



# Kaimuki High School

## Academic Plan SY 2025-2026

2705 Kaimuki Ave  
808-733-4900  
[www.kaimukihigh.org](http://www.kaimukihigh.org)

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal	
Lorelei Aiwohi	

Approved by Complex Area Superintendent	
<i>A. Olanth</i>	APR 14 2025

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

## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

**Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
9th Grade	'21 SpringBoard ▾	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Earth (software and textbook)	World History: Savvas World History 2022
10th Grade	'21 SpringBoard ▾	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Biology (software and textbook)	US History: Savvas US History 2022
11th Grade	'21 SpringBoard ▾	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Chemistry (software and textbook)	MHH/PID: (Magruder's 2023) American Government
12th Grade	'21 SpringBoard ▾	Other: ▾ Precalculus, McGraw Hill;	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Physics (software and textbook)	Psych/Econ:Psychology 2023 (Under Pearson's My Lab and Mastering) and Economics 2022

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12th Grade	Freckle ELA (Renaissance) Writable	Freckle Math (Renaissance) Gizmos Virtual Lab	Gizmos Virtual Lab	

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☒ Panorama      ☐ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 9-12	STAR Enterprise ▾	STAR Enterprise ▾
Grades 9-12	IAB ▾	IAB ▾

## 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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Progress Report & Visit -

Year of Next Action: 2025

Type of Next Action: Progress Report & Visit -

Year of Next Self-Study:

2025-26

**Please identify critical student learning needs and the root/contributing cause 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?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

**1** **Student Need:** Increased proficiency in ELA, math, and science for all students

ELA	Math	Science
47%	10.8%	15.2%

*Data from SY 2023-24*

**Root/Contributing Cause:**

1A: Need to increase student academic rigor in classroom and co-curricular settings

1B: Need to increase implementation of research-based Guaranteed Viable Curriculum

1C: Need to foster student engagement throughout the instructional process

1D: Need to increase sense of accountability for student learning in students and staff

**2** **Student Need:** Improved attendance

Daily Attendance Rate	81.87%
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Percentage Regularly Attending (% regularly attendings school 90% or more)	54.6%
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*Data from SY 2023-24*

**Root/Contributing Cause:** [Insert text and/or image]

2A: Need to increase sense of belonging

2B: Need to establish strong relationships within the school

2C: Need to ensure students are progressing in supportive and academically enriching environments.

2D: Need to consistently monitor student attendance data and provide interventions and support.

**3**

**Student Need:** Improve graduation and promotion rates

#### Graduation and Promotion

	20-21	21-22	22-23	23-24
On-time Graduation Rate	62.1%	81.1%	81.9%	79.3%
9th Grade Promotion Rate	86.5%	92.7%	86.7%	90.6%

**Root/Contributing Cause:** [Insert text and/or image]

3A: Need to increase sense of accountability for student learning in students and staff

3B: Need to clearly articulate, analyze data, provide timely targeted support, and implement Multi-tiered Systems of Support to meet social, emotional, and academic needs of all students

3C: Need to foster student engagement and increase student academic rigor throughout the instructional process

3D: Need to use data to inform our targeted supports to improve on-time graduation and promotion rates

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

1 **Targeted Subgroup:** [SPED]

**Identified Student Need(s):** increase proficiency % for SPED students in math and science; increase proficiency % for SPED in ELA  
**SBA Proficiency by Subgroup**

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	40.5%	40.1%	48.0%	8.4%	5.0%	10.8%	27.2%	10.4%	15.2%
Special Education	15.3%	15.0%	7.1%	0.0%	0.0%	0.0%		0.0%	0.0%

Source: CNA Data Workbook: COMBINED Prof-By-Race-Ethnicity

2 **Targeted Subgroup:** [EL]

**Identified Student Need(s):** increase proficiency % for EL Learners in math  
**SBA Proficiency by Subgroup**

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	40.5%	40.1%	48.0%	8.4%	5.0%	10.8%	27.2%	10.4%	15.2%
English Learner + Exits	11.1%	5.5%	18.9%	5.5%	0.0%	0.0%		4.0%	0.0%

Source: CNA Data Workbook: COMBINED Prof-By-Grade

3 **Targeted Subgroup:** Pacific Islanders

**Identified Student Need(s):** (largest population) increase proficiency % for Pacific Islander students in all subject areas  
**SBA Proficiency by ESSA Race/Ethnicity**

	LANGUAGE ARTS			MATH			SCIENCE		
ESSA RACE/ETHNICITY	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	40.5%	40.1%	48.0%	8.4%	5.0%	10.8%	27.2%	10.4%	15.2%
Pacific Islander	30.4%	36.3%	35.9%	4.3%	3.5%	3.1%	5.5%	6.2%	4.4%

Source: CNA Data Workbook: COMBINED Prof-By-Race-Ethnicity



## 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>Estimate the additional amount needed to execute the enabling activity.</i>
<b>Reading Proficiency</b> 1.1.2. Kaimuki High School's SBA ELA proficiency scores will increase 3 percentage points to meet our KPI target.	1A, 1B, 1C; SPED decreased proficiency in SY 23-24	EA 1.1.3 (1): Strengthen Tier 1 instruction in English Language Arts classrooms through a viable curriculum Lead: Coaches EA 1.1.2 (2): Strengthen student capacity for rigorous assessments A. Provide interim SBA test for grades 9-11 B. Provide instruction informed by Interim assessment data C. Provide timely targeted instruction and support Lead: Coaches EA 1.1.2 (3): Provide differentiated resources based on Guaranteed Viable Curriculum (Springboard) to engage all learners at their level Lead: Coaches EA 1.1.2 (4): Implement literacy plan through HMTSS-R Team to increase reading proficiency Lead: HMTSS-R Team	<ul style="list-style-type: none"> <li>• Comparison of entrance scores to interim/SBA scores</li> <li>• Star score reports</li> <li>• WIDA scores</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p><b>Mathematics Proficiency</b></p> <p>1.1.3. Kaimuki High School's SBA mathematics proficiency scores will increase 3 percentage points to meet our KPI target.</p>	<p>1A, 1B, 1C; EL students 0% proficient in math; SPED 0% proficiency in math</p>	<p>EA 1.1.3 (1): Strengthen Tier 1 instruction in math classrooms through a viable curriculum</p> <p>EA 1.1.3 (2): Strengthen student capacity for rigorous assessments</p> <ul style="list-style-type: none"> <li>A. Provide interim SBA test for grades 9-11</li> <li>B. Provide instruction informed by Interim assessment data</li> <li>C. Provide timely targeted instruction and support</li> </ul> <p>EA 1.1.2 (3): Provide differentiated resources based on Guaranteed Viable Curriculum (enVision) to engage all learners at their level</p> <p>Lead: Coaches</p> <p>EA 1.1.3 (4): Strengthen engagement through the use of PRIME math strategies (i.e. Building Thinking Classrooms (BTC))</p> <p>Lead: Math DH</p>	<ul style="list-style-type: none"> <li>• Comparison of entrance scores to interim/SBA scores</li> <li>• Star score reports</li> <li>• Analysis of students work</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1D; SPED students decreased ELA proficiency and 0% proficiency in math and science; EL students 0% proficient in math; Pacific Islanders (largest population) decreased proficiency in all subject areas</p>	<p>EA 1.1.4 (1): Improve instruction through increasing teachers' toolbox in tier 1 instruction, differentiation, engagement strategies, and responding to varied student needs in tiers 2 and 3</p> <p>Lead: Coaches/EL Coordinator</p> <p>EA 1.1.4 (2): Improve understanding and capacity of curriculum through review of curriculum features, resources, standards, and pacing guides</p> <p>Lead: PLC Activator for each PLC</p>	<ul style="list-style-type: none"> <li>• Completion of the toolbox (linked to school matrix)</li> <li>• PLC notes indicating review of curriculum and instructional materials</li> <li>• WIDA scores</li> <li>• Star screener reports</li> <li>• Walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>



<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>2A, 2B, 2C, 2D; 3A, 3B, 3D</p>	<p>EA 1.1.5 (1): Provide a process to complete the Personal Transition Plan Lead: Counselors</p> <p>EA 1.1.5 (2): Provide Summer Transition/Bridge, summer credit accrual, and 9th grade orientation Lead: Summer School Coordinator</p> <p>EA 1.1.5 (3): Provide college and career transition and orientation visits Lead: College and Career Counselor</p> <p>EA 1.1.5 (4): Provide targeted instruction and practice activities aligned with WIDA domains to increase students exit of the EL program. Lead: EL Coordinator</p>	<ul style="list-style-type: none"> <li>• PTP tracker</li> <li>• Percentage of 9th graders in transition activities</li> <li>• Documentation of college/ career activities offered and participation</li> <li>• Panorama survey scores</li> <li>• WIDA scores</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly to increase the percentage of students attending regularly to meet the KPI target.</p> <p><i>Required for all schools.</i></p>	<p>2A, 2B, 2C, 2D; 3A, 3C</p>	<p>EA 1.2.1 (1): Incentivize school wide attendance through PBIS and other recognition initiatives Lead: Principal, SAC</p> <p>EA 1.2.1 (2): Monitor attendance data regularly to inform areas for intervention or celebration Lead: Principal</p> <p>EA 1.2.1 (3): Increase awareness and opportunities for student involvement in extra-curricular, co-curricular, and KHS community activities Lead: Athletic Director, SAC</p>	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Hero rewards system data</li> <li>• Data on student participation in activities and events</li> <li>• Panorama survey data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1D, 2A, 2B, 2C, 3A</p>	<p>SW 6</p> <p>EA 1.2.2 (1): Reinforce DAWG behavior expectations through our Hero rewards system</p> <p>EA 1.2.2 (2): Monitor the use and impact of PBIS (Hero) rewards system</p> <p>EA 1.2.2 (3): SEL is explicitly taught schoolwide using Wayfinder</p> <p>EA 1.2.2 (4): Interventions and supports using the Multi Tiered Systems of Support (MTSS)</p> <p>Lead: HMTSS Coordinator, Admin</p>	<ul style="list-style-type: none"> <li>• HMTSS Committee meeting notes</li> <li>• Hero rewards system data</li> <li>• Panorama (positive growth)</li> <li>• LEI Kulia (behavioral incidences)</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1D, 2A, 2B, 2C, 3A</p>	<p>EA 1.2.3 (1): Reinforce DAWG behavior expectations through our Hero rewards system</p> <p>EA 1.2.3 (2): Monitor the use and impact of PBIS (Hero) rewards system</p> <p>EA 1.2.2 (3): SEL is explicitly taught schoolwide using Wayfinder</p> <p>EA 1.2.2 (4): Interventions and supports using the Multi Tiered Systems of Support (MTSS)</p> <p>Lead: HMTSS Coordinator. Admin</p>	<ul style="list-style-type: none"> <li>• HMTSS Committee meeting notes</li> <li>• Hero rewards system data</li> <li>• Panorama (positive growth)</li> <li>• LEI Kulia (behavioral incidences)</li> </ul>	<p><input checked="" type="checkbox"/> WSF,</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>  SW6	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2A, 2C</p> <p>54.6% of students regularly attend school 90% or more</p> <p>41% of students enrolled in a postsecondary institution the fall after graduation.</p>	<p>EA 1.3.1 (1): Opportunities in college, career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> <li>• Career and College fair and speakers</li> <li>• College and Career Transition Center: college visits, speakers, fairs, FAFSA meetings, college application assistance</li> <li>• CTE pathways and internships</li> <li>• Performing Arts programs</li> <li>• Early college opportunities (K2C, Windward CC)</li> <li>• School-based employment opportunities</li> <li>• Work-based learning programs</li> <li>• Student Success Plan (SSP) and Personal Transition Plan (PTP)</li> <li>• Service clubs and organizations</li> </ul> <p>Lead: Student Activities Coordinator; College and Career Counselor; CTE Coordinator</p>	<ul style="list-style-type: none"> <li>• Track credits for graduation</li> <li>• Monitor progress of PTPs</li> <li>• Monitor attendancePercent/ number of student participation in school-based and work-based learning programs or early college programs.</li> <li>• Percent/ number of students enrolled in postsecondary institutions the fall after graduation.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

<p><b>K-12 Alignment</b></p> <p>1.3.2. 9th grade promotion rate is maintained above 90%</p>	<p>1D, 2C, 3A, 3B, 3D</p> <p>76.7% 9th grade attendance (SY 23-24)</p>	<p>EA 1.3.2 (1): Refine progress monitoring in the freshman grade-level team to more effectively identify students and interventions</p> <p>EA 1.3.2 (2): Monitor and update Student Success Plans (SSP)/PTP</p> <p>EA 1.3.2 (3): SEL is explicitly taught schoolwide using Wayfinder</p> <p>EA 1.3.2 (4): Interventions and supports using the Multi Tiered Systems of Support (MTSS)</p> <p>Lead: 9th Grade VP, HMTSS Coordinator</p>	<ul style="list-style-type: none"> <li>Grade-level team tracker</li> <li>PTP tracker in Advisory</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a completed Personal Transition Plan (PTP)</p>	<p>1C, 1D, 2A, 2C, 3A, 3B, 3D</p>	<p>EA 1.3.3 (1): Monitor and provide timely targeted support for SSPs/PTPs through quarterly checks in Advisory class</p> <p>Lead: Counselors</p>	<ul style="list-style-type: none"> <li>PTP tracker in Advisory</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



## Priority 2

### High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>Estimate the additional amount needed to execute the enabling activity.</i>
2.1. All teachers demonstrate collective efficacy in the PLC+ model for professional learning communities to meet the KPI targets for ELA, math and science.	1A, 1B, 1C, 1D, 2D, 3A, 3B, 3D	<p>EA 2.1 (1): Enhance fidelity in implementing the 5 PLC+ questions to strengthen data-driven instruction, ensuring clear student learning goals and effective data analysis to identify areas for improvement.</p> <p>EA 2.1 (2): All teachers will collaborate to produce effective teaching strategies and engaging learning environments. Lead: Principal</p> <p>EA 2.1 (3): PLC groups will create and present workshop sessions for faculty, showcasing effective strategies and resources to engage students and increase student growth. Lead: Coaches</p>	<ul style="list-style-type: none"> <li>• PLC+ team minutes</li> <li>• Observation feedback responses</li> <li>• Walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:____, \$</li> <li><input type="checkbox"/> Other:____, \$</li> </ul>

2.2. All teachers consider themselves as teachers of literacy and incorporate literacy and EL strategies into their planning and practice to increase student proficiency	1A, 1B, 1C, 1D, 2C, 3A, 3B, 3C	<p>EA 2.2 (1): Strengthen Tier 1 instructional practices for all students Lead: Coaches</p> <p>EA 2.2 (2): Create a digital storage of resources for teachers to utilize in their classrooms, ie toolbox/library of templates for scaffolding, visual aids. Lead: Coaches</p> <p>EA 2.2 (3): Implement literacy plan through HMTSS-R Team to increase reading proficiency Lead: HMTSS-R Team</p>	<ul style="list-style-type: none"> <li>• Walkthrough data</li> <li>• Digital teacher toolbox</li> <li>• Completion of literacy plan</li> <li>• Star screener scores</li> <li>• SBA Interim data</li> <li>• Analysis of student work</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.3 All teachers participate in a culture of collaborative learning and professional growth among teachers through peer training and classroom visits.	1A, 1C, 1D, 3A, 3C	<p>EA 2.3 (1): Conduct workshop sessions for faculty led by teachers to showcase strategies and resources effective in engaging students and increasing student growth. Lead: Coaches</p> <p>EA 2.3 (2): Provide opportunities for teachers to visit fellow teachers' classrooms to observe effective instructional practices, engage in peer learning, and foster a collaborative environment for professional development. Lead: Coaches</p>	<ul style="list-style-type: none"> <li>• Observation feedback responses</li> <li>• Schedule of observations and workshops</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>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.  <i>Required for all schools.</i>	2A, 2B, 3A	EA 3.3.1 (1): SCC meetings will be held monthly EA 3.3.1 (2): School will engage the SCC chairperson and ensure school level plans and issues are agendaized. EA 3.3.1 (3): Parent meetings/dinners will be held throughout the school year <ul style="list-style-type: none"> <li>Lead: SCC Chair/ Principal</li> </ul> Make available monthly SCC agenda & minutes (e.g. upload to school website) <ul style="list-style-type: none"> <li>Lead: Tech. Coordinator/Webmaster</li> </ul>	<ul style="list-style-type: none"> <li>SCC Minutes</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	3A	<p>Maintain and strengthen school support services such as PCNC, BBSHA, PREL, and Family and Engagement Centers</p> <ul style="list-style-type: none"> <li>Lead: Administration</li> </ul> <p>Maintain established communication pathways such as Parent Square, website and explore other avenues that will engage families and improve connections</p> <ul style="list-style-type: none"> <li>Lead: SCC school team</li> </ul>	Usage and traffic data for Parent Square and school website	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 Kaimuki High School's] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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

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

No. The schedule is in compliance and does not need a waiver request form

**Bell Schedule:** [https://drive.google.com/file/d/1zkHG68tqOgR0G-KTY52-um93n\\_0XMLT8/view?usp=sharing](https://drive.google.com/file/d/1zkHG68tqOgR0G-KTY52-um93n_0XMLT8/view?usp=sharing)