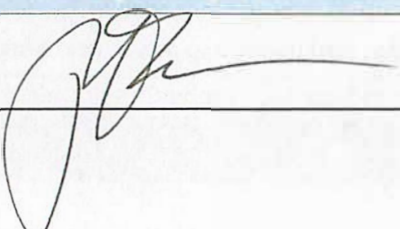



# McKinley High School Academic Plan SY 2025-2026

1039 S. King Street  
808-594-0400  
[www.mckinley.k12.hi.us](http://www.mckinley.k12.hi.us)

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

Submitted by Principal Ron Okamura	
	4/2/25

Approved by Complex Area Superintendent Linell Dilwith	
	4/8/25

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

## VIALE 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 9	SpringBoard ELA	See rows below	Phys. Sci: Glencoe Honors Bio: Glencoe	World History: Glencoe World History, Modern Times
Grade 10	SpringBoard ELA	See rows below	Biology: Glencoe	US History: Prentice Hall - United States History
Grade 11	SpringBoard ELA	See rows below	Environmental Science: Pearson Chemistry: Concepts & Applications - McGraw Hill/Glencoe	MHH: Bess Press - A History of Hawaii PID: Holt - American Civics
Grade 12	SpringBoard ELA	See rows below	Physics: Pearson Essentials of Human Phys: Pearson AP Bio: Campbell Bio - Pearson	Psychology: Prentice Hall - Psychology American Problems: CloseUp - Current Issues Sociology: Glencoe -

Sociology and  
You  
Economics:  
Cengage -  
Economics for  
Today  
AP US History:  
Rice  
University/Open  
Stax - US  
History  
AP Psychology:  
Rice  
University/Open  
Stax -  
Psychology

Geometry	—	HIDOE Geometry, Supplementing with Mathspace	—	—
Algebra I	—	HIDOE Algebra I, Supplementing with Mathspace	—	—
Algebra II	—	HIDOE Algebra II, Supplementing with Mathspace	—	—
AP Calculus	—	Calculus: Graphical, numerical, Algebraic AP edition 5th	—	—
AP Precalculus	—	Pearson Precalculus: Graphical Numerical, Algebraic Common Core Edition	—	—
Algebra III / Trigonometry	—	Glencoe Precalculus - Common Core Edition (2014) by Carter, Cuevas, Day, etc.	—	—
Modeling Our World 2	—	Mathematics: A Bridge to Algebra II	—	—

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12	Reading Plus	MathSpace	Gizmos	



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

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

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

☒ Panorama      ☐ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
9-12	I-Ready ▾ STAR, Reading Plus	I-Ready ▾ STAR

## IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: To be determined

Type of Next Action: To be determined

Year of Next Self-Study:

2031

**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.

### Priority Needs Identified by Comprehensive Needs Assessment

1	<p><b><u>Student Need:</u></b> Improve English Language Arts (ELA) and Mathematics proficiency, particularly among ELL and SPED students and Pacific Islander students.</p> <p><b><u>Root/Contributing Cause:</u></b> Limited targeted interventions and scaffolding for language acquisition.</p> <p>1A: 59% of students are proficient in ELA (LEI Kulia)</p> <p>1B: 31% of students are proficient in math (LEI Kulia)</p> <p>1C: 39% of students are proficient in science (LEI Kulia).</p> <p>1D: Disconnect between instruction and SBA or other standardized assessments - comparison of Infinite Campus (IC), SBA, and/or AP</p> <p>1E: Lack of differentiation to address the struggling students - Data Team Record Sheets</p> <p>1F: Lack of school-wide support to help students "bridge gaps" in core content knowledge - 20/20 IC gradebooks; TSI minutes</p> <p>1G: Lack of documented school contact for parental involvement - Panorama Support Notes</p> <p>1H: Lack of Universal Screener and other state assessment data analysis - Department minutes</p> <p>1I: Additional family support avenues are available especially for the ELL population (WASC 2025)</p> <p>1J: Need for more timely intervention especially with students struggling in 9th grade (WASC 2025)</p>
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2	<p><b><u>Student Need:</u></b> Reduce chronic absenteeism, particularly among Pacific Islander and ELL students</p> <p><b><u>Root/Contributing Cause:</u></b> Lack of engagement, socioeconomic challenges, and inconsistent parental involvement.ell</p> <p>2A: 27% of McKinley students are chronically absent;</p> <p>2B: Students do not have the rapport with their teacher(s) - Panorama Student Perception Survey</p> <p>2C: <a href="#">Attendance Policy</a> is not implemented schoolwide with fidelity - Panorama Support Notes &amp; Submitted Attendance Referrals</p> <p>2D: Low student engagement in classroom instruction - Panorama Student Perception Survey</p>
3	<p><b><u>Student Need:</u></b> Strengthen support for social-emotional learning (SEL) to improve student engagement and behavior.</p> <p><b><u>Root/Contributing Cause:</u></b> High stress levels, lack of SEL-focused interventions, and minimal structured student mentorship programs.</p> <p>3A: Favorable responses for social emotional health (well-being) indicators of McKinley students are at or below the HDOE norms:</p> <p>3B: Students not emotionally equipped for the rigor of high school - Panorama SEL, Wayfinder Waypoints</p> <p>3C: Lack of building connections and solid relationships - Panorama SEL, Wayfinder Waypoints</p> <p>3D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS) - McKinley HMTSS Blueprint</p>

Additional Considerations Identified by WASC Visiting Committee	
4	<p><b><u>Student Need:</u></b> Students need accelerated, data-driven instruction that closes the gap between their potential and their current achievement levels. (WASC 2025)</p> <p><b><u>Root/Contributing Cause:</u></b> the ineffective or inconsistent translation of data-driven insights from Data Teams into accelerated instructional practices,</p> <p>4A: a discrepancy between what its students are capable of, and what they are actually achieving</p> <p>4B: Data team data needs to be at the forefront of instructional practices</p> <p>4C: A need for acceleration, not just growth</p>
5	<p><b><u>Student Need:</u></b> increased access to timely and effective credit recovery opportunities, embedded within the school day, to improve graduation rates and close the gap with state averages, particularly for ELL, socioeconomically disadvantaged, and students with disabilities. (WASC 2025)</p>



	<p><b><u>Root/Contributing Cause:</u></b> Insufficient existing credit recovery programs</p> <p>5A: Lack of proactive intervention  5B: Systemic barriers for specific student groups  5C: Scheduling and resource constraints  5D: Lack of timely data analysis and response</p>
6	<p><b><u>Student Need:</u></b> a consistently structured and data-driven 20/20 intervention period that effectively addresses their academic, social-emotional, and safety needs. (WASC 2025)</p> <p><b><u>Root/Contributing Cause:</u></b> absence of a standardized, data-driven framework for the 20/20 Period, resulting in inconsistent implementation and an inability to measure its effectiveness as a Tier II intervention.</p>

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
1	<p><b><u>Targeted Subgroup:</u></b> ELL</p> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>1. Increase EL student exits using ACCESS testing:</li> <li>2. Increase student proficiency rates: 22% of EL students are proficient in ELA (WIDA)</li> <li>3. Increase SEL: social-emotional health (well-being): self-efficacy -</li> <li>4. Increase student engagement in classroom instruction</li> </ol>
2	<p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>1. Increase student proficiency rates: 14% of SpEd students are proficient in ELA; 6% of SpEd students are proficient in math; 7% of SpEd students are proficient in science.</li> <li>2. Increase SEL: social-emotional health (well-being): self-efficacy -</li> <li>3. Increase student engagement in classroom instruction</li> </ol>
3	<p><b><u>Targeted Subgroup:</u></b> Pacific Islanders</p> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>1. Increase student proficiency rates: 13% of Pacific Islander students are proficient in math; 13% of Pacific Islander students are proficient in science.</li> <li>2. Increase SEL: social-emotional health (well-being).</li> <li>3. Increase student engagement in classroom instruction</li> </ol>



## Priority 1 High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of <b>ninth</b> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A: 59% of students are proficient in ELA;  1D: Disconnect between instruction and SBA or other standardized assessments  1H: Lack of Universal Screener and other state assessment data analysis  KPI: ELA 2029 target 82.07%	1. Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. <b>(SW6)</b> 2. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. <b>(SW6)</b> 3. Analyze universal screener results (BOY & mid-year) to drive Additional Curriculum Support, including Reading Plus. <b>(SW6)</b> 4. Continue Tier 2 Instructional Strategy Professional Development (PDs) for the entire the faculty 5. Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet 6. Continue to distribute Tutorial Options to those who need more academic supports and are not attending tutoring  [Admin, ELA DC, ART]	<b>Initial Outcomes</b> Percent of ELA teachers using an approved viable curriculum.  <b>Intermediate Outcomes</b> ELA dept minutes;  Increase in STAR and/or Reading Plus assessment scores  ELA Data Team Record Sheets  ART Progress Monitoring Dashboard	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of <b>ninth</b> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1B: 31% of students are proficient in math;</p> <p>1D: Disconnect between instruction and SBA or other standardized assessments</p> <p>1H: Lack of Universal Screener and other state assessment data analysis</p> <p>KPI: Math 2029 target 38.74%</p>	<ol style="list-style-type: none"> <li>1. Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. <b>(SW6)</b></li> <li>2. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. <b>(SW6)</b></li> <li>3. Analyze universal screener results (BOY &amp; mid-year) to drive Additional Curriculum Support, including MathSpace. <b>(SW6)</b></li> <li>4. Implement identified Additional Curriculum Support in appropriate math classrooms.</li> <li>5. Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet .</li> <li>6. Continue to distribute Tutorial Options to those who need more academic supports and are not attending tutoring</li> </ol> <p>[Admin, Math DC, ART]</p>	<p><b>Initial Outcomes</b></p> <p>Percent of math teachers using an approved viable curriculum</p> <p><b>Intermediate Outcomes</b></p> <p>.Math teacher PD reflection and feedback</p> <p>Math department minutes; Increase in STAR Math and/or Mathspace assessment scores</p> <p>Math Data Team Record Sheets</p> <p>ART Progress Monitoring Dashboard</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A: 59% of students are proficient in ELA  1B: 31% of students are proficient in math  1C: 39% of students are proficient in science  1E: Lack of differentiation to address the struggling students  1F: Lack of school-wide support to help students “bridge gaps” in core content knowledge  1G: Lack of documented school contact for parental involvement  1H: Lack of Universal Screener and other state assessment data analysis</p> <p>KPI targets for Math 38.74%, ELA 82.07% and Science 43.44%</p>	<ol style="list-style-type: none"> <li>Expand English Learner (EL) PDs to include discussion and implementation of appropriate Instructional Strategies in Data Team Cycles. <b>(SW1, SW6)</b></li> <li>Implement EL strategies (Oracy and Quality Interaction) in all classrooms. <b>(SW1)</b></li> <li>Continue Tier 2 Instructional Strategy PDs for the entire the faculty</li> <li>Include Tier 2 and Oracy / Quality Interaction Instructional Strategies in the Data Team Record Sheet <b>(SW1)</b></li> <li>Identify academic growth barriers that prevent student achievement.</li> <li>All TSI Students will receive support through TSI 20/20 classes; math TSI students will be placed with their math teacher during 20/20. <b>(SW1)</b></li> <li>Monitor and follow-up on students not completing Universal Screener assessments by ELA/Math teachers, ELA/Math DC, and Testing Coordinator</li> <li>Institute and monitor bell work as a schoolwide practice.</li> <li>Continue to include supplemental support in order to “close gaps in content knowledge” (Reading Plus, Mathspace, Padlet, iReady, MyOn, Gizmos, Wayfinder, GiveThx, SlidesGo,) and analyze assessment and growth data each semester to determine modifications to increase student achievement</li> </ol> <p>[Admin, ART, CC, Registrar, EL Coordinator, Counseling Dept]</p>	<p><b>Initial Outcomes</b>  Bell Schedule;  STAR results  Assessment and Growth Data  Advisory Google Classroom;</p> <p><b>Intermediate Outcomes</b>  EL PD slidedeck; PD Feedback and Reflection Google Form  Data Team Record Sheets; Walkthrough Data  ART Progress Monitoring Dashboard  Data Team Record Sheets  Department / Academy Minutes;</p>	<p><input type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3A: Favorable responses for social emotional health (well-being) indicators of McKinley students are at or below the HDOE norms</p> <p>3B: Students not emotionally equipped for the rigor of high school</p> <p>3C: Lack of building connections and solid relationships]</p> <p>KPI On time graduation rate goal 90%</p>	<ol style="list-style-type: none"> <li>1. Continue Summer Bridge</li> <li>2. Explore Summer Bridge to include middle school credit recovery program(s) <b>(SW1)</b></li> <li>3. Develop &amp; implement an individual student-monitored graduation requirements chart in the PTP course requirements</li> <li>4. Implement annual graduation progress meeting between counselor and student</li> <li>5. Continue Grad on Time after school</li> </ol> <p>[Admin, CC, SLC, Registrar, Counseling Dept]</p>	<p><b>Initial Outcomes</b></p> <p>Increase in amount of Summer Bridge participants</p> <p>Increase in amount of Middle School Credit Recovery participants through Summer Bridge Program</p> <p>4-year PTP Pacing Guide</p> <p><b>Intermediate Outcomes</b></p> <p>Increase in amount of annual student-counselor progress meetings</p> <p>Increase percent of successful credit recovery through Grad on Time</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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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<p><b>1.1.6.</b> All students will receive support through a multi-tiered system for academics, behavior, social emotional and <u>physical health</u>.</p>	<p>6: absence of a standardized, data-driven framework for the 20/20 Period, resulting in inconsistent implementation and an inability to measure its effectiveness as a Tier II intervention.</p> <p>KPI target of</p>	<ol style="list-style-type: none"> <li>1. Develop and implement a standardized curriculum for the 20/20 Period, including specific intervention protocols for academic, social-emotional, and safety needs. <b>(SW1, SW6)</b></li> <li>2. Implement a consistent data collection system to track student progress during the 20/20 Period, including attendance, participation, and academic performance.</li> <li>3. Provide professional development for teachers on effective Tier II intervention strategies and data-driven instruction.</li> <li>4. The Academic Review Team will monitor and analyze relevant data on a quarterly basis to ensure all students receive comprehensive support through a multi-tiered system <b>(SW3)</b></li> </ol> <p>[Admin, CC, SLC]</p>	<p><b>Initial Outcomes</b> Percent of teachers trained to use new strategies</p> <p><b>Intermediate Outcomes</b> Walkthroughs to determine teacher implementation of curriculum</p> <p>Percent of student attendance and participation in interventions</p> <p>ART Team Minutes</p>	<p> <input type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>2A: 27% of McKinley students are chronically absent;</p> <p>3D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)</p> <p>2B: Students do not have the rapport with their teacher(s)</p> <p>2C: Attendance Policy is not implemented schoolwide with fidelity</p> <p>KPI goal of 153 days attended</p>	<ol style="list-style-type: none"> <li>1. Identify &amp; hire a qualified BSHA</li> <li>2. Outreach by school level BSHA and counselors will be consistently used to bring students back to school. <ul style="list-style-type: none"> <li>• Daily home visits</li> <li>• Parent meetings</li> <li>• Transportation to school</li> <li>• Micronesian club</li> <li>• Sports promotion- Volleyball/basketball /football</li> </ul> </li> <li>3. Revisit the attendance policy to include the use of monthly Panorama Data to address attendance needs; Policy to include responsibilities of teachers, departments, academies, etc.</li> <li>4. Distribute quarterly reminders to faculty to increase use of Panorama Support Notes (with 100% fidelity) - document communication with parent/guardian and actions taken to increase regular attendance</li> <li>5. Include awards, recognitions, and celebrations throughout the school year</li> <li>6. Include practices intended to deter student wandering during instructional time, for example lock-out and tardy pass</li> <li>7. Create Attendance team that meets regularly to make specific, data driven recommendations for students with attendance issues (WASC 2025) <b>(SW1)</b></li> </ol>	<p><b>Initial Outcomes</b> Revised Attendance Policy</p> <p><b>Intermediate Outcomes</b> ART Progress Monitoring Dashboard</p> <p>Panorama Support Notes</p> <p>Dept/Academy Minutes</p>	<p><input type="checkbox"/> WSF, \$</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>



		[Admin, ART, Counseling Dept]		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	3D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)	<ol style="list-style-type: none"> <li>1. Develop &amp; implement school-wide Positive Behavioral Interventions and Supports (PBIS)</li> <li>2. Continue GiveThx pilot in select McKinley classrooms—go schoolwide if possible.</li> <li>3. Revise Tiger PRIDE poster to include General Learner Outcomes (GLOs) and <a href="#">Nā Hopena A'o</a> (HĀ)</li> <li>4. Reference Tiger PRIDE in all campus environments</li> </ol> <p>[Admin, HMTSS Team, ART, Counseling Dept]</p>	<p><b>Initial Outcomes</b> HMTSS Blueprint &amp; minutes</p> <p><b>Intermediate Outcomes</b> ART Progress Monitoring Dashboard;  9th grade team minutes;  Health/PE Dept minutes  Walkthrough Data</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	3D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports (PBIS)]	<ol style="list-style-type: none"> <li>1. Expand Ha training and support for all educators</li> <li>2. Align HĀ with Tiger PRIDE and GLOs</li> <li>3. Continue GiveThx pilot in select McKinley classrooms—go schoolwide if possible.</li> </ol> <p>[Admin, HMTSS Team, ART, Counseling Dept]</p>	<p><b>Intermediate Outcomes</b> ART Progress Monitoring Dashboard  HMTSS minutes  9th grade team minutes;  Health/PE Dept minutes</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2D: Low student engagement in classroom instruction 3B: Students not emotionally equipped for the rigor of high school 3C: Lack of building connections and solid relationships</p> <p>KPI Post secondary education and Training goal 55%</p>	<ol style="list-style-type: none"> <li>1. Include opportunities in career, community, and civic engagement for students through their academy pathways</li> <li>2. Continue to require club members to complete regular community service projects</li> <li>3. Continue community partnerships</li> </ol> <p>[Admin, SLC, Academy Leads, SAC]</p>	<p><b>Intermediate Outcomes</b></p> <p>Academy minutes</p> <p>Student Activities Action Plan &amp; minutes</p>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>

<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>2D: Low student engagement in classroom instruction 3B: Students not emotionally equipped for the rigor of high school 3C: Lack of building connections and solid relationships</p>	<p>1. Engage in annual K-12 articulation with McKinley Complex schools</p> <p>[Admin, SLC, Counseling Dept]</p>	<p><b>Intermediate Outcomes</b></p> <p>Department minutes</p> <p>Academy minutes</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>3C: Lack of building connections and solid relationships 3D: Lack of school-wide implementation of Positive Behavioral Interventions and Supports</p>	<p>1. Develop &amp; implement an individual student-monitored graduation requirements chart in the PTP course requirements 2. Continue opportunities for students to explore post-high school careers &amp; education through academies 3. Develop a system to collect feedback on current PTP lessons/curriculum in order to make appropriate revisions</p> <p>[Admin, ART, Transition Program Coordinator]</p>	<p><b>Initial Outcomes</b></p> <p>PTP Pacing Guide</p> <p><b>Intermediate Outcomes</b></p> <p>Academy minutes</p> <p>PTP Action Plan &amp; Minutes;</p> <p>ART Progress Monitoring Dashboard</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



<p>Op1.3.x Students have increased access to timely and effective credit recovery opportunities, embedded within the school day, to improve graduation rates and close the gap with state averages, particularly for ELL, socioeconomically disadvantaged, and students with disabilities. (WASC 2025)</p>	<p>Insufficient existing credit recovery programs (WASC 2025)</p> <p>5A: Lack of proactive intervention 5B: Systemic barriers for specific student groups 5C: Scheduling and resource constraints 5D: Lack of timely data analysis and response</p> <p>KPI Extended High School Completion of 90%</p>	<p>1. Incorporate a credit recovery period for students who are credit deficient during the regular school day with the use of the online credit recovery platform (WASC 2025) <b>(SW1)</b></p> <p>[Principal, registrar, counselors]</p>	<p><b>Initial Outcomes</b> Master Schedule</p> <p>Student enrollment in CR classes</p> <p><b>Intermediate Outcomes</b> Completion rate of CR classes</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:____, \$  <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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	2D: Low student engagement in classroom instruction - Panorama Student Perception Survey  5B: Systemic barriers for specific student groups	<ol style="list-style-type: none"> <li>Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> <li>State/District EL course offerings</li> <li>University courses</li> </ul> </li> <li>Expand PD offerings to faculty &amp; staff to provide, based on teacher expertise and/or certification: NEA EL Microcredentials PD sessions, opportunities to complete College of Education courses</li> </ol> [Admin, EL Coordinator, ART]	<b>Initial Outcomes</b> McKinley Comprehensive EL Plan  <b>Intermediate Outcomes</b> ART Progress Monitoring Dashboard	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>2.1.2.a: By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating</p>	<p>4A: a discrepancy between what students are capable of, and what they are actually achieving</p> <p>4B: Data team data needs to be at the forefront of instructional practices</p> <p>4C: A need for acceleration, not just growth</p>	<ol style="list-style-type: none"> <li>1. In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> <li>• EL PD</li> <li>• Prime Math PD- collab coaching, gr 9(Math teachers only)</li> <li>• NGSS inservice- Boseman(science teachers only)</li> <li>• Feedback from regular walkthroughs</li> <li>• Individual supports targeting individual needs</li> <li>• Opportunities to observe effective teachers during instruction</li> </ul> </li> <li>2. Provide individual admin support to on-cycle EES, probational, and marginal teachers</li> <li>3. Expand PD offerings to faculty &amp; staff to provide, based on teacher expertise and/or certification: NEA EL Microcredentials PD sessions, opportunities to complete College of Education courses</li> <li>4. Continue to build on the implementation of Data Teams and the use of collected data to drive and inform instructional practices. (WASC 2025)</li> </ol> <p>[Admin]</p>	<p><b>Intermediate Outcomes</b></p> <p>ART Progress Monitoring Dashboard;</p> <p>EL Department Action Plan &amp; Minutes</p> <p>Admin minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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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## Priority 3

### Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.   <i>Required for all schools.</i>	100% of SCC positions are currently filled	1. Principal will message the importance of this advisory group to all stakeholders in October 2025 explaining roles/responsibilities.. 2. Elections will be held on Nov 1, 2025. 3. Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. 4. Upload monthly SCC agenda & minutes to school website.  [Admin, SCC]	<b>Intermediate Outcomes</b> SCC Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	1I Additional family support avenues are available especially for the ELL population (WASC 2025)  1J Need for more timely intervention especially with students struggling in 9th grade (WASC 2025)	1. Expand and explore ways to communicate student achievement to parents (WASC 2025)  [Admin, teaching faculty, counselors]	<b>Intermediate Outcomes</b> ART Progress Monitoring Dashboard;  EL Department Action Plan & Minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Other Systems of Support

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Op 1.1 Pursue NCAC certification for 9th grade academy (WASC 2025)	1J Need for more timely intervention especially with students struggling in 9th grade (WASC 2025)	Continue process with 9th grade academies to achieve NCAC certification including the following activities: <ol style="list-style-type: none"> <li>1. Evaluate the NCAC NSOP to complete a self-assessment with gap analysis</li> <li>2. Schedule a visit and baseline assessment with NCAC</li> <li>3. Develop an action plan</li> <li>4. Build stakeholder support</li> <li>5. Establish data collection and analysis processes (SW6)</li> </ol> [Admin, Academy coordinator, 9th grade houses]	<b>Initial Outcomes</b> NSOP and gap analysis  Written Action plan  Written Data collection processes  <b>Intermediate Outcomes</b> 9th grade academy minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases McKinley High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

<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>	1143
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	no
<b>Bell Schedule:</b> <a href="#">McKinley Bell Schedule SY24-26</a>	