



# Kawananakoa Middle School

## Academic Plan

### SY 2026-2027

49 Funchal Street  
Honolulu, HI 96813  
(808) 307-0300

<https://www.kawananakoa.k12.hi.us/>

- ☒ Title I School  
☐ Non-Title 1 School

| Submitted by Principal Dale Arakaki |             |
|-------------------------------------|-------------|
| <i>Dale M. Arakaki</i>              | Apr 2, 2026 |

| Approved by Complex Area Superintendent Linell Dilwith |         |
|--------------------------------------------------------|---------|
| <i>Linell Dilwith</i>                                  | 4/16/26 |

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

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## 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                                                     |
|----------------------------|---------------------------------------|-----------------------------|---------------|--------------------------------------------------------------------|
| Grade 6                    | '20 Into Literature ▾                 | Other: ▾ Kiddom IM360       | OpenScienceEd | <a href="#">Savvas - Early Ages</a>                                |
| Grade 7                    | '20 Into Literature ▾                 | Other: ▾ Kiddom IM360       | OpenScienceEd | History of the Hawaiian Kingdom, Pacific Nationals and Territories |
| Grade 8                    | '20 Into Literature ▾                 | Other: ▾ Kiddom IM360       | OpenScienceEd | Teacher-created curriculum                                         |

Please list all **supplementary instructional materials** used to 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               |
|----------------------------|--------------------------------------|-----------------------------|-----------------------|------------------------------|
| Grade 6                    | i-Ready, IXL Language Arts, BrainPop | i-Ready, IXL Math, BrainPop | IXL Science, BrainPop | IXL Social Studies, BrainPop |
| Grade 7                    | i-Ready, IXL Language Arts, BrainPop | i-Ready, IXL Math, BrainPop | IXL Science, BrainPop | IXL Social Studies, BrainPop |
| Grade 8                    | i-Ready, IXL Language Arts, BrainPop | i-Ready, IXL Math, BrainPop | IXL Science, BrainPop | IXL Social Studies, BrainPop |

## 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 |
|----------------------------|-----------------------|-------------|
| Grade 6                    | I-Ready ▾             | I-Ready ▾   |
| Grade 7                    | I-Ready ▾             | I-Ready ▾   |
| Grade 8                    | I-Ready ▾             | I-Ready ▾   |

## 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: Team Data Walls

## IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2024]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2027]

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

[2030]

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:** Students need to master grade-level ELA, Math, and Science standards through high-quality core instruction and personalized learning paths that target their specific skill gaps.

|                   | LANGUAGE ARTS |         |         | MATH    |         |         | SCIENCE |         |         |
|-------------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|
| SUBGROUP          | 2022-23       | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 |
| All Students      | 54.6%         | 56.1%   | 59.1%   | 35.3%   | 39.7%   | 43.4%   | 47.8%   | 54.5%   | 55.1%   |
| Disadvantaged     | 43.7%         | 44.3%   | 48.6%   | 26.6%   | 30.1%   | 34.0%   | 36.8%   | 40.2%   | 40.1%   |
| Special Education | 6.6%          | 4.8%    | 4.7%    | 0.0%    | 0.0%    | 0.0%    | 0.0%    | 14.2%   | 0.0%    |
| EL + Exits        | 16.0%         | 15.5%   | 19.2%   | 18.7%   | 15.0%   | 20.0%   | 7.1%    | 7.1%    | 19.5%   |
| Male              | 50.0%         | 49.3%   | 53.6%   | 34.7%   | 40.1%   | 46.0%   | 49.3%   | 48.0%   | 57.2%   |
| Female            | 60.0%         | 64.3%   | 65.7%   | 35.9%   | 39.2%   | 40.3%   | 45.9%   | 62.9%   | 53.0%   |
| High Needs        | 41.1%         | 42.2%   | 46.8%   | 25.6%   | 28.5%   | 33.2%   | 33.3%   | 37.7%   | 38.9%   |
| Non-High Needs    | 75.7%         | 75.5%   | 79.2%   | 50.7%   | 55.3%   | 60.3%   | 70.9%   | 73.5%   | 80.2%   |
| Achievement Gap   | 34.6%         | 33.3%   | 32.4%   | 25.1%   | 26.8%   | 27.1%   | 37.6%   | 35.8%   | 41.3%   |

**Root/Contributing Cause:**

1A - Lack of core instruction aligned to state standards, subject-alike learning goals, HDOE GLOs, and HMTSS tailored to meet each individual student's needs

1B - Inconsistent HMTSS Tier 2 and 3 supports to meet the academic, behavioral, social emotional, and physical needs of all students

1C - Ineffectiveness of Targeted Interventions

2

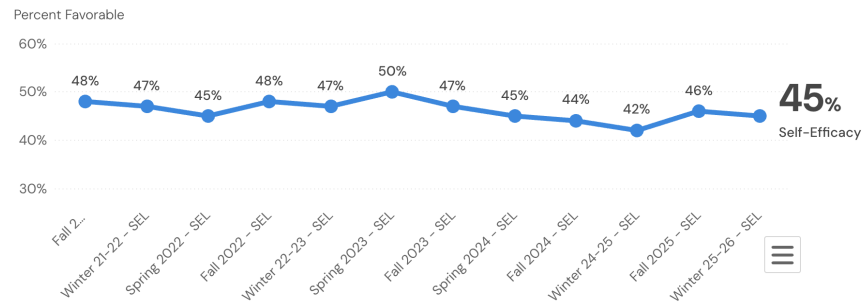
**Student Need:** Students require instructional experiences that align with their individual interests and learning profiles to increase academic engagement and ensure continuous growth in every subject area.

**Self-Efficacy**

Based on 537 responses

How much students believe they can succeed in achieving academic outcomes.

How have results changed over time?

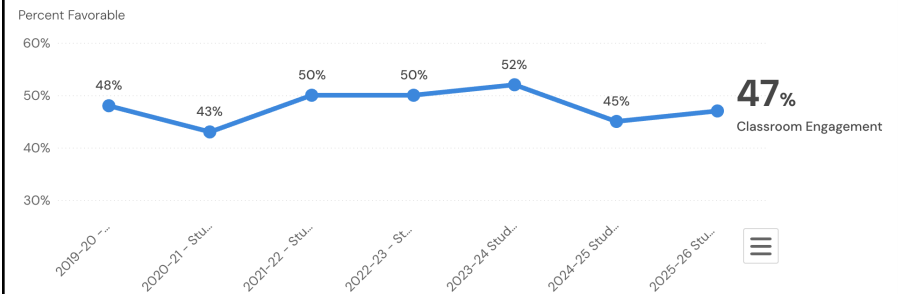


**Classroom Engagement**

Based on 1,021 responses

How attentive and invested students are in class.

How have results changed over time?



**Root/Contributing Cause:**

2A - Inconsistent Tier I implementation to meet the academic, behavioral, social emotional, and physical needs

2B - Lack of differentiated instructional strategies

2C - Classroom engagement and Self-Efficacy is low (Panorama Data)

3

**Student Need:** Students need instruction that is continuously adapted based on their current performance, ensuring that learning gaps are identified and addressed immediately through regular progress monitoring.

**i-Ready Reading Diagnostic Assessment**

Beginning of Year / Fall

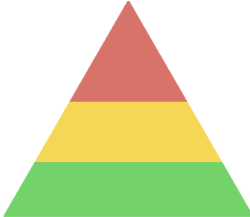
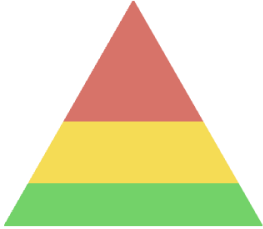
Middle of Year / Winter

End of Year / Spring

|         |                                                                                                                                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SY23-24 |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>42%</li> <li>Tier 2<br/>23%</li> <li>Tier 1<br/>35%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>36%</li> <li>Tier 2<br/>21%</li> <li>Tier 1<br/>43%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>35%</li> <li>Tier 2<br/>19%</li> <li>Tier 1<br/>46%</li> </ul> |
|         |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>37%</li> <li>Tier 2<br/>22%</li> <li>Tier 1<br/>41%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>33%</li> <li>Tier 2<br/>23%</li> <li>Tier 1<br/>44%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>31%</li> <li>Tier 2<br/>19%</li> <li>Tier 1<br/>50%</li> </ul> |
|         |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>40%</li> <li>Tier 2<br/>19%</li> <li>Tier 1<br/>41%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>36%</li> <li>Tier 2<br/>18%</li> <li>Tier 1<br/>46%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>34%</li> <li>Tier 2<br/>22%</li> <li>Tier 1<br/>44%</li> </ul> |

(March 2026)

|         |                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>i-Ready Math Diagnostic Assessment</b>                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |
|         | Beginning of Year / Fall                                                                                                                                                                                         | Middle of Year / Winter                                                                                                                                                                                           | End of Year / Spring                                                                                                                                                                                               |
| SY23-24 |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>32%</li> <li>Tier 2<br/>36%</li> <li>Tier 1<br/>32%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>26%</li> <li>Tier 2<br/>30%</li> <li>Tier 1<br/>43%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>26%</li> <li>Tier 2<br/>28%</li> <li>Tier 1<br/>47%</li> </ul> |

|                                                                                                                                                                                                                                                                                         |         |                                                                                                                                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                         | SY24-25 |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>30%</li> <li>Tier 2<br/>36%</li> <li>Tier 1<br/>34%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>22%</li> <li>Tier 2<br/>34%</li> <li>Tier 1<br/>43%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>19%</li> <li>Tier 2<br/>28%</li> <li>Tier 1<br/>53%</li> </ul>                     |
|                                                                                                                                                                                                                                                                                         | SY25-26 |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>29%</li> <li>Tier 2<br/>37%</li> <li>Tier 1<br/>35%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>24%</li> <li>Tier 2<br/>30%</li> <li>Tier 1<br/>45%</li> </ul> |  <ul style="list-style-type: none"> <li>At Risk for Tier 3<br/>25%</li> <li>Tier 2<br/>30%</li> <li>Tier 1<br/>45%</li> </ul> <p>(March 2026)</p> |
| <p><b>Root/Contributing Cause:</b><br/> 3A - Lack of continuous evaluation of programs and interventions for effectiveness and to identify needs and next steps.<br/> 3B - Insufficient application of the data team process to provide timely intervention for identified students</p> |         |                                                                                                                                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |



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:** English Learners

**Identified Student Need(s):**

English Learners (EL) need to learn to engage in quality academic dialogue to develop language and comprehension skills in all content areas.

|              | LANGUAGE ARTS |         |         | MATH    |         |         | SCIENCE |         |         |
|--------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|
| SUBGROUP     | 2022-23       | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 |
| All Students | 54.6%         | 56.1%   | 59.1%   | 35.3%   | 39.7%   | 43.4%   | 47.8%   | 54.5%   | 55.1%   |
| EL + Exits   | 16.0%         | 15.5%   | 19.2%   | 18.7%   | 15.0%   | 20.0%   | 7.1%    | 7.1%    | 19.5%   |
| Male         | 50.0%         | 49.3%   | 53.6%   | 34.7%   | 40.1%   | 46.0%   | 49.3%   | 48.0%   | 57.2%   |
| Female       | 60.0%         | 64.3%   | 65.7%   | 35.9%   | 39.2%   | 40.3%   | 45.9%   | 62.9%   | 53.0%   |

**2** **Targeted Subgroup:** SPED

**Identified Student Need(s):**

Students in Special Education need to work towards grade level standards through the goals and objectives within their IEP (Individualized Education Program).

|                   | LANGUAGE ARTS |         |         | MATH    |         |         | SCIENCE |         |         |
|-------------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|
| SUBGROUP          | 2022-23       | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 |
| All Students      | 54.6%         | 56.1%   | 59.1%   | 35.3%   | 39.7%   | 43.4%   | 47.8%   | 54.5%   | 55.1%   |
| Special Education | 6.6%          | 4.8%    | 4.7%    | 0.0%    | 0.0%    | 0.0%    | 0.0%    | 14.2%   | 0.0%    |
| Male              | 50.0%         | 49.3%   | 53.6%   | 34.7%   | 40.1%   | 46.0%   | 49.3%   | 48.0%   | 57.2%   |
| Female            | 60.0%         | 64.3%   | 65.7%   | 35.9%   | 39.2%   | 40.3%   | 45.9%   | 62.9%   | 53.0%   |

**3** **Targeted Subgroup:** High Needs

**Identified Student Need(s):**

Our High Needs population needs to work towards grade-level ELA, Math, and Science proficiency through high-quality core instruction and personalized learning paths which target their specific skill gaps.

|                 | LANGUAGE ARTS |         |         | MATH    |         |         | SCIENCE |         |         |
|-----------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|
| SUBGROUP        | 2022-23       | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 |
| High Needs      | 41.1%         | 42.2%   | 46.8%   | 25.6%   | 28.5%   | 33.2%   | 33.3%   | 37.7%   | 38.9%   |
| Non-High Needs  | 75.7%         | 75.5%   | 79.2%   | 50.7%   | 55.3%   | 60.3%   | 70.9%   | 73.5%   | 80.2%   |
| Achievement Gap | 34.6%         | 33.3%   | 32.4%   | 25.1%   | 26.8%   | 27.1%   | 37.6%   | 35.8%   | 41.3%   |



## 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.

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i> | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities<br/>and Name of Accountable Lead(s)</b><br><i>"How will we achieve the desired outcome?"<br/>"Who is responsible to oversee and monitor implementation and progress?"</i> | <b>Monitoring of Progress</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"<br/>Estimate the additional amount needed for enabling activities.</i> |
|-------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|-------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                           |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------|---------|-----------------------------------|---------|---------------------------------|---------|-----------------------------------------------------------|---------|-------------------------------------------|---------|--------|---------|------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Reading Proficiency</div> <div>1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</div> <div><div>KPI ELA Student SBA Proficiency Targets:</div><table><tr><td>SY22-23 (baseline)</td><td>54.26%</td></tr><tr><td>SY23-24</td><td>Actual: 56.1%<br/>Proposed: 56.35%</td></tr><tr><td>SY24-25</td><td>Actual: 59%<br/>Proposed: 58.43%</td></tr><tr><td>SY25-26</td><td>Proposed: 60.52%<br/>New Annual Target: 61%<br/>Actual: TBD</td></tr><tr><td>SY26-27</td><td>Proposed: 62.6%<br/>New Annual Target: 63%</td></tr><tr><td>SY27-28</td><td>64.69%</td></tr><tr><td>SY28-29</td><td>Current: 64.43%<br/>Proposed:</td></tr></table></div> | SY22-23 (baseline)                                        | 54.26% | SY23-24 | Actual: 56.1%<br>Proposed: 56.35% | SY24-25 | Actual: 59%<br>Proposed: 58.43% | SY25-26 | Proposed: 60.52%<br>New Annual Target: 61%<br>Actual: TBD | SY26-27 | Proposed: 62.6%<br>New Annual Target: 63% | SY27-28 | 64.69% | SY28-29 | Current: 64.43%<br>Proposed: | <div>1A<br/>1B<br/>1C<br/>2A<br/>2B<br/>2C<br/>3B</div> | <div>1.1.2a - Utilize i-Ready diagnostic (3x a year) to identify students tier levels (Tier I, II, III) in Reading, differentiate instruction based on student readiness levels, and document student progress in the Team Data Wall.</div> <div>WASC Critical Area for Follow-Up #2<br/>Accountable Lead: Grade Level Teams<br/>SW6(iii-III)</div> <div>1.1.2b - Strengthen Tier 1 instruction in all ELA classrooms by implementing the following:<ul style="list-style-type: none"><li>DOE-approved viable curriculum and instructional materials for each core content area.</li><li>Schoolwide Powerful Instructional Practice (PIP) of metacognitive graphic organizers and thinking routines.</li><li>EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)</li><li>Bi-weekly iReady “My Path” during AA along with an additional 30 min of imbedded iReady time during core and non-core classes</li><li>Common Formative Assessment (CFA)</li></ul>WASC Critical Area for Follow-Up #1<br/>WASC Additional Area for Follow-Up<br/>Accountable Lead: Department Head<br/>SW6(ii)</div> <div>1.1.2c - Provide professional development in the following areas:<ul style="list-style-type: none"><li>differentiated instruction</li><li>inclusive practices</li><li>standards-based learning targets</li></ul></div> | <div>Implementation Evidence / Benchmarks</div> <div>i-Ready Diagnostic Data (3x a year)<br/>Team Data Wall - updated quarterly</div> <div>Teacher developed curriculum maps<br/>Targeted Learning Walks - quarterly</div> <div>i-Ready Personalized Instruction Summary - weekly/monthly</div> <div>WEST-ED training for ELA &amp; Social Studies; shared quarterly PIP EL strategy during faculty meetings</div> <div>Professional Development Agendas<br/>Artifacts of learning, reflection, and/or application to classroom practices<br/>Quality interaction survey,; I-READY results</div> <div>Interim Measures (Student Outcomes)</div> <div>Round 1:<ul style="list-style-type: none"><li>Fall i-Ready diagnostic proficiency determines school baseline and growth goals</li><li>75% proficiency shown on standards based common formative assessments</li></ul>Round 2:<ul style="list-style-type: none"><li>50% of students show reading proficiency on Winter i-Ready diagnostic</li><li>80% proficiency shown on</li></ul></div> | <div><input checked="" type="checkbox"/> WSF, \$25,000 (Subs for Planning; Supplies &amp; Equipment)</div> <div><input checked="" type="checkbox"/> Title I,<ul style="list-style-type: none"><li>\$33,000 (i-Ready + PD)</li><li>\$36,000 (West ED)</li></ul></div> <div><input type="checkbox"/> Title II, \$</div> <div><input checked="" type="checkbox"/> Title III, \$PTTs</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input checked="" type="checkbox"/> Other: OST, \$Tutoring</div> |
| SY22-23 (baseline)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 54.26%                                                    |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY23-24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actual: 56.1%<br>Proposed: 56.35%                         |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY24-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actual: 59%<br>Proposed: 58.43%                           |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY25-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed: 60.52%<br>New Annual Target: 61%<br>Actual: TBD |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY26-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed: 62.6%<br>New Annual Target: 63%                 |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY27-28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 64.69%                                                    |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SY28-29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Current: 64.43%<br>Proposed:                              |        |         |                                   |         |                                 |         |                                                           |         |                                           |         |        |         |                              |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <table><tr><td></td><td>66.78%</td></tr></table> |        | 66.78% | <ul style="list-style-type: none"><li>• EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)</li><li>• new viable curriculum</li><li>• i-Ready: Diagnostic Data Analysis, My Path Personalized Instruction, Teacher Toolbox</li><li>• Supplemental online programs</li></ul> <p>WASC Critical Area for Follow-Up #3</p> <p>Accountable Lead: Curriculum Coordinator</p> <p>SW6(iii-IV)</p> | <div>standards based common formative assessments</div> <div>Round 3:</div> <ul style="list-style-type: none"><li>• 60% of students show reading proficiency on Spring i-Ready diagnostic</li><li>• 85% proficiency shown on standards based common formative assessments</li></ul> |  |
|                                                  | 66.78% |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |  |

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| <div>Mathematics Proficiency</div> <div>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</div> <div>KPI Math Student SBA Proficiency Targets:</div> <table><tr><td>SY22-23 (baseline)</td><td>35.25%</td></tr><tr><td>SY23-24</td><td>Actual: 39.7%<br/>Proposed: 36.78%</td></tr><tr><td>SY24-25</td><td>Actual: 43%<br/>Proposed: 38.31%</td></tr><tr><td>SY25-26</td><td><del>39.84%</del><br/>New Annual Target: 45%<br/>Actual: TBD</td></tr><tr><td>SY26-27</td><td><del>41.38%</del><br/>New Annual Target: 47%</td></tr><tr><td>SY27-28</td><td>42.91%</td></tr><tr><td>SY28-29</td><td>Current: 48.84%<br/>Proposed: 44.45%</td></tr></table> | SY22-23 (baseline)                                         | 35.25% | SY23-24 | Actual: 39.7%<br>Proposed: 36.78% | SY24-25 | Actual: 43%<br>Proposed: 38.31% | SY25-26 | <del>39.84%</del><br>New Annual Target: 45%<br>Actual: TBD | SY26-27 | <del>41.38%</del><br>New Annual Target: 47% | SY27-28 | 42.91% | SY28-29 | Current: 48.84%<br>Proposed: 44.45% | <div>1A<br/>1B<br/>1C<br/>2A<br/>2B<br/>2C<br/>3B</div> | <div>1.1.3a - Utilize i-Ready diagnostic (3x a year) to identify students tier levels (Tier I, II, III) in Mathematics, differentiate instruction based on student readiness levels, and document student progress in the Team Data Wall.<br/>WASC Critical Area for Follow-Up #2<br/>Accountable Lead: Grade Level Teams<br/>SW6(iii-III)</div> <div>1.1.3b - Strengthen Tier 1 instruction in all Math classrooms by implementing the following:<ul style="list-style-type: none"><li>DOE-approved viable curriculum and instructional materials</li><li>Schoolwide Powerful Instructional Practice (PIP) of metacognitive graphic organizers</li><li>EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)</li><li>Bi-weekly iReady “My Path” during AA along with an additional 30 min of imbedded iReady time during core and non-core classes</li><li>Common Formative Assessment (CFA)</li></ul>WASC Critical Area for Follow-Up #1<br/>Accountable Lead: Department Head<br/>SW6(ii)</div> <div>1.1.3c - Provide professional development in the following areas:<ul style="list-style-type: none"><li>differentiated instruction</li><li>inclusive practices</li><li>standards-based learning targets</li><li>EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)</li><li>new viable curriculum</li></ul></div> | <div>Implementation Evidence / Benchmarks</div> <div>i-Ready Diagnostic Data (3x a year)<br/><br/>Team Data Wall - <i>updated quarterly</i></div> <div>Teacher developed curriculum maps<br/><br/>Targeted Learning Walks - <i>quarterly</i></div> <div>i-Ready Personalized Instruction Summary - <i>weekly/monthly</i></div> <div>Professional Development Agendas<br/><br/>Artifacts of learning, reflection, and/or application to classroom practices</div> <div>Interim Measures (Student Outcomes)</div> <div>Round 1:<ul style="list-style-type: none"><li>Fall i-Ready diagnostic proficiency determines school baseline and growth goals</li><li>60% proficiency shown on standards-based common formative assessments</li></ul>Round 2:<ul style="list-style-type: none"><li>44% of students show math proficiency on Winter i-Ready diagnostic</li><li>70% proficiency shown on standards-based common formative assessments</li></ul>Round 3:<ul style="list-style-type: none"><li>47% of students show math proficiency on Spring i-Ready diagnostic</li><li>80% proficiency shown on</li></ul></div> | <div><input checked="" type="checkbox"/> WSF, \$25,000 (Subs for Planning; Supplies &amp; Equipment)</div> <div><input checked="" type="checkbox"/> Title I,<ul style="list-style-type: none"><li>\$33,000 (i-Ready + PD)</li><li>\$37,000 Math Curriculum</li></ul></div> <div><input type="checkbox"/> Title II, \$</div> <div><input checked="" type="checkbox"/> Title III, \$PTTs</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input checked="" type="checkbox"/> Other: OST, \$Tutoring</div> |
| SY22-23 (baseline)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 35.25%                                                     |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY23-24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actual: 39.7%<br>Proposed: 36.78%                          |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY24-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actual: 43%<br>Proposed: 38.31%                            |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY25-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <del>39.84%</del><br>New Annual Target: 45%<br>Actual: TBD |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY26-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <del>41.38%</del><br>New Annual Target: 47%                |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY27-28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 42.91%                                                     |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SY28-29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Current: 48.84%<br>Proposed: 44.45%                        |        |         |                                   |         |                                 |         |                                                            |         |                                             |         |        |         |                                     |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       | <ul style="list-style-type: none"><li>i-Ready: Diagnostic Data Analysis, My Path Personalized Instruction, Teacher Toolbox</li><li>Supplemental online programs</li></ul> <p>WASC Critical Area for Follow-Up #3</p> <p>Accountable Lead: Curriculum Coordinator</p> <p>SW6(iii-IV)</p> | <div>standards-based common formative assessments</div> |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>Required for all schools.</p> <p>SY 24-25 Proficiency</p> <table><tr><td></td><td>Rdg</td><td>Math</td></tr><tr><td>EL</td><td>19.2%</td><td>20%</td></tr><tr><td>SPED</td><td>4.7%</td><td>0%</td></tr><tr><td>HN</td><td>46.8</td><td>33.2%</td></tr></table> <p>Annual Target:</p> <table><tr><td></td><td>Rdg</td><td>Math</td></tr><tr><td>EL</td><td>23%</td><td>24%</td></tr><tr><td>SPED</td><td>9%</td><td>4%</td></tr><tr><td>HN</td><td>51%</td><td>37%</td></tr></table> |       | Rdg                                                                                                                                                                                                                                                                                     | Math                                                    | EL | 19.2% | 20% | SPED | 4.7% | 0% | HN | 46.8 | 33.2% |  | Rdg | Math | EL | 23% | 24% | SPED | 9% | 4% | HN | 51% | 37% | 2C<br>3A<br>3B | <p>1.1.4a - Continue to build upon collective teacher efficacy through the Framework for Powerful Results - Cycles of Professional Learning.</p> <p>WASC Critical Area for Follow-Up #2</p> <p>Accountable Lead: ILT</p> <p>1.1.4b - Increase equitable opportunities for Special Education students to be educated in the general education setting.</p> <p>WASC Additional Area for Follow-Up</p> <p>Accountable Lead: Student Services Coordinator</p> <p>1.1.4c - Increase opportunities for English Learners to receive high-quality sheltered instruction.</p> <p>WASC Additional Area for Follow-Up</p> <p>Accountable Lead: EL Coordinator</p> <p>1.1.4d - Ensure at-risk students receive appropriate supports in a timely and consistent manner.</p> <p>WASC Additional Area for Follow-Up</p> <p>Accountable Lead: School Counselor</p> <p>SW6(i, iii)</p> | <div>Implementation Evidence / Benchmarks</div> <div>ILT Assessment Tool, Targeted Learning Walk (TLW) Artifacts, Observation Evidence, Observation Tool, Meeting agenda, Group Memory</div> <div>HQT SPED teacher list</div> <div>SIQ teacher list</div> <div>Team Data Wall<br/>- 2 x a quarter (mid and quarter) grade checks<br/>- Weekly Team Meetings<br/>Student Intervention Log</div> <div>Interim Measures (Student Outcomes)</div> <div>Round 1:<ul style="list-style-type: none"><li>Fall i-Ready diagnostic proficiency determines school baseline and growth goals of one grade level improvement</li></ul>Round 2:<ul style="list-style-type: none"><li>10% of students in High Needs subgroups (including EL &amp; SPED) who are not at grade level meet Typical or Stretch Growth goals on Winter i-Ready Diagnostic test</li></ul></div> | <div><input checked="" type="checkbox"/> WSF, \$25,000 (Subs for Planning; Supplies &amp; Equipment)</div> <div><input checked="" type="checkbox"/> Title I, \$36,000 (WestEd)</div> <div><input type="checkbox"/> Title II, \$</div> <div><input checked="" type="checkbox"/> Title III, \$PTTs</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPEA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other: OST, \$</div> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rdg   | Math                                                                                                                                                                                                                                                                                    |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| EL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 19.2% | 20%                                                                                                                                                                                                                                                                                     |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SPED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4.7%  | 0%                                                                                                                                                                                                                                                                                      |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| HN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 46.8  | 33.2%                                                                                                                                                                                                                                                                                   |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| EL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 23%   | 24%                                                                                                                                                                                                                                                                                     |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SPED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 9%    | 4%                                                                                                                                                                                                                                                                                      |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| HN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 51%   | 37%                                                                                                                                                                                                                                                                                     |                                                         |    |       |     |      |      |    |    |      |       |  |     |      |    |     |     |      |    |    |    |     |     |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                         |                                                                         | <div>Round 3:<ul style="list-style-type: none"><li>20% of students in High Needs subgroups (including EL &amp; SPED) who are not at grade level meet Typical or Stretch Growth goals on Spring i-Ready Diagnostic test</li></ul></div> |                                                                         |     |        |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <div>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</div> <div>Required for all schools.</div> <div>Annual Target:</div> <table><tr><td>6th</td><td>95% of students meet requirements to transition successful to 7th grade</td></tr><tr><td>7th</td><td>95% of students meet requirements to transition successful to 8th grade</td></tr><tr><td>8th</td><td>95% of</td></tr></table> | 6th                                                                     | 95% of students meet requirements to transition successful to 7th grade | 7th                                                                                                                                                                                                                                    | 95% of students meet requirements to transition successful to 8th grade | 8th | 95% of | 2A<br>2B<br>2C<br>3A | <div>Elementary to Middle</div> <div>1.1.5a - Build successful transition to middle school for incoming 6th grade students through orientation events and activities.<br/>Accountable Lead: School Counselors, Registrar</div> <div>Promotion to next grade level</div> <div>1.1.5b - Communicate with receiving Grade Level teachers/teams of students academic and behavioral strengths/challenges.<br/>Accountable Lead: School Counselors</div> <div>Middle to High</div> <div>1.1.5c - Support 8th grade promotion with school wide orientation and opportunities, depending on participation from high schools.<br/>Accountable Lead: School Counselors</div> <div>New Students/Mid-year Transition</div> <div>1.1.5d - Ensure all new students complete academic screening (i-Ready reading and math) within two weeks of their start date.<br/>Accountable Lead: School Counselors</div> <div>1.1.5e - Throughout the school year, provide newly enrolled students with a new student orientation with periodic check-ins as needed.<br/>Accountable Lead: School Counselors</div> | <div>Implementation Evidence / Benchmarks</div> <div>Feeder School visit (ES to MS), Transition to Middle School (Summer class), 6th grade orientation, Student Prep Day</div> <div>Open House, Student Prep Day, Team Data Wall</div> <div>HS parent orientation night, Feeder School visit (MS to HS), Student registration in-service.</div> <div>i-Ready Diagnostic Results</div> <div>Interim Measures (Student Outcomes)</div> <div>Round 1:<ul style="list-style-type: none"><li>(July - October) Student Prep Day, NSO, Open House,</li><li>95% of students meet Q1 grade requirements</li></ul></div> <div>Round 2:<ul style="list-style-type: none"><li>(November - February) High School Parent Info Mtg, Gr 5 KMS Orientation, High School visit (Mckinley), RHS in-service course registration</li></ul></div> | <div><input checked="" type="checkbox"/> WSF, \$</div> <div><input checked="" type="checkbox"/> Title I, \$1000 (Family engagement supplies &amp; refreshments)</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div> |
| 6th                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of students meet requirements to transition successful to 7th grade |                                                                         |                                                                                                                                                                                                                                        |                                                                         |     |        |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7th                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of students meet requirements to transition successful to 8th grade |                                                                         |                                                                                                                                                                                                                                        |                                                                         |     |        |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8th                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of                                                                  |                                                                         |                                                                                                                                                                                                                                        |                                                                         |     |        |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



| <table><tr><td></td><td>students meet requirements to transition successful to 9th grade</td></tr></table> <p>Source: Infinite Campus</p>                                                                                                          |                                                                  | students meet requirements to transition successful to 9th grade |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>95% of students meets Q2/S1 grade requirements</li></ul> Round 3: <ul style="list-style-type: none"><li>(March - June) EOY iReady diagnostic, Transition to MS (summer school)</li><li>95% of students meets Q3 grade requirements</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                                    | students meet requirements to transition successful to 9th grade |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.<br><br><b>Annual Target:</b> <table><tr><td>Well Being</td><td>85%</td></tr></table> <p>Source: Panorama</p> | Well Being                                                       | 85%                                                              | 2A<br>2B<br>2C<br>3A<br>3B | 1.1.6a - Continually improve upon the schoolwide HMTSS organizational structure for Tier 1, 2, 3 academic, behavioral, social, emotional, and physical supports.<br><i>WASC Critical Area for Follow-Up #1</i><br><i>Accountable Lead: School Counselors</i><br><br>1.1.6b - Develop and implement a data team process to monitor the effectiveness of tiered interventions.<br><i>WASC Critical Area for Follow-Up #1, #2</i><br><i>Accountable Lead: Grade Level Team, School Counselors</i><br><br><i>SW6(iii)</i> | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>Meeting agenda</td></tr><tr><td>Team Data Wall</td></tr><tr><td>Student Intervention Log</td></tr><tr><td>School developed MTSS survey</td></tr></table><br><table><tr><th>Interim Measures (Student Outcomes)</th></tr><tr><td>Round 1: Based on a school developed survey, 65% of students report positively in receiving multi-tiered support.</td></tr><tr><td>Round 2: Based on a school developed survey, 75% of students report positively in receiving multi-tiered support.</td></tr><tr><td>Round 3: Based on a school developed survey, 85% of students report positively in receiving</td></tr></table> | Implementation Evidence / Benchmarks | Meeting agenda | Team Data Wall | Student Intervention Log | School developed MTSS survey | Interim Measures (Student Outcomes) | Round 1: Based on a school developed survey, 65% of students report positively in receiving multi-tiered support. | Round 2: Based on a school developed survey, 75% of students report positively in receiving multi-tiered support. | Round 3: Based on a school developed survey, 85% of students report positively in receiving | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> WSF, \$10,000 (Incentives)</li><li><input checked="" type="checkbox"/> Title I,<ul style="list-style-type: none"><li>\$30,000 (i-Ready)</li><li>\$12,600 (IXL)</li></ul></li><li><input type="checkbox"/> Title II, \$</li><li><input type="checkbox"/> Title III, \$</li><li><input type="checkbox"/> Title IV-A, \$</li><li><input type="checkbox"/> Title IV-B, \$</li><li><input type="checkbox"/> IDEA, \$</li><li><input type="checkbox"/> SPPA, \$</li><li><input type="checkbox"/> Homeless, \$</li><li><input type="checkbox"/> Grant:__, \$</li><li><input type="checkbox"/> Other:__, \$</li></ul> |
| Well Being                                                                                                                                                                                                                                         | 85%                                                              |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Implementation Evidence / Benchmarks                                                                                                                                                                                                               |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Meeting agenda                                                                                                                                                                                                                                     |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Team Data Wall                                                                                                                                                                                                                                     |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Student Intervention Log                                                                                                                                                                                                                           |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| School developed MTSS survey                                                                                                                                                                                                                       |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Interim Measures (Student Outcomes)                                                                                                                                                                                                                |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Round 1: Based on a school developed survey, 65% of students report positively in receiving multi-tiered support.                                                                                                                                  |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Round 2: Based on a school developed survey, 75% of students report positively in receiving multi-tiered support.                                                                                                                                  |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Round 3: Based on a school developed survey, 85% of students report positively in receiving                                                                                                                                                        |                                                                  |                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                |                |                          |                              |                                     |                                                                                                                   |                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  |  |  | multi-tiered support. |  |
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Monitoring of Progress</b><br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                              |
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| <p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> <p>Current (SY25-26)</p> <ul style="list-style-type: none"> <li>Average Daily Attendance: <b>95%</b></li> <li>Regular Attendance: <b>86%</b></li> </ul> <p>Source: Lei Kulia</p> <div data-bbox="111 1088 405 1386"> <p><b>Annual Targets:</b></p> <p>Average Daily Attendance: <b>98%</b></p> <p>Regular Attendance: <b>90%</b></p> </div> <p>Source: Lei Kulia</p> | <p>2A<br/>2B<br/>2C<br/>3A<br/>3B</p>                                      | <p>1.2.1a - Communicate the importance of regular school attendance with parents through notifications, meetings and conferences.<br/> <b>WASC Critical Area for Follow-Up #1</b><br/> <i>Accountable Lead: School Counselor</i></p> <p>1.2.1b - Implement school attendance policy to proactively identify students who need additional support.<br/> <b>WASC Critical Area for Follow-Up #1</b><br/> <i>Accountable Lead: School Counselor</i></p> <p>1.2.1c - Cultivate a positive school climate and expand opportunities for student agency to motivate them to attend school regularly.<br/> <b>WASC Critical Area for Follow-Up #1</b><br/> <i>Accountable Lead: School Counselor</i></p> | <div data-bbox="1207 578 1728 1114"> <p><b>Implementation Evidence / Benchmarks</b></p> <p>Team Data Wall - <i>updated quarterly</i></p> <p>Infinite Campus Attendance Records - <i>daily</i></p> <p>Home visits; parent meetings - <i>as needed</i></p> <p>KMS Updates</p> <p>Teacher-home communication logs</p> <p>Participation in Incentive Day</p> <p>Club Attendance</p> </div> <div data-bbox="1207 1149 1728 1471"> <p><b>Interim Measures (Student Outcomes)</b></p> <p>Round 1</p> <ul style="list-style-type: none"> <li>Average Daily Attendance: <b>95%</b></li> <li>Regular Attendance: <b>86%</b></li> </ul> <p>Round 2</p> <ul style="list-style-type: none"> <li>Average Daily Attendance: <b>96%</b></li> <li>Regular Attendance: <b>88%</b></li> </ul> </div> | <p><input checked="" type="checkbox"/> WSF, \$10,000 (Incentives)</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input 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> |

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|                                                                                                                                                                                                                                   |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <div>Round 3</div> <ul style="list-style-type: none"> <li>Average Daily Attendance: 97%</li> <li>Regular Attendance: 90%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> <div> <div>Annual Target:</div> <div>98% of students have no behavior incidents</div> </div> <p>Source: Panorama</p> | <p>2A<br/>2B<br/>2C<br/>3A<br/>3B</p> | <p>1.2.2a - Revise the PBIS matrix to incorporate the HĀ Framework with the school's core values.<br/>WASC Critical Area for Follow-Up #1<br/>Accountable Lead: HMTSS Task Force</p> <p>1.2.2b - Develop school wide practices and provide tools for teachers to implement social emotional learning activities that aligns with the AMLE middle level education essential attributes.<br/>WASC Critical Area for Follow-Up #1<br/>Accountable Lead: HMTSS Task Force</p> <p>1.2.2c - Monitor and evaluate the effectiveness of the PBIS system and adjust as needed.</p> <ul style="list-style-type: none"> <li>Tag Redemption Program</li> <li>Class Incentive Days</li> <li>Ali'i Warrior Awards</li> <li>Attendance incentives</li> <li>Other incentives/rewards</li> </ul> <p>WASC Critical Area for Follow-Up #1<br/>Accountable Lead: HMTSS Task Force</p> | <div>Implementation Evidence / Benchmarks</div> <div>HMTSS Blueprint</div> <div>Student Surveys</div> <div>Panorama Data - Spring, Winter</div> <div>Behavior referral data</div> <div>Interim Measures (Student Outcomes)</div> <div> <p>Round 1:</p> <ul style="list-style-type: none"> <li>Q1 Panorama Behavior category shows 93% of students or better have no behavior incidents</li> </ul> <p>Round 2:</p> <ul style="list-style-type: none"> <li>Q2 Panorama Behavior category shows 95% of students or better have no behavior incidents</li> </ul> <p>Round 3:</p> <ul style="list-style-type: none"> <li>Q3 Panorama Behavior category shows 97% of students or better have no behavior incidents</li> </ul> </div> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10,000 (Incentives)</li> <li><input type="checkbox"/> Title I, \$</li> <li><input 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 type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other: SAF, \$5,000 (Behavior Tags, incentives)</li> </ul> |

| <p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p> <table><tr><th colspan="2">Annual Target:</th></tr><tr><td>SEL</td><td>65%</td></tr><tr><td>Well Being</td><td>85%</td></tr></table> <p>Source: Panorama</p>                                                                                                                                                                                                                                                                                                                                                            | Annual Target: |  | SEL | 65% | Well Being | 85% | <p>2A<br/>2B<br/>2C<br/>3A<br/>3B</p> | <p>1.2.3a - Provide professional development on the HĀ framework and its connection to our school’s vision and the AMLE middle level education essential attributes.<br/><b>WASC Critical Area for Follow-Up #3</b><br/><i>Accountable Lead: Leadership</i></p> <p>1.2.3.b - Incorporate interdisciplinary learning experiences that provide students with opportunities to contribute positively to the school community.<br/><b>WASC Critical Area for Follow-Up #1</b><br/><i>Accountable Lead: Leadership</i></p> | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>Professional Development Agendas</td></tr><tr><td>Teacher developed curriculum maps</td></tr><tr><td>Interdisciplinary lesson plans</td></tr></table><br><table><tr><th>Interim Measures (Student Outcomes)</th></tr><tr><td>Round 1:<ul style="list-style-type: none"><li>Determine baseline from beginning of year Fall Panorama SEL survey</li></ul>Round 2:<ul style="list-style-type: none"><li>Winter Panorama SEL survey shows 50% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul>Round 3:<ul style="list-style-type: none"><li>Spring Panorama SEL survey shows 65% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul></td></tr></table> | Implementation Evidence / Benchmarks | Professional Development Agendas | Teacher developed curriculum maps | Interdisciplinary lesson plans | Interim Measures (Student Outcomes) | Round 1: <ul style="list-style-type: none"><li>Determine baseline from beginning of year Fall Panorama SEL survey</li></ul> Round 2: <ul style="list-style-type: none"><li>Winter Panorama SEL survey shows 50% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul> Round 3: <ul style="list-style-type: none"><li>Spring Panorama SEL survey shows 65% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul> | <div><input type="checkbox"/> WSF, \$</div> <div><input type="checkbox"/> Title I, \$</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other: SAF, \$</div> |
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| Annual Target:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| SEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 65%            |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Well Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 85%            |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Implementation Evidence / Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Professional Development Agendas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Teacher developed curriculum maps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Interdisciplinary lesson plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Interim Measures (Student Outcomes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Round 1: <ul style="list-style-type: none"><li>Determine baseline from beginning of year Fall Panorama SEL survey</li></ul> Round 2: <ul style="list-style-type: none"><li>Winter Panorama SEL survey shows 50% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul> Round 3: <ul style="list-style-type: none"><li>Spring Panorama SEL survey shows 65% of students or better have self-reported or have been perceived by their teachers as showing strength in at least half of the SEL topics through this year.</li></ul> |                |  |     |     |            |     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                  |                                   |                                |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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

| Desired Outcome<br>"What do we plan to accomplish?"                                                                                                                                                                                                                                         | Root/<br>Contributing<br>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<br>Source of Funds<br>"What funding source(s) should be utilized?"<br><br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <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> <div><div>Annual Target:</div><div>100% of students will participate in a college or career day event.</div></div> | 2C<br>3A                                                   | <p>1.3.1a - Provide opportunities to all students, throughout their 6-8 experience, to engage in a variety of career, community, and civic opportunities.</p> <p>WASC Critical Area for Follow-Up #1</p> <p>Accountable Lead: School Counselors</p> <p>SW6 (ii-II)</p> | <div><div>Implementation Evidence / Benchmarks</div><div>Student volunteer sign in sheets, community engagement flyers</div><div>College/Career Day Student Booklets</div></div> <div><div>Interim Measures (Student Outcomes)</div><div>6th Grade: Career Day on campus with guest speakers (Nov 2026)</div><div>7th Grade: Career Job Shadow to various sites (March 2027)</div><div>8th Grade: College campus visit (Jan 2027)</div></div> | <div><div><input checked="" type="checkbox"/> WSF, \$</div><div><input type="checkbox"/> Title I, \$</div><div><input type="checkbox"/> Title II, \$</div><div><input type="checkbox"/> Title III, \$</div><div><input type="checkbox"/> Title IV-A, \$</div><div><input type="checkbox"/> Title IV-B, \$</div><div><input type="checkbox"/> IDEA, \$</div><div><input type="checkbox"/> SPPA, \$</div><div><input type="checkbox"/> Homeless, \$</div><div><input type="checkbox"/> Grant:__, \$</div><div><input type="checkbox"/> Other:__, \$</div></div> |

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| <p><b>K-12 Alignment</b><br/>1.3.2. All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <div data-bbox="111 558 405 979"> <p><b>Annual Target:</b></p> <p>100% of students will have an opportunity to enroll in elective classes that expose students to career pathways and develop occupational skills.</p> </div> | <p>2C<br/>3A</p> | <p>1.3.2a - Develop and implement a personal transition plan in Grades 6, 7, and 8 advisory classes to incorporate social emotional learning competencies and provide exposure and experiences to college and career learning.<br/><i>WASC Critical Area for Follow-Up #1</i><br/><i>Accountable Lead: Curriculum Coach</i></p> <p>1.3.2b - Expose students to exploratory electives that provide career-aligned education.<br/><i>WASC Critical Area for Follow-Up #1</i><br/><i>Accountable Lead: Registrar</i></p> <p><i>SW6 (ii-II)</i></p> | <div data-bbox="1161 147 1707 394"> <p><b>Implementation Evidence / Benchmarks</b></p> <p>Student and faculty survey</p> <p>Student Career Day Booklet</p> <p>Yearly Course description</p> </div> <div data-bbox="1161 431 1707 812"> <p><b>Interim Measures (Student Outcomes)</b></p> <p>Enrollment in the following classes:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Orchestra</li> <li>• Band</li> <li>• GT Stem (7th &amp; 8th only)</li> <li>• CTE Crafts</li> <li>• Japanese</li> <li>• Computer Science (8th only)</li> <li>• P.E. / Health</li> </ul> </div> | <p> <input checked="" type="checkbox"/> WSF, \$<br/> <input checked="" type="checkbox"/> Title I, \$<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant:__, \$<br/> <input type="checkbox"/> Other:__, \$         </p> |
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## 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<br>"What do we plan to accomplish?"                                                                       | Root/<br>Contributing<br>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<br>Source of Funds<br>"What funding source(s) should be utilized?"<br><br>Estimate the additional amount needed for enabling activities. |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY26-27. | 1A<br>1B<br>1C<br>2A<br>2B<br>2C                           | 2.1.1a - Communicate opportunities for teachers to attend EL PD that supports SIQ hours, including but not limited to Building the Base (FALL 2024), State/District EL course offerings and University courses.<br>WASC Critical Area for Follow-Up #3<br>Accountable Lead: EL Coordinator<br><br>2.1.1b - Provide faculty with EL Professional Development which will support instructional strategies and practices.<br>WASC Critical Area for Follow-Up #3<br>WASC Additional Area for Follow-Up<br>Accountable Lead: EL Coordinator | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>School position list</td></tr><tr><td>TESOL certification list</td></tr><tr><td>Professional Development, faculty, 21 extended hour agendas</td></tr></table> | Implementation Evidence / Benchmarks                                                                                                                 | School position list                                        | TESOL certification list                                                                                                                                                                                                                    | Professional Development, faculty, 21 extended hour agendas | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$36,000 (WestEd)<br><input type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |
| Implementation Evidence / Benchmarks                                                                                      |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| School position list                                                                                                      |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TESOL certification list                                                                                                  |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Professional Development, faculty, 21 extended hour agendas                                                               |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.1.2 All teachers are effective or receive the necessary support to become effective.                                    | 1A<br>1B<br>1C<br>2A<br>2B<br>2C                           | 2.1.2a - Provide faculty with supports including but not limited to EL PD, Building Thinking Classrooms, i-Ready training, feedback from regular walkthroughs, and individual consultation.<br>WASC Critical Area for Follow-Up #3<br>Accountable Lead: Curriculum Coach                                                                                                                                                                                                                                                                | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>Professional Development, faculty, 21 extended hour agendas</td></tr></table>                                                                                 | Implementation Evidence / Benchmarks                                                                                                                 | Professional Development, faculty, 21 extended hour agendas | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$36,000 (WestEd)<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$ |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Implementation Evidence / Benchmarks                                                                                      |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Professional Development, faculty, 21 extended hour agendas                                                               |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |





## PRIORITY 2: High-Quality Educator Workforce In All Schools

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|------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                      |                                  | <p>2.1.2b - Provide planning and collaboration time for faculty to vertically articulate across grade levels and articulate with grade level partners.</p> <p>WASC Critical Area for Follow-Up #3</p> <p>Accountable Lead: Curriculum Coach</p> <p>2.1.2c - Utilize the Educator Effectiveness System (EES) and Danielson Observation Framework to assist teachers in improving classroom instruction to support student learning and provide additional coaching when needed.</p> <p>Accountable Lead: Administration</p> | <table><tr><td>Data collected from Targeted Learning Walks</td></tr><tr><td>Vertical Alignment - <i>quarterly</i></td></tr><tr><td>- 1st and 3rd quarter (grade level articulation)</td></tr><tr><td>- 2nd and 4th quarter (vertical articulation)</td></tr></table> | Data collected from Targeted Learning Walks | Vertical Alignment - <i>quarterly</i> | - 1st and 3rd quarter (grade level articulation) | - 2nd and 4th quarter (vertical articulation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div> |
| Data collected from Targeted Learning Walks                                                          |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| Vertical Alignment - <i>quarterly</i>                                                                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| - 1st and 3rd quarter (grade level articulation)                                                     |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| - 2nd and 4th quarter (vertical articulation)                                                        |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| 2.2.2 All schools' support staff are effective or receive the necessary support to become effective. | 1A<br>1B<br>1C<br>2A<br>2B<br>2C | <p>2.2.2a - Use feedback from the Performance Appraisal System (PAS) for all classified employees to ensure continuous improvement.</p> <p>Accountable Lead: Administration</p> <p>2.2.2b - Use Opening School Year Pack (OSYP) along with various supporting documents (mandatory videos, policies and procedures, etc) upon effective start date to support Casual Hired support staff.</p> <p>Accountable Lead: Administration</p>                                                                                      | <table><tr><td>Implementation Evidence / Benchmarks</td></tr><tr><td>PAS Due Date Report</td></tr><tr><td>OSYP Acknowledgement Form</td></tr></table>                                                                                                                | Implementation Evidence / Benchmarks        | PAS Due Date Report                   | OSYP Acknowledgement Form                        | <div><input type="checkbox"/> WSF, \$</div> <div><input type="checkbox"/> Title I, \$</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div> |                                                                                                                                                                                                                                                                                                 |
| Implementation Evidence / Benchmarks                                                                 |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| PAS Due Date Report                                                                                  |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |
| OSYP Acknowledgement Form                                                                            |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                             |                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |



## 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<br>"What do we plan to accomplish?"                                                                                                                        | Root/<br>Contributing<br>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<br>Source of Funds<br>"What funding source(s) should be utilized?"<br><br>Estimate the additional amount needed for enabling activities. |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for all schools.</i> | 1A<br>1B<br>2C<br>3A<br>3B                                 | 3.3.1 - Hold regular School Community Council (SCC) meetings to engage in planning and decision-making affecting students with all stakeholders.<br><i>Accountable Lead: Administration</i> | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>SCC roster, Agenda, Meeting Minutes</td></tr></table> | Implementation Evidence / Benchmarks                                                                                                                 | SCC roster, Agenda, Meeting Minutes | <div><input checked="" type="checkbox"/> WSF, \$</div> <div><input checked="" type="checkbox"/> Title I, \$</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant: __, \$</div> <div><input type="checkbox"/> Other: __, \$</div> |
| Implementation Evidence / Benchmarks                                                                                                                                       |                                                            |                                                                                                                                                                                             |                                                                                                                            |                                                                                                                                                      |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SCC roster, Agenda, Meeting Minutes                                                                                                                                        |                                                            |                                                                                                                                                                                             |                                                                                                                            |                                                                                                                                                      |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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

| Desired Outcome<br>"What do we plan to accomplish?"                                                             | Root/<br>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><br>Estimate the additional amount needed for enabling activities. |                                                                                                                 |                                                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3.2 All families are engaged in school events/activities and have regular two way communication.              | 1A<br>1B<br>2C<br>3A<br>3B                              | 3.3.2a - Utilize school templates and processes for timely communication of events, schedules and information.<br><i>Accountable Lead: Parenting Community Networking Center (PCNC)</i><br><br>3.3.2b - Establish open and frequent communication channels with families and stakeholders to promote family engagement and involvement by sharing relevant and timely school information about their child's progress, performance, and academic goals.<br><i>Accountable Lead: Parenting Community Networking Center (PCNC)</i> | <table><tr><th>Implementation Evidence / Benchmarks</th></tr><tr><td>Weekly Updates, Qtrly Newsletter, School Messenger, Letters and Notices with translation or bilingual materials</td></tr><tr><td>School Website, Social Media Accounts, AA broadcast, calendar of events with translation or bilingual materials</td></tr><tr><td>Family event attendance sheets</td></tr></table> | Implementation Evidence / Benchmarks                                                                                                              | Weekly Updates, Qtrly Newsletter, School Messenger, Letters and Notices with translation or bilingual materials | School Website, Social Media Accounts, AA broadcast, calendar of events with translation or bilingual materials | Family event attendance sheets | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$3210<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input checked="" type="checkbox"/> Other: OST, \$ |
| Implementation Evidence / Benchmarks                                                                            |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |                                                                                                                 |                                                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Weekly Updates, Qtrly Newsletter, School Messenger, Letters and Notices with translation or bilingual materials |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |                                                                                                                 |                                                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| School Website, Social Media Accounts, AA broadcast, calendar of events with translation or bilingual materials |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |                                                                                                                 |                                                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Family event attendance sheets                                                                                  |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |                                                                                                                 |                                                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

## Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kawananakoa Middle School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
  - ☒ A School Community Council Meeting was conducted on **Apr 14, 2026** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **Apr 14, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☒ Other (list): **Faculty, School Leadership Team**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 14, 2026**

### Attested:

| Kawananakoa Middle School Principal | Signature                                                                            | Date                |
|-------------------------------------|--------------------------------------------------------------------------------------|---------------------|
| Dale Arakaki                        |  | <b>Apr 14, 2026</b> |

| SCC Chairperson | Signature                                                                          | Date         |
|-----------------|------------------------------------------------------------------------------------|--------------|
| Brandon Lee     |  | Apr 14, 2026 |

### SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

| SCC Recommendation:                                                                                                                                                                                                                                                                              | Rationale for the SCC Recommendation:                                                                                                                                                                                                                                                                                         | Principal's Response to SCC Recommendation:                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop more community partnerships to help the school grow and promote KMS academic and extracurricular offerings and boost enrollment; promote KMS's safe learning environment and the opportunity students will have to explore different interests and prepare themselves for the next level | Suggestions: <ul style="list-style-type: none"><li>- Virtual Town Hall in Dec</li><li>- Flyer / one-pager</li><li>- Engagement &amp; partnerships with feeder schools<ul style="list-style-type: none"><li>- Joint projects</li><li>- Virtual field trips</li><li>- Student visits to elementary campuses</li></ul></li></ul> | We will look into promoting Kawananakoa Middle school at feeder school events to get our name out and have the community understand who and what KMS is all about. We need to change perspectives and convince families that KMS will prepare your child for the next level. |
|                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                              |

### SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

|  |
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|--|

### Attested:

| SCC Chairperson | Signature | Date |
|-----------------|-----------|------|
|-----------------|-----------|------|

|             |                                                                                    |              |
|-------------|------------------------------------------------------------------------------------|--------------|
| Brandon Lee |  | Apr 14, 2026 |
|-------------|------------------------------------------------------------------------------------|--------------|



## APPENDIX B: 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.**

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](#).

|                                                                                                                                                                                                                      |                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | 1095                                                                                                                      |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A, we meet the requirement |
| <b>Kawananakoa Middle School Bell Schedule:</b> <a href="#">Kawananakoa MS Bell Schedule Worksheet</a>                                                                                                               |                                                                                                                           |