have more say and responsibility for their school community.

5. Teachers and administration will consider a data coach/test coordinator which would be beneficial to support teachers in the collection of data and data teams to impact student achievement.

6. Maui High School and its feeder schools should strengthen the vertical alignment for successful transitions from grade to grade to graduation. This will support a systemic approach in preparing students to be "college and career ready". Maui High will work towards aligning the skills that are necessary for an MHS graduate.

#### Student Need:

1

Increase student achievement in Math, English Language Arts, and Science, including for all targeted subgroups

Content Area	All Students 22-23 Proficient	SPED Students 22-23 Proficient	EL Students 22-23 Proficient
Math	26.61%	5.5%	0%
ELA	59.57%	16.6%	11.4%
Science	38.95%	7.4%	4.6%

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

- 1A) Inconsistencies in the implementation of Math, ELA, Science standards-based curriculum, instruction, assessment
- 1B) Inconsistencies in equitable grading practices that are aligned to standards
- 1C) Inconsistencies in regular data analysis within content data teams and varying knowledge of how to use data to inform instruction to help struggling learners
- 1D) Lack of schoolwide attention on the importance of Literacy and Numeracy skills for all
- 1E) Lack of student engagement in the classroom

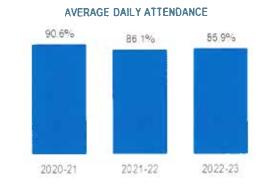


### 2 <u>Student Need:</u>

Increase the number of students attending 90% or more days of instruction

#### Attendance (average percentage of days present)

	SCHOOL YEAR		
ATTENDANCE	2020-21	2021 22	2022 23
Average Daily Attendance	90 6%	86.1%	86 9%

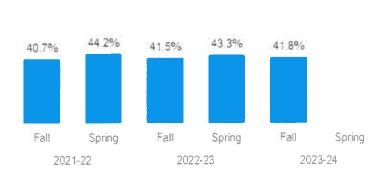


#### **Root/Contributing cause(s):**

- 2A) Lack of engagement in the classroom and low student sense of belonging
- 2B) High numbers of unprepared/unqualified teachers in the classroom
- 2C) Inconsistent implementation of Tier 1 instructional and behavioral strategies



### 3 <u>Student Need:</u> Increase student social-emotional learning and sense of belonging



#### SENSE OF BELONGING

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

- 3A) Varying degrees of attention to social-emotional learning in the classrooms
- 3B) Lack of positive relationships with adults on campus that hinders students' desire to seek support
- 3C) Lack of students' voice in classroom and school decisions
- 3D) Little student understanding of how to express their concerns, needs and priorities



# In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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 <u>Targeted Subgroup:</u> Special Education (SPED) students

#### **Identified Student Need(s):**

Decrease the student achievement gap in Math, ELA and Science

#### 2 <u>Targeted Subgroup:</u> English Learner (EL) students

#### Identified Student Need(s):

Decrease the student achievement gap in Math, ELA and Science Increase attendance/ decrease chronic absenteeism

#### 3 <u>Targeted Subgroup:</u> Ninth-grade students

#### Identified Student Need(s):

Increase attendance/ decrease chronic absenteeism Decrease number of Fs earned/ decrease rete



## **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	Root/ Contributing	<b>Enabling Activities</b> "How will we achieve the desired outcome?"	Progress	"What funding source(s) should be utilized?"
accomplish?"	<b>Cause</b> "Why are we doing this?"	and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Outcomes) "How will we know progress is being made?"	Please estimate the additional amount needed to execute the enabling activity.

Anticipated



Reading Proficiency	All	1. Implement with fidelity the new ELA state-approved, standards-based curriculum [Rosario]	edback Data	☑ WSF, \$ □ Title I, \$ □ Title II, \$
1.1.2. All students read		a. Provide teachers with professional development, Pra support and technology	actices Data	<ul><li>☐ Title III, \$</li><li>☐ Title IV-A, \$</li></ul>
proficiently by the end of third grade,		teach lessons that are aligned to the pacing guide	reener Data	<ul> <li>☐ Title IV-B, \$</li> <li>☐ IDEA, \$</li> </ul>
and those who do not read		taught by colleagues using the new curriculum		□ SPPA, \$ □ Homeless, \$
proficiently receive necessary and timely support to		d. Support data teams		□ Grant:, \$ □ Other:, \$
become proficient.		<ol> <li>Implement effective ELA data teaming and pacing guides [Toso/Tatman]</li> </ol>		
MHS Outcome: SBA ELA scores		<ul> <li>Acquire the skills and knowledge needed to help teams implement effective data teaming, test prep, and CFAs</li> </ul>		
will increase 2.13%		<ul> <li>b. Create a data team meeting calendar and data team process, structure and guidance for all teachers</li> </ul>		
WASC GA #2 #3 #5		<ul> <li>c. Create Pacing Guides for new curriculum</li> <li>i. Identify skills and knowledge students must acquire, unit by unit</li> </ul>		
		ii. Create an assessment process of frequent, common formative assessments (CFAs)		
		iii. Use CFAs to identify students who need additional support to become proficient		
		iv. Create a system of interventions for		

struggling students

grading practices

V. .

Collaborate on common and equitable

- 3. Implement school-wide literacy strategies [Rosario/Academy Leads]
  - a. Train all staff on one to two literacy strategies per quarter based on four ELA Anchor Standards: Vocabulary, Speaking, Listening, and Collaboration, Determining the Main Idea, and Writing Clearly and Coherently for an Intended Audience. The Strategies include: Academic Word Walls, AVID Half Sheet for Vocabulary, Think Pair Share, Sentence Stems/Frames, and Peer Review.
  - b. Train all teachers on how to be able use one strategy per quarter in all content areas. This will be done throughout the year at staff meetings.
  - c. Rosario and Grando will plan roll out during a paid, non-school day meeting.



Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and	<ol> <li>Implement with fidelity the new Math state-approved, standards-based curriculum. [Kunimitsu]         <ul> <li>a. Provide teachers with professional development, support and technology</li> <li>b. Ensure long-term substitutes and new teachers teach lessons that are aligned to the pacing guide</li> <li>c. Structure time for teachers to observe lessons taught by colleagues using the new curriculum</li> <li>d. Support data teams</li> </ul> </li> </ol>	Teacher Feedback Data Grading Practices Data Screener Data SBA Math Results	<ul> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>
timely support to become proficient.	<ol> <li>Implement effective Math data teaming and pacing guides [Toso/Tatman]         <ul> <li>Acquire the skills and knowledge needed to help</li> <li>teams implement effective data teaming, test prep,</li> </ul> </li> </ol>		
MHS Outcome: SBA Math scores will increase 2.02%	<ul> <li>and CFAs</li> <li>b. Create a data team meeting calendar and data team process, structure and guidance for all teachers</li> <li>c. Create Pacing Guides for new curriculum</li> </ul>		
All students who are not at proficient at math will be offered additional support	<ul> <li>i. Identify skills and knowledge students must acquire, unit by unit</li> <li>ii. Create an assessment process of frequent, common formative assessments (CFAs)</li> <li>iii. Use CFAs to identify students who need additional support to become proficient</li> </ul>		
WASC GA #2 #3 #5	<ul> <li>iv. Create a system of interventions for struggling students</li> <li>v. Collaborate on common and equitable grading practices</li> <li>Implement school-wide numeracy strategies [Kunimitsu/Academy Leads]</li> </ul>		

- a. Develop "problem of the week" slides for Math teachers that include a problem, the solution, and detailed work. These problems will be based on 4 anchor standards, one per quarter. This will be done on paid, non-school days.
- b. Train all teachers on how to roll out the "problem of the week", to be implemented twice per quarter. This will be done at an all-staff meeting.
- c. Go over "problem of the week" detailed explanations in math classes with students, connecting it to the math curriculum.
- 4. Continue to offer after-school math tutoring as an additional support to those who are not proficient

1.1.4. All student	All EA 1	.1.4	Screener Data	🗹 WSF, \$
groups perform equally well academically and show continued academic growth, irrespective of background and	1 2 3	<ul> <li>ease academic growth for all student groups [VPs/CCs]</li> <li>Provide teachers with PD for effective Tier 1 instructional and behavioral strategies for all students</li> <li>Provide targeted support programs for struggling students</li> <li>Implement the Academy Model structure with programs based on student voice and post-secondary goals</li> </ul>	Grades State Assessment Data	<ul> <li>☐ Title I, \$</li> <li>☐ Title II, \$</li> <li>Ø Title III, \$</li> <li>☐ Title IV-A, \$</li> <li>☐ Title IV-B, \$</li> <li>☐ IDEA, \$</li> </ul>
circumstances.	2	<ul> <li>Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements</li> </ul>	SEL Survey Data	<ul> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> </ul>
WASC GA #1 #3 #4	5	. Research sending staff abroad to gain knowledge of our		☐ Other:, \$

students' cultures



1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.
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MHS Outcome: Decrease 9th Grade retention rate by 2%

#### WASC GA #6

EA 1.1.5

Ensure that all students transition to Maui High successfully: [Fukuroku]

- 1. Communicate early and consistently with incoming freshmen and families about their first year at MHS
- a. Registration, Academies, Policies and Programs
  2. Provide a comprehensive Summer Bridge program for incoming freshmen
- 3. Provide Frosh Orientation Day to allow students to acclimate to campus early
- 4. Provide a comprehensive parent meeting so families leave well informed, know how to get help, and be assured hat their child will be happy and successful
- 5. Continue our Freshman Seminar course
- 6. Develop transition IEPs for students with special needs
- 7. Monitor transition outcomes and identify areas for improvement

	Summer Bridge	🗹 WSF, \$
	Outcomes	🔲 Title I, \$
	Oth and a	🔲 Title II, \$
	9th-grade retention rates	🔲 Title III, \$
	retention rates	🔲 Title IV-A, \$
	Parent Surveys	🔲 Title IV-B, \$
	· - · · · · · · · · · · · · · · · · · ·	🔲 IDEA, \$
	Student Surveys	🔲 SPPA, \$
		🔲 Homeless, \$
10	Grades	🔲 Grant:, \$
'e		Other: ESSER, \$



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

<b>Desired Outcomes</b> "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.
<ul> <li>1.2.1. All students desire to and attend school regularly.</li> <li>MHS Outcome: The number of students who attend 90% or more days of instruction will increase by 2% to 88.9%</li> <li>WASC GA #1 #2 #3</li> </ul>	2A 2B 2C 3A 3B 3C 3D	<ul> <li>EA 1.2.1</li> <li>Increase regular student attendance by 2% [VPs]</li> <li>1. Monitor attendance of all students and identify those at risk <ul> <li>a. Communicate early about their status to teachers and families</li> <li>b. Intervene early with targeted supports, resources and interventions</li> </ul> </li> <li>2. Implement Tier 1 HMTSS instructional and behavioral strategies in all classrooms. Conduct peer walkthroughs</li> <li>3. Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements</li> <li>4. Address barriers to attendance by providing resources, counseling services, and community outreach contacts as needed</li> <li>5. Engage students outside the classroom by providing</li> </ul>	Daily Attendance Rates SEL Surveys Student Survey	<ul> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>



1E 2C	EA 1.2.2 Increase positive student behavior: [VPs]	Discipline Numbers	☑ WSF, \$ □ Title I, \$
3B	<ol> <li>Establish clear expectations and norms for all students</li> <li>a. Ensure that all staff, families and students know the</li> </ol>	SEL Surveys	☐ Title II, \$ ☐ Title III, \$
3D	expectations by communicating them clearly and often in a variety of ways	Student Survey	✓ Title IV-A, \$ ☐ Title IV-B, \$
	<ol><li>Implement Tier 1 HMTSS instructional and behavioral strategies in all classrooms</li></ol>	SQS Survey	<ul> <li>IDEA, \$</li> <li>SPPA, \$</li> </ul>
	<ol> <li>Build relationships, trust and a sense of belonging among students and staff through regular communication, mutual respect and trust</li> </ol>		<ul> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:\$</li> </ul>
	<ul> <li>4. Monitor and analyze behavior data to identify trends and patterns and areas for improvement         <ul> <li>a. Use data to make decisions: adjust interventions, allocate resources and implement targeted supports</li> </ul> </li> </ul>		🔲 Other:, \$
	2C 3A 3B 3C	<ul> <li>Increase positive student behavior: [VPs]</li> <li>Increase positive student behavior: [VPs]</li> <li>Establish clear expectations and norms for all students <ul> <li>a. Ensure that all staff, families and students know the expectations by communicating them clearly and often in a variety of ways</li> </ul> </li> <li>Implement Tier 1 HMTSS instructional and behavioral strategies in all classrooms</li> <li>Build relationships, trust and a sense of belonging among students and staff through regular communication, mutual respect and trust</li> <li>Monitor and analyze behavior data to identify trends and patterns and areas for improvement <ul> <li>a. Use data to make decisions: adjust interventions,</li> </ul> </li> </ul>	2CIncrease positive student behavior: [VPs]Numbers3A1. Establish clear expectations and norms for all students a. Ensure that all staff, families and students know the expectations by communicating them clearly and often in a variety of waysSEL Surveys3D2. Implement Tier 1 HMTSS instructional and behavioral strategies in all classroomsSQS Survey3. Build relationships, trust and a sense of belonging among students and staff through regular communication, mutual respect and trustSQS Survey4. Monitor and analyze behavior data to identify trends and patterns and areas for improvement a. Use data to make decisions: adjust interventions,Summers

for students at risk for negative behaviors

1.2.2. All students demonstra positive be at school.

WASC GA #4 #5



1.2.3. All students experience a Nā Hopena A'o environment for learning.	2A 2B 3A 3B 3C 3D	<ul> <li>EA 1.2.3</li> <li>All students experience a Nā Hopena A'o environment for learning: [Grando/VPs]</li> <li>1. Provide training/orientation to teachers and staff about the objectives of the Nā Hopena A'o framework so they have a solid understanding of how integrating Hawaiian cultural values, practices and perspectives into the learning environment benefits all Maui High students</li> <li># Staff Trained Student and Staff Reflections</li> </ul>	<ul> <li>✓ WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> </ul>
WASC GA #1 #2		<ul> <li>2. Co-create and implement with teachers a plan to integrate the tenets of Nā Hopena A'o into the Saber experience. Strategies will include, <ul> <li>a. Culturally relevant curriculum and instruction, including place-based education</li> <li>b. Culturally responsive teaching practices</li> <li>c. Community and family partnerships and engagement</li> <li>d. Promotion of holistic well-being</li> <li>e. Promotion of Hawaiian cultural values, pride and cultural identity: Word of the Month etc. and promote sharing of values ie: in Saber Weekly</li> <li>f. Implementation of complex-aligned student and staff reflections of Nā Hopena A'o</li> </ul> </li> </ul>	<ul> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>



Monitoring of

Anticipated

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

	sired Outcomes Vhat 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?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
stu thro K-1 eng of c con civi	.1. All dents, bughout their 2 experience, jage in a variety career, nmunity, and c opportunities.	N/A	<ul> <li>EA 1.3.1</li> <li>Provide all Maui High students with learning opportunities that prepare them for success in their future careers, active citizenship and meaningful community engagement [Joaquin/Abafo/Anitema]</li> <li>1. Continue to support and evolve our career pathways and CTE courses and align their curricula with industry standards.</li> <li>2. Provide opportunities for career exploration, job shadowing, internships, career fairs and industry-sponsored events</li> <li>3. Create advisory boards for each of the 5 academies and engage community stakeholders in school initiatives to ensure relevance, sustainability and impact</li> <li>4. Promote service-learning and civic engagement</li> <li>5. Broaden opportunities for accelerated students' attainment of college credits and industry-valued certificates</li> <li>6. Continue to support, evolve and expand our Senior Project requirement for all seniors</li> <li>7. Continue and expand our college and career counseling, financial aid workshops, college visits and test prep to help students navigate the college application process and explore post-secondary options</li> </ul>	<ul> <li># CTE Pathway Completers</li> <li>Advisory Board Minutes</li> <li># College Credits Earned</li> <li># Industry Certs Earned</li> <li># SP Completed</li> <li># College Going Students</li> </ul>	<ul> <li>✓ WSF, \$</li> <li>☐ Title I, \$</li> <li>☐ Title II, \$</li> <li>☐ Title III, \$</li> <li>✓ Title IV-A, \$</li> <li>☐ Title IV-B, \$</li> <li>☐ IDEA, \$</li> <li>☐ SPPA, \$</li> <li>☐ Homeless, \$</li> <li>☐ Grant:, \$</li> <li>☐ Other:, \$</li> </ul>



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.	N/A	<ul> <li>EA 1.3.2</li> <li>Work with our feeder schools to help ensure that incoming students have the academic background and skills to succeed in challenging coursework in our core courses and career pathways [Joaquin/Abafo]</li> <li>1. Initiate conversations with feeder school leadership to plan for alignment of standards-based curriculum, instruction and assessment across grades</li> <li>2. Begin conversations with MWIS about implementing freshman transitions coursework/skills in middle school</li> <li>3. Assist feeder schools with the creation of or support of HIDOE CTE Pathway initiatives</li> <li>4. Co-create transitional programs like Summer Bridge</li> </ul>	Course Alignment Deliverables Transitional Programs Outcomes Ninth-Grade Promotion %	<ul> <li>✓ WSF, \$</li> <li>☐ Title I, \$</li> <li>☐ Title II, \$</li> <li>☐ Title IV-A, \$</li> <li>☐ Title IV-A, \$</li> <li>☐ Title IV-B, \$</li> <li>☐ IDEA, \$</li> <li>☐ SPPA, \$</li> <li>☐ Homeless, \$</li> <li>☐ Grant:, \$</li> <li>☐ Other:, \$</li> </ul>
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#### WASC GA #1 #6



#### One-Year Academic Plan SY 2024 - 202

N/A	EA 1.3.3
	All Maui High future [Joaqu
	1. Contir
	2. Impler
	а

#### WASC GA #1 #6

students graduate

high school with a

personal plan for

1.3.3. All

their future.

students will graduate with a personal plan for the in/Anitema

- nue to implement the state PTP requirements OR,
- ment the State's redesigned PTP requirements a. Include financial literacy
- 3. Train all staff and students on our new online college and career planning platform [Maia Learning]
- 4. Provide academic counseling and tools to track academic progress, career goals, post-secondary options and possible barriers to success
  - a. Provide also during summer
- 5. Assist with resume, cover letter, and portfolio building so students can showcase their achievements, strengths, work experience, extracurriculars and leadership skills
- 6. Provide college planning, financial aid assistance, scholarships, job opportunities, career fairs, etc.
- 7. Provide internships, job shadowing and work-based learning that allow students to gain hands-on exposure to different career fields
- 8. Continue to support the Dream School and the Work-Place Readiness program so our special education students are prepared for their post-secondary futures
- 9. Provide targeted post-secondary support to our EL students with college visits, family informational nights and other resources

	% PTP	🗹 WSF, \$
ir	Completion	🔲 Title I, \$
		🔲 Title II, \$
	Maia Learning	🔲 Title III, \$
	Useage #	🔲 Title IV-A, \$
	Student Surveys	🔲 Title IV-B, \$
ł		🔲 IDEA, \$
	SPED and EL	🔲 SPPA, \$
С	Parent Surveys/	🗌 Homeless, \$
	Attendance	🔲 Grant:, \$
	Numbers	Other: \$





# **Priority 2** High-Quality Educator Workforce In All Schools

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

<b>Desired Outcomes</b> "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?"	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 Maui High teachers are effective or receive the support to become effective	N/A	<ul> <li>2.1.2</li> <li>Increase or support the effectiveness of teachers [Ayotte]</li> <li>1. Provide timely communication of the various professional developments available to them</li> <li>2. Provide easy access to induction and mentoring support for all first and second-year teachers <ul> <li>a. Hold New Teacher Support Team monthly meetings</li> </ul> </li> </ul>	# Mentored New Teachers NTST Minutes Surveys	<ul> <li>✓ WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> </ul>
WASC GA #1		<ul> <li>b. Implement a new teacher "buddy-system" pairing them with veteran teachers</li> <li>3. Provide consistent communication, tech resources and assistance to long-term and day-to-day subs</li> </ul>		<ul> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>

Anticipated



Anticipated



# **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.

<b>Desired Outcomes</b> "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?"	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.	N/A	<ul> <li>EA 3.3.1</li> <li>Maui High's School Community Council (SCC) will meet the state's goals [Tatman/Orquia]</li> <li>1. Develop a proactive recruitment plan to ensure full SCC membership representing diverse stakeholder groups</li> <li>2. Utilize multiple communication channels to promote membership and encourage participation</li> <li>3. Attend training and access resources to help SCC members understand their roles, responsibilities and the decision-making process</li> <li>4. Establish regular meeting schedules ensuring that meetings are held at convenient times and locations to maximize participation. Offer alternative meeting formats</li> </ul>	# Stakeholders on SCC SCC Self Assessment SCC Calendar Agendas Minutes	<ul> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>



- 5. Develop clear agendas, meeting protocols, and procedures to facilitate productive discussions, collaborative decision-making, while keeping Maui High's mission, vision and strategic objectives in mind
- 6. Facilitate regular communication and engagement with our principal and encourage them to provide updates on Maui High initiatives, goals and needs
- 7. Recognize, appreciate and celebrate the contributions of our SCC members in fostering a positive school community and enhancing student learning outcomes



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

<b>Desired Outcomes</b> <i>"What do we plan to</i> <i>accomplish?"</i>	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?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.2 MHS community members, families, and staff can easily learn about and participate in feedback processes that inform decision-making at the school level.	N/A	<ul> <li>3.3.2</li> <li>Maui High's school community will have opportunities to participate in feedback processes that inform decision-making [Tatman]</li> <li>1. Provide open and clear channels of two-way communication <ul> <li>a. Update the school website for accuracy and clarity</li> <li>b. Use social media consistently</li> <li>c. Use school-messenger text and email consistently</li> <li>d. Update office phone system to more clearly direct callers</li> </ul> </li> <li>2. Invite the community to join SCC, WASC meetings, PTSA, Advisory Boards</li> <li>3. Conduct outreach to our EL community in their places of worship etc</li> <li>4. Inform students of how they can express their concerns, needs and priorities easily and effectively</li> </ul>	# Website Visits Parent Surveys Membership of Various Boards and Associations	<ul> <li>✓ WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>

Anticipated

### ★ Other Systems of Support

<b>Desired Outcomes</b> "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	<b>Enabling Activities</b> "How will we achieve the desired outcome?" <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
4.1.1 Maui High will increase the effective and ethical use of technology by students and teachers WASC GA #1 #2	1E 2A 3C	<ul> <li>4.1.1</li> <li>Increase student and staff effective and ethical use of technology [Tatman/Nomura]</li> <li>1. Support teaching and learning by providing technology based on teacher and student needs and positive student outcomes</li> <li>2. Provide training to teachers and staff on online collaboration tools, educational apps, multimedia resources, and data privacy regulations to support teachers in leveraging technology effectively in the classroom</li> <li>3. Provide training on AI ethics, policies, and use cases for students and teachers</li> </ul>	Tech needs survey Tech Coord's Technology Plan Departments' Technology Plans	<ul> <li>WSF, \$</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:, \$</li> <li>Other:, \$</li> </ul>

Anticipated



4.1.2	N/A	4	<b>I</b> .1
Maui High School will increase safety for all students and staff		1	nc

4.1.2 Increa	se the safety of all students and staff [VPs]	Safety Drill Calendar and Feedback Data
1.	Continue to adopt, implement, and train the staff and students in utilizing the "I Love U guys" Standard Response Protocol for emergency responses.	CrisisGo Use Data and
2.	Establish clear expectations and norms for all students a. Ensure that all staff, families and students know the expectations by communicating them clearly and often in a variety of ways	Feedback SQS
3.	Adopt, implement, and provide training to all staff on the CrisisGo safety communication app	
	<ul> <li>Collect feedback and data on the usefulness and effectiveness of CrisisGo to inform Maui High's</li> </ul>	

4. Train all school managers in utilizing and understanding the safety protocols and Emergency Action Plan

future use of the app

#### APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to <u>Hawaii Revised Statutes Section 302A-251</u>, 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 Maui 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 <u>bell schedule tool</u>.

**Total student instructional <u>hours per year</u>** (Per HRS 302A-251, all public schools, excluding multi-track 1098 public schools, shall implement a school year that includes 1,080 student instructional hours)

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

Yes in 2023

Bell Schedule: Maui High School's Bell Schedule