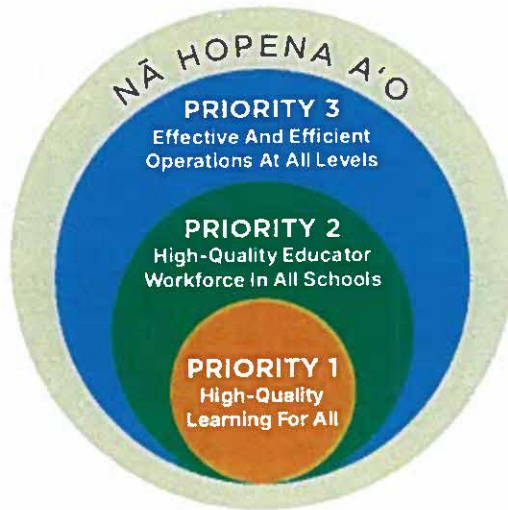
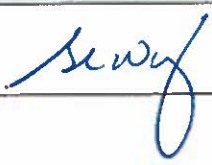




Roosevelt High School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Sean Wong	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	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	English Language Arts	Grade Level(s)/Course Name	Mathematics
ELA Grade 9-12	California Expository Reading and ... ▾	Algebra 1, Geometry, Algebra 2	enVision A/G/A ▾
		Algebra 3 / Trigonometry	Other: ▾ Algebra and Trigonometry by Blitzer / Pearson
		Precalc	Other: ▾ Trigonometry by Larson, Hostetler & Analytic Geometry by Fuller / Addison-Wesley Pub
		Calculus	Other: ▾ Thomas' Calculus Early Transcendentals 13th Ed. by Thomas / Weir / Hass / Pearson
		Probability / Statistics	Other: ▾ Elementary Statistics by Larson / Pearson
		AP Statistics	Other: ▾ The Practice of Statistics 4th Ed. by Starnes & Math Medic
		Honor Geometry	Teacher Created ▾
		Honor Algebra 2	Teacher Created ▾

Science (Viable Curriculum List)		Social Studies	
Grade Level(s)/Course Name	Viable Curriculum	Grade Level(s)/Course Name	Viable Curriculum
Chemistry	Curriculum aligned to NGSS standards. (Chemistry by Holt, 2004 edition; Living by Chemistry by Angelica Stacy 2018;	9th/Modern History of Hawaii	HCSS (A History of Hawaii 3rd Ed. by Leah Tau -Tassill, Linda K. Menton, and Eileen H. Tamura 2016)
Conceptual Physics	Conceptual Physics by Paul Hewitt 2002; Exploring our Fluid Earth -	9th/ Participation in Democracy	HCSS (Government Alive! Power,

	University of Hawaii;		Politics and You by Diane Hart 2020)
Physics	Physics: Principles & Problems, 2017.,	10th/ US History	HCSS (American Nation by Paul Boyer 2003)
Biology	CK-12 Biology for High School; Miller & Levine Biology Prentice Hall By Kenneth R. Miller	11th/ World History	HCSS (World History OER Project by Elisabeth Gaynor Ellis, Anthony Esler, Trevor Getz 2009,2026)
Chemistry	CK-12 Chemistry;	AP Psychology	College Board (Myers Psychology for the AP Course , 4th Ed. by David Myers)
Science SPED	Teacher-developed curriculum for Science SPED;	AP World History	College Board (The Earth and Its Peoples by Bulliet, Richard, etl. Al 2019)
Science EL	CK-12 Biology for High School; Miller & Levine Biology Prentice Hall By Kenneth R. Miller With additional scaffolding strategies for English language development.	AP US History	College Board (Fabric of a Nation Ed.2 by Jason Stacy & Matthew Ellington 2024)
		AP Economics	

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.			
English Language Arts (include Grade Level(s)/Course Name)	Mathematics (include Grade Level(s)/Course Name)	Science (include Grade Level(s)/Course Name)	<u>Social Studies</u> (include Grade Level(s)/Course Name)
i-Ready Reading Supplemental lessons for J English 9-12 classes	Alg 1 - Algebra 1 by McDougal-Littell		
	Geom - Geometry by Larson et al		
	Alg 2 - Algebra 2 by McDougal-Littell		

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 9-12	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:

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:
- ☒ [Current Western Association of Schools and Colleges \(WASC\) report](#)

Year of Last Visit: 2024

Type of Last Visit: Progress Report & Visit -

Year of Next Action: March 1-4, 2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027

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 needs and root/contributing cause for ease of cross-referencing.

- | | |
|---|---|
| 1 | <p>Student Need: ELA proficiency has steadily declined from 71.4% to 58.8% since 2021, representing a 12.6 percentage-point drop over the past five years. i-Ready diagnostic data further confirms this trend, showing that a large portion of students are reading three or more grade levels below their current grade placement. Students need to learn how to apply active reading strategies to determine meanings of contextualized vocabulary, identify main ideas, and make inferences so that they can improve their overall ELA proficiency as reflected in SBA and i-Ready diagnostic scores.</p> <p>Root/Contributing Cause:
 1A Lack of Systematic Data-Driven Instructional Leadership: There is no standardized "rhythm" for how teams look at data. Without a structured expectation for review, ELA instruction remains static rather than responsive to the declining proficiency rates. (3A.2, 1B.1, 2C.2)</p> <ul style="list-style-type: none"> • Instructional teams do not meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction. (3A.2) • The Leadership Team does not consistently monitor the school's progress toward established goals or maintain a unified focus on student learning outcomes. (1B.1) • The Leadership Team does not systematically monitor the implementation of instructional programs or provide timely feedback to teachers based on performance data. (2C.2) |
|---|---|

1B Absence of a Guaranteed and Viable Curriculum: Teachers are working in silos. Without a unified document aligning standards, curriculum, and assessment, the “rigor” of ELA varies from classroom to classroom. (3B.12, 3B.2, 3A.1)

- Instructional teams have not fully developed or documented a standards-based curriculum for each subject and grade level. (3B.12)
- Teachers are not guided by a singular, cohesive document that aligns standards, curriculum, instruction, and assessment across the department. (3B.2)
- The school does not consistently review implementation data to ensure that the intended curriculum is being delivered with fidelity in every classroom. (3A.1)

1C Inconsistent Implementation of Tiered Literacy Interventions: With 45% of students performing 3+ years behind, core instruction (Tier 1) is insufficient. There is a lack of school-wide framework to provide the intensive strategies needed for low-performing cohorts. (1C.4, 3A.3, 3B.5)

- The school lacks a consistent, three-tiered support framework to identify and respond to student performance gaps in a timely manner. (1C.4)
- Instructional teams do not use student learning data to design fluid, flexible instructional groupings that respond to specific student needs. (3A.3)
- There is a lack of consistent use of scaffolded instructional experiences to bridge multi-grade-level gaps for students performing significantly below grade level. (3B.5)

1D Fragmented Approach to Disciplinary Literacy and Vocabulary: Vocabulary development is being treated as an isolated ELA task rather than a school-wide necessity. Students are not receiving enough exposure to contextualized vocabulary across content areas. (3B.13, 3B.11/12, 2B.4)

- Teachers across all subject areas do not consistently emphasize general or subject-specific vocabulary development in their curriculum or daily pacing. (3B.13)
- There is an insufficient emphasis on specific reading skills and “reading to learn” strategies across the broader curriculum. (3B.11/12)
- Ongoing teacher training and support for literacy-based instruction are not consistently provided to teachers outside of the ELA department. (2B.4)

1E Underdeveloped Professional Capacity for Evidence-Based Literacy Instruction: Professional development is not translating into classroom practice. There is a gap between “theory” and “implementation” regarding active reading strategies, particularly for SPED and EL populations. (3B.10, 2B.4, 2B.6)

- Instructional practices are not consistently grounded in evidence-based strategies or research-proven literacy frameworks. (3B.10)
- The school does not provide ongoing, differentiated teacher training and job-embedded support to ensure all staff can effectively implement active reading strategies (2B.4)
- Professional development is not monitored or evaluated for fidelity, application, or its actual impact on student ELA scores. (2B.6)

Student Need: Persistent Math Achievement Challenges: Students demonstrate persistent and significant gaps in mathematical proficiency, particularly in Algebra and Algebraic Thinking, with a disproportionate impact on students with disabilities, Native Hawaiian, Pacific Islander, and English Learner students.

Over the past three years, Mathematics SBA proficiency at RHS has declined from 36.2% to 32.8%, consistently remaining below state and complex averages. Critical gaps exist for our targeted populations; Students with disabilities (SPED) have maintained a 0% proficiency rate, and Native Hawaiian student proficiency fell from 20.4% to 12.5%. While both Pacific Islander and EL proficiency rates have increased in the most recent year, there is still a large proficiency gap (Pacific Islander: 15.2%, EL: 7.8%). Universal screener data corroborates these challenges, revealing that 45% of our students perform three or more grade levels below their current placement, with Algebra and Algebraic Thinking as the area of greatest concern.

Root/Contributing Cause:

2A Insufficient Systems to Monitor and Support Intervention Implementation: There is a lack of consistent systems and processes to identify students' performance needs, monitor intervention fidelity, and address instructional performance issues, resulting in inequitable outcomes for students. These systemic gaps are directly reflected in the persistent decline in Math SBA proficiency from 36.2% to 32.8%, the 0% proficiency rate for students with disabilities, and the significant drop in Native Hawaiian student proficiency from 20.4% to 12.5%. Without a consistent three-tiered support framework and data-informed decision-making processes, the school is unable to respond to student needs in a timely and equitable manner. (1B.1, 1C.3, 1C.4, 2C.2)

- Insufficient monitoring of intervention implementation to ensure strategies are being carried out with fidelity. (1B.1)
- Data is not being used consistently to identify and respond to students' needs. (1C.3)
- Lack of a consistent three-tiered support framework to identify and respond to students' performance in a timely manner. (1C.4)
- Lack of a systematic process to address instructional performance issues when they are identified. (2C.2)

2B Absence of a Guaranteed and Viable Curriculum: The Mathematics Department lacks a consistent, schoolwide instructional approach because a unified, viable curriculum has not been implemented with fidelity. While a resource (Kendall Hunt) was previously selected, it was not utilized consistently across the department, leading to instruction that varies widely and is not always aligned with grade-level standards.

- Strategies are chosen without evidence of need. (1C.3)
- Instructional quality varies widely across classrooms. (2B.4)
- Instruction varies widely and is not consistently aligned to standards. (3B.1)
- Lesson content and expectations vary even within the same grade. (3B.2)

2C Core Instructional Program is Not Consistently Standards-Aligned, Data-Informed, or Responsive to Student Needs: Even where curriculum resources exist, math instruction across classrooms is not consistently data-informed or responsive to real-time student performance. Teachers are not regularly using formative data to adapt lessons, differentiate instruction, or accelerate progress for students performing significantly below grade level. As a result, persistent and widening achievement gaps remain, particularly for students with disabilities (0%), Native Hawaiian students (12.5%), Pacific Islander students (15.2%) and EL students (7.8%), and for the 45% of students performing three or more grade levels below grade level. (3A.2, 3A.5, 3B.4, 3B.10)

- Instruction is not responsive to real-time student performance. (3A.2)

- Lessons are not closing gaps or accelerating progress. (3A.5)
- Wide achievement gaps persist among subgroups. (3B.4)
- Instructional practices vary widely and aren't always effective. (3B.10)

2D Lack of Scaffolded, Engaging, and Extended Learning Opportunities to Bridge Multi-Grade-Level Gaps: There is a lack of consistent scaffolded instructional experiences, cooperative learning structures, and extended learning opportunities, particularly for students performing three or more grade levels below placement, to access and engage with rigorous math content. These gaps are of particular concern given that 45% of students perform three or more grade levels below placement, and students with disabilities have maintained a 0% proficiency rate — suggesting that current core instruction alone is insufficient to bridge multi-grade-level gaps without additional scaffolded and extended learning supports. (1C.4, 3B.5, 3B.6, 3C.1)

- The school lacks a consistent, three-tiered support framework to identify and respond to student performance gaps in a timely manner. (1C.4)
- Students with IEP's or 504s are not making expected gains. (3B.5)
- Limited use of cooperative learning structures that could support peer-to-peer mathematical discourse and problem-solving processes. (3B.6)
- Limited extended learning opportunities to support students performing 3+ grade levels below. (3C.1)

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

1	<u>Targeted Subgroup:</u> IDEA/ Special Education (SPED) <u>Identified Student Need(s):</u> a. Close the ELA achievement gap (58.6% - 17.6% = 41 points) b. Close the Math achievement gap (32.8% - 0% = 32.8 points) c. Close the Science achievement gap (51.2% - 7.6% = 43.6 points) d. Increase regular attendance (77.1% vs 85.7% overall)
2	<u>Targeted Subgroup:</u> Native Hawaiians <u>Identified Student Need(s):</u> a. Close the ELA achievement gap (58.6%-32.6% = 26 points) b. Close the Math achievement gap (32.8%- 12.5% = 20.3 points) c. Close the Science achievement gap (51.2% - 19.3% = 31.9 points) d. Increase regular attendance (72.9% vs 85.7% overall)
3	<u>Targeted Subgroup:</u> Pacific Islanders <u>Identified Student Need(s):</u> a. Close the ELA achievement gap (58.6%-27.7% = 30.9 points) b. Close the Math achievement gap (32.8%- 17.6% = 15.2 points) c. Close the Science achievement gap (51.2% - 0% = 51.2 points) d. Increase regular attendance (62.8% vs 85.7% overall)
4	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> a. Close the ELA achievement gap (58.6%- 5% = 53.6 points) b. Close the Math achievement gap (32.8%- 25% = 7.8 points) c. Close the Science achievement gap (51.2% - 31.2% = 20 points)

Language Arts Proficiency by Subgroups (KPI 1)			
<i>Percent of students demonstrating proficiency on statewide language arts assessments</i>			
	2022-23	2023-24	2024-25
All students	66.3%	64.2%	58.6%
Low SES/Economically Disadvantaged	58.9%	55.9%	48.8%
IDEA/Special Education	6.6%	22.2%	17.6%
English Learners	0%	0%	5%
Native Hawaiian	45.4%	42.5%	32.6%
Pacific Islander	46.6%	11.7%	27.7%
<i>Data Source: ARCH ADC</i>			

Math Proficiency by Subgroups (KPI 2)			
<i>Percent of students demonstrating proficiency on statewide math assessments</i>			
	2022-23	2023-24	2024-25
All students	36.2%	32.6%	32.8%
Low SES/Economically Disadvantaged	29.2%	25.8%	31.7%
IDEA/Special Education	0%	0%	0%
English Learners	0%	12.5%	25%
Native Hawaiian	20.4%	10%	12.5%
Pacific Islander	6.6%	0%	17.6%
<i>Data Source: ARCH ADC</i>			

Science Proficiency by Subgroups (KPI 3)			
<i>Percent of students demonstrating proficiency on statewide science assessments</i>			
	2022-23	2023-24	2024-25
All students	37.2%	40.6%	51.2%
Low SES/Economically Disadvantaged	30.4%	36.1%	39.7%
IDEA/Special Education	6.4%	5.6%	7.6%
English Learners	0%	5.5%	0%
Native Hawaiian	17.3%	14.5%	19.3%
Pacific Islander	12%	18.1%	31.2%
<i>Data Source: ARCH ADC</i>			

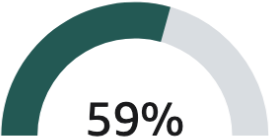
Regular Attendance (KPI 5)			
<i>Percent of students attending school regularly (i.e., absent 17 or fewer days)</i>			
	2022-2023	2023-24	2024-25
All Students	86.9%	83.8%	85.7%
Low SES/Economically Disadvantaged	82.7%	77.6%	80.2%
IDEA/Special Education	77.1%	77.3%	77.1%
English Learners	87.8%	72.9%	84%
Native Hawaiian	76.2%	72%	72.9%
Pacific Islander	70.1%	59.4%	62.8%
<i>Data Source: ARCH ADC</i>			



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.

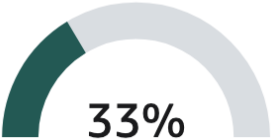
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring 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 for enabling activities.</i>
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Reading Proficiency 1.1.2. All students read proficiently, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. Strategic Plan Key Performance Indicator (KPI) 1 target: Increase ELA proficiency from 58.6% to 71.35%, a 12.75% increase to reach the 2029 school <u>target</u> of 76.36% proficient. KPI 1: Language Arts Proficiency Percent of students demonstrating proficiency on statewide language arts assessments  59% School Year: 2024-25	1A, 1B	EA 1.1.2 (1) Curriculum Maps and Pacing Guides All ELA courses have current, grade-level-aligned curriculum maps developed from our new viable curriculum. Maps will include priority standards, student learning objectives, and instructional strategies, as well as aligned pacing guides (key activities to support a viable curriculum instructional arc). Pacing guides will also include a column to notate data findings and adjustments for future reference. Accountable Lead: ELA DH, Mariconda	Quarter 1: 100% of the ELA department will have 2026-27 curriculum maps and pacing guides linked to the department matrix. Quarter 2 - 4: 100% of the curriculum maps will be updated following dept/CIA meetings. 100% of ELA teachers and their co-teachers (EL and SPED) will conduct quarterly peer observation focused on priority standard instruction (RI.1, W.1) (Google Form for feedback) - ELA Admin will visit 100% of ELA teachers, observing for curriculum look-fors (Google Form for feedback)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ \$9,000 Stipend/Sub Days
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	1C	EA 1.1.2 (2) Universal Screener Implement, assess, and monitor student reading proficiency by analyzing Universal Screener and formative assessment data in grade-level data teams. Accountable Lead: ELA DH, Mariconda	1. Bi-annual analysis of Universal Screener data (e.g., i-Ready Reading) 100% of ELA grade level teams will meet twice during the school year (Q1, Q3) to analyze i-Ready Reading data, identify a targeted reading need, and select/implement a Tier 1 strategy to address that need. 2. Increase student reading proficiency The percentage of 9th-grade students scoring at or above the 9th-grade proficiency benchmark on the end-of-year (spring) Universal Screener will increase from 36.5% to 41.5%.	
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	1C, 1D, 1E	EA 1.1.2 (3) Targeted Support Systematically identify and support students via “Student Proficiency Tracking” <i>1. Determine the definition and criteria for student selection</i> a) Students scoring <u>one grade level below</u> on i-Ready Reading Screener (have specific skill misconceptions) Lei Kulia Data: - AR – Grade 11 - Grade 10: B - SBA Grade 8: 2,688 / Level 4 (1 pt) - i-Ready Reading Winter ‘25: - i-Ready Reading Spring ‘26: b) Students scoring <u>two levels below</u> grade level Data Points: - SBA Grade 8 - i-Ready Reading data for the previous full school year - i-Ready Reading data for Q1 <i>2. Provide training to support students</i> Teach the ELA department how to identify Tier 2 students using specific criteria and develop a tracking method to target and monitor them. These students: - Score below proficiency in reading on the first universal screener test AND	1. Student Growth Target: 90% of ELA 9 students identified for Tier 2 support will show growth (e.g., 2+ points) on a common ELA 9 reading skills assessment between the pre- and post-test. 2. Tier 2 Exit Criteria (Individual Student Success): Students will exit Tier 2 support when they meet one of the following criteria: - Meet the 9th-grade proficiency benchmark on the Universal Screener (post-screener). - Demonstrate proficiency on a post-intervention reading diagnostic (e.g., a grade-level passage comprehension check or data team post-assessment). 3. Bi-Weekly Monitoring and Adjustment: Monitor student performance bi-weekly and update tracking sheets. Data teams will meet bi-weekly to analyze student work and document specific actionable instructional adjustments. 4. Attendees will implement strategies and conduct peer observations to provide feedback for reflection.	
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		- Demonstrate a critical reading skill deficit on a common formative assessment (CFA) (e.g., inferring, determining main ideas, summarizing) 3. Attend Literacy Conference A cohort from Roosevelt High School will attend the “Plain Talk” Literacy Conference in 2027. The team of teachers will bring back a minimum of two strategies to train teachers in key departments (ELA, EL, SPED). - Conference Fee: \$799 x 8 attendees = \$6,392 - Estimated travel cost (airfare/hotel): \$1500 x 8 attendees = \$12,000 Accountable Lead: ELA DH, Mariconda + Curriculum Coordinator, Data Coach, Literacy Coaches, and RHS ELA Admin		
	1C	EA 1.1.2 (4) Data Teams Implement quarterly data team cycles to support strong Tier 1 literacy instruction. Accountable Lead: FI/DT Committee, Konishi	1. Quarterly CIA Data Team Templates • Q1: RI.1 • Q2: W.1 • Q3: RI.1 • Q4: W.1 2. Quarterly updates to Curriculum Maps and Pacing Guides	

Mathematics Proficiency 1.1.3. All students are proficient in mathematics, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Strategic Plan Key Performance Indicator (KPI) 2 target: Increase Math proficiency from 32.6% to 40.84 %, a 8.24% increase to reach the 2029 school <u>target</u> of 45.43% proficient. KPI 2: Math Proficiency Percent of students demonstrating proficiency on statewide math assessments  School Year: 2024-25	2A, 2B, 2C	EA 1.1.3 (1) Curriculum Maps & Pacing Guides: All math courses have a current grade-level curriculum map, developed from a viable curriculum (enVision A/G/A). Curriculum maps will include priority standards, student learning objectives, and instructional strategies, as well as aligned pacing guides (key activities that support a viable instructional curriculum). Curriculum maps/pacing guides will also include a column to notate data findings, adjustments, and the specific differentiated instructional strategies, scaffolds, and inclusive practices (e.g. modeling, graphic organizers, or modified tasks) utilized to meet the academic needs of our targeted populations (SPED, Native Hawaiian, Pacific Islanders, and EL students). Accountable Lead: Math DH, Nichols, EL DH, Ruan, SPED DH, Hayashi	Quarter 1: 100% of the Math department will have 2026-27 curriculum maps linked to the department matrix. Quarter 2 - 4: 100% of the curriculum maps will be updated following dept/CIA meetings.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ \$6,000 Sub/Stipend Days
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	2A, 2B, 2C, 2D	EA 1.1.3 (2) Universal Screener Instructional Teams & Co-Teachers (Math, EL, SPED) will meet to review, collect, and analyze real-time universal screener (i-Ready) results along with common formative assessment (CFA) scores. Accountable Leads: Math DH, Nichols, SPED DH, Hayashi, & EL Coordinator, Ruan	Universal Screener Completion: At least 95% participation rate for RHS's targeted populations on the Fall i-Ready Math diagnostic.	
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	2A, 2C, 2D	EA 1.1.3 (3) Targeted Support The Instructional Teams & Co-Teachers will systematically identify and support students via student proficiency tracking, specifically identify gaps in Algebra and Algebraic Thinking for RHS's targeted populations (SPED, Native Hawaiian, Pacific Islanders, and EL students) to: • Deliver differentiated, standards-aligned instruction within all classrooms. • Deliver targeted Tier 2 support during class (e.g., small group instruction) Accountable Leads: Math DH, Nichols, SPED DH, Hayashi, & EL Coordinator, Ruan	Targeted Identification: Instructional Teams & Co-Teachers will generate a roster of students with the following criteria: • Performing three or more grade levels below in Algebra and Algebraic Thinking on i-Ready diagnostic assessment • CFA results • Teacher observations (August 2026) Monitor: Quarter 1 • Growth Targets: Targeted (tier 2) group identified, and individual growth targets created for the end of the school year Quarter 2 • Monitor: Data Coach & CC will conduct walkthroughs regularly in 100% of the inclusion/resource/J math classes to collect data on the use of differentiated instructional strategies (e.g., scaffolds, graphic organizers, modeling, etc.). Data collected will be shared with observees and accountable leads. Duration: Q2 - Q4	
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			• Data Review: Instructional teams & co-teachers will analyze CFA data to determine if targeted students are proficient in the specific Algebra & Algebra Thinking standards taught in the previous quarter. Duration: Q2 - Q4 Quarter 3 • Winter i-Ready diagnostic: 80% of the target students are meeting or exceeding their <u>individual growth targets</u>. Quarter 4 • Final i-Ready diagnostic: 100% of the target students are meeting or exceeding their <u>individual growth targets</u>. Documentation (Draft): Tier 2 Identification Spreadsheet	
	2A, 2B, 2C	EA 1.1.3 (4) Data Teams Implement quarterly data team cycles to support strong Tier 1 instruction. Accountable Lead: FI/DT Committee, Konishi	1. Quarterly CIA Data Team Templates 2. Quarterly updates to Curriculum Maps and Pacing Guides	

	2C, 2D	EA 1.1.3 (5) Math Workshop: A targeted group of high-need 9th-grade students without current supports in place (EL & SPED) will be identified and placed concurrently in Math Workshop for targeted Algebra intervention. Accountable Lead: Math DH, Nichols & Math Workshop teacher	Quarter 1: 100% of identified high-need 9th graders will be officially rostered and enrolled in the Math Workshop class by August 20, 2026. Quarter 2, 3, 4: - Monitor individual progress toward end-of-year targeted goals.	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A, 1B, 1C, 2C, 2D	EA 1.1.4 (1a - EL) SAVI-Method: Prioritize equitable academic growth for EL students in core subjects through the continuation and enhancement of J-classes; SAVI methods will be embedded in all J classes to support J students' literacy skills. Accountable Lead: EL Coordinator, Ruan	EA 1.1.4 (1a -EL) • Data Team progress monitoring: ○ student work analysis ○ baseline (CFA) data ○ targeted strategy ○ common summative assessment results	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
		EA 1.1.4 (1b - EL) Monitor Progress: Use multiple data points to monitor the academic progress of EL students in J-sections, including: • WIDA ACCESS scores • Classroom performance data • Standardized test scores • i-Ready scores Students will reflect on their learning progress when they receive their testing scores. Accountable Lead: EL Coordinator, Ruan	EA 1.1.2 (1b - EL) • Baseline (CFA) data (pre- and post-tests) • Students' annual reflection survey • SummitK12: Q1, Q2, and Q4 data	

		EA 1.1.4 (1c - EL) Professional Development: • Provide ongoing professional development to the J-team (content-area and EL teachers involved in J-sections) and faculty members. • Integrate follow-up structures to ensure strategies are practiced and refined Accountable Lead: EL Coordinator, Ruan	EA 1.1.2 (1c - EL) • Sign-in sheet for each PD section • EL Showcase website (product of each strategy that is implemented in the J classes)	\$6,000 Stipend/Sub Days for PD (42102)
		EA 1.1.4 (2a - SPED) Professional Development: Provide professional development to all SPED Department members in research-based inclusive instructional practices and targeted support • Attend the Council for Exceptional Children (CEC) Conference Conference cost for 6 participants: \$3,660 (\$609/participant) Air and Hotel: \$6,000 + \$3,500 + \$9,500 Accountable Lead: SPED DH, Hayashi	EA 1.1.4 (2a -SPED) 1. Data team cycle with selected strategy from professional development 2. Peer Observations & Coaching Walk	SPPA/WSF \$25,000 for travel and sub Days for CEC \$9,000 for Sub pull out days for PD or teacher collaboration

		EA 1.1.4 (2b- SPED) Implementation Documentation: Train teachers to systematically implement accommodations and modifications as outlined in IEPs. Accountable Lead: SPED DH, Hayashi	EA 1.1.4 (2b - SPED) 1. Classroom observations -100% of observed lessons where there were documented accommodations/modifications for SPED students were appropriately in place. 2. Special Education Student Survey / Interview - 100% of students surveyed stated they are consistently receiving the supports listed in their IEPs in all of their classes.	
		EA 1.1.4 (3a - High-Risk Students): Targeted Support: Prioritize targeted support for high-risk students, focusing on the ABCs (Attendance, Behavior, and Course Marks) as need indicators. Accountable Lead: At Risk Counselor DH, Aweau	Attendance: Decrease chronic absenteeism Behavior: Decrease the number of incidents Grades: Monitor grades on Infinite Campus	
1.1.5. Transition: All students transition successfully at critical points, from elementary to middle school, middle to high school.	1C, 2D	EA 1.1.5 (1a) Provide support services (tracking, counseling, mandatory Rider Time) for 9th graders who are failing 2 or more courses throughout the year. Accountable Lead: Counseling DH, Aweau	Increase the 9th-grade promotion rate from 96.0% to 97.0%	n/a

		EA 1.1.5 (1b) Transition meeting with elementary, middle, and high school counselors. (ART: April May-into summer this occurs) Accountable Lead: SPED DH, Hayashi	Information on 100% of students who receive SPED/504 services and/or are considered high risk, will be shared by middle school counselors to the Roosevelt counselors.	
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social-emotional, and physical health.	1C, 2D	EA 1.1.6 (1a - HMTSS Academics): Tier 1: High Quality Core Instruction for All Students • Foundational Five: Ensure consistent implementation of the Foundational Five across all classrooms to provide instructional clarity and promote critical thinking. • Evidence-Based Scaffolding: Teachers in all content areas will use evidence-based scaffolding strategies (e.g., modeling, graphic organizers, CER) to ensure that all students, particularly our targeted populations, have equitable access to the core curriculum. Tier 2: Targeted Academic Interventions • Targeted Scaffolding: All teachers will be trained in and utilize differentiated, evidence-based instructional strategies (e.g., modeling and graphic organizers) in ALL classrooms to decrease the proficiency gap. Tier 3: Intensive Interventions: • See section EA 1.1.3 (5) Accountable Lead: HMTSS Cadre, Sakamaki	Administration walkthrough data: Increase the % of teachers implementing the foundational five Curriculum Maps: Evidence based scaffolding strategies are clearly indicated on all curriculum maps. Walkthrough data: Percent of teachers using evidence based scaffolding strategies with students • Quarter 1: Baseline • Quarter 2-4: increase % Teacher survey: Teachers will reflect on their own evidence-based strategy implementation and create an action plan for next steps	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ 20 sub days \$4,000
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		EA 1.1.6 (1c - HMTSS Academics): Referral Form: Establish and implement a standardized Referral Form to streamline the identification of students requiring Tier 2 & Tier 3 academic support, ensuring a consistent written referral process with documented follow-up and communication among teachers, counselors, SSCs, and the administration. Accountable Lead: HMTSS Cadre, Sakamaki	Quarter 1: HMTSS Cadre creates a referral form and establishes a decision-making flowchart for who receives and acts on the referrals. Quarter 2: 100% of the faculty are trained on the referral form and the referral criteria (what will trigger tier 2 & 3 requests)	
		EA 1.1.6 (2a - HMTSS Behavior): See section 1.2.2		

		EA 1.1.6 (3a - HMTSS SEL): Continue to strengthen our Sense of Belonging and Student-Teacher Relationships • Foundational Five: Includes a Welcome component. • Student Learner Profiles - Faculty identify students as types of learners through academic and SEL markers. This was introduced SY 25-26 through the data team process. Accountable Lead: HMTSS Cadre, M. Kim	In the Panorama Survey, the Supportive Relationship score will increase by three percent over the course of the school year. Winter Survey - increase of 1% or higher Spring Survey - increase of 2% or higher In the Panorama Survey, the Sense of Belonging score will increase by one percent over the course of the school year. Winter Survey - increase of 2% or higher on any of the four Sense of Belonging questions Spring Survey - increase of 2% or higher on any of the four Sense of Belonging questions	
		EA 1.1.6 (4a - HMTSS Physical): Vaping - Incorporate lessons on the dangers of vaping into the Gr. 9 Guidance and Gr. 10 Health curricula. Sexual Violence Prevention: Implement an SVP curriculum (3Rs) for all students. Accountable Lead: HMTSS Cadre, VP Aimoto	90% of freshmen and sophomores receive instruction on the negative effects of vaping. All students participate in SVP lessons.	

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

Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”	Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds “What funding source(s) should be utilized?” Estimate the additional amount needed for enabling activities.												
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i> Strategic Plan Key Performance Indicator (KPI) 5: Regular Attendance <table border="1"><thead><tr><th colspan="4">Regular Attendance (% of active students regularly attending school 90% or more after the Official Enrollment Count or EOC date)</th></tr><tr><th>S Y</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr></thead><tbody><tr><td>%</td><td>86.9%</td><td>83.8%</td><td>85.7%</td></tr></tbody></table> <i>Data Source: ARCH ADC</i> <i>Note: Absent is defined as missing more than 50% of the classes for the day.</i>	Regular Attendance (% of active students regularly attending school 90% or more after the Official Enrollment Count or EOC date)				S Y	2022-23	2023-24	2024-25	%	86.9%	83.8%	85.7%		EA 1.2.1 (1a) Attendance System: • Create an attendance committee that will be tasked with developing a tiered system of supports to address attendance concerns • Will monitor quarterly attendance at Accountable Lead: Attendance Committee EA 1.2.1 (1b) Partner with Community Agencies: • Continue partnership with Adult Friends for Youth to help students re-engage with school • Continue partnership with Parents for Public Schools Hawaii to facilitate parent workshops • Explore other agencies, such as Papakolea Community Organization, to develop collaborative approaches to addressing families and students who have excessive absences Accountable Leads: Attendance Committee, Administration, PCNC, Nakama-Mitsunaga	Attendance Data % of regularly attending will increase from 85.7% to 90.0% Panorama Survey “When you are at school, how much do you feel like you belong?” Increase from 53% to 58%.	☒ WSF, \$35,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Regular Attendance (% of active students regularly attending school 90% or more after the Official Enrollment Count or EOC date)																
S Y	2022-23	2023-24	2024-25													
%	86.9%	83.8%	85.7%													

KPI 5: Regular Attendance Percent of students attending school regularly (i.e., absent 17 or fewer days)  86% School Year: 2024-25				
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>		EA 1.2.2 (1a) Maintain and strengthen our school-wide positive behavior recognition program, which includes: ○ Perfect Attendance Certificate ○ Rider Rallies/Rider Rewards ○ Awards Night ○ Honor Roll Accountable Lead: PBIS Committee, Kano	PBIS Survey: Have a survey at mid-quarter 2 and mid-quarter 4 with these questions. 1. Has Rider Rewards affected your self-awareness of your behavior? 2. Do the perfect attendance certificates encourage you to attend school? 3. Does the honor roll recognition give you more incentive to do better academically? 4. Do you feel adults in the school (teachers, admin, staff...) notice when you display positive behavior? Compare quarterly behavior data with quarter 1 data.	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Donation, \$

		EA 1.2.2 (1b) Make school rules and expectations clearer and more prevalent for students: • Rider Way Presentation • Posters around campus • Admin Videos • Rider Rallies Accountable Lead: PBIS Committee, Kano	Chapter 19 incidents: Compare quarterly behavior data with quarter 1 data and from 2025-2026 SY.	
		EA 1.2.2 (2) Community Building and Campus Culture elective class: The Community Building and Campus Culture elective class will complete three schoolwide projects focused on promoting a positive school climate, as defined by Panorama Education. Accountable Lead: SEL Coordinator, M Kim	Students in the Community Building and Campus Culture elective class will decrease the number of behavior offenses they had in the previous school year. Students who did not commit behavior offenses the previous school year will not commit offenses this school year.	

1.2.3. All students experience a Nā Hopena A‘o environment for learning. <i>Required for all schools.</i>		EA 1.2.3 (1) Professional Development: Ongoing in-service training sessions that provide a deep understanding of the HĀ components at least once per semester. Accountable Lead: SEL Committee, M Kim	After each in-service training, faculty will complete an exit pass. Goal: 75% of faculty express a score of 4 or 5 on the question about “understanding the concept” and the question on “willingness to use your learning.”	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ \$5,000 for sub days for planning or teacher collaboration/PD
		EA 1.2.3 (2) HĀ-Aligned Resource Bank: Create a resource bank of HĀ-aligned lesson plans, activities, and assessment tools readily accessible to all teachers. Accountable Lead: SEL Committee, M Kim	At least one HĀ-Aligned lesson plan or activity is part of each grade’s advisory curriculum per semester.	
		PBIS: End of Year Awards Establish clear criteria for the HĀ Awards. Accountable Lead: SEL Committee, PBIS Committee	75% of teachers nominate at least one student for a HĀ Award.	

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		EA 1.3.1 (1a) CTE Professional Development: A cohort of CTE teachers to attend ACTE Conference (Dec 2-5, 2026) and/or ACTE Work-based learning conference (dates not yet announced) -teachers attending will: • Learn at least two strategies to strengthen the current WBL program • Attendees will train the rest of the CTE department • CTE dept. will implement the two strategies ACTE Conference Fee: \$699 x 4 attendees = \$2800 Estimated Travel Cost (Airfare/hotel): \$1500x4 = \$6000 Estimated CTE WBL Conference Fee: \$699 x 4 attendees= \$2800 Estimated Travel Cost (Airfare/hotel): \$1500x4= \$6000 Student Television Network Competition: A student video competition/ convention at Long	CTE Concentrators: Increase from 30% to 35% Timeline: SY26-27 CTE dept will implement strategies and conduct peer observations to provide feedback for reflection.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: 16817 CTE EAs: WSF Perkins Funds State/District Funds Conference PDs: \$30,000 for registration and travel STN: \$8,000 for travel for teacher and chaperone

		Beach Convention Center - Long Beach, California: March 18-21, 2027 • Direct Career Engagement: The STN Video competition ensures students have the "academic background and skills to succeed" by requiring them to apply technical knowledge (cinematography, editing, storytelling) in a high-stakes, professional-simulated setting. • Future Planning & College Readiness: The dedicated college fair and industry booths allow students to "develop a personal plan for their future" by connecting them with higher-education recruiters and potential employers specifically in the digital media and journalism fields. • Professional Development & Mentorship: Attending sessions led by industry professionals aligns with the goal of providing "advanced coursework" and specialized learning opportunities that go beyond the standard classroom curriculum. Accountable Lead: CTE DH, Shimokawa		
		EA 1.3.1 (1b) CTE Student Showcase: Students are given opportunities to showcase their CTE skills in various career fields and attend events or competitions such as HOSA, DECA, FCCLA, Shootz conference (etc) to continue their education and network with industry partners Accountable Lead: CTE DH, Shimokawa	CTE Monitor student participation rates and seek to maintain student involvement in CTSO's	

		EA 1.3.1 (1c) CTE Internships: Utilize school media outlets (eg, monthly e-mail blasts, social media, bulletins, posters) of CTE internship opportunities and increase student enrollment in SY26-27 Accountable Lead: CTE DH, Shimokawa	CTE Internship Increase student internship numbers by 5%	
		EA 1.3.1 (1d) CTE Workbase Learning: Increase student enrollment in WBL programs by strategically recruiting freshmen in our CTE foundation (year 1) classes to allow for a four-year track to reach WBL classes Accountable Lead: CTE DH, Shimokawa	CTE 9th graders Increase 9th grade enrollment and those tracking to year 2 courses by 5% (204 to 215)	
		EA 1.3.1 (2) College and Career Fair: Increase students' awareness of post-high school career and educational opportunities. Accountable Lead: Community Outreach/Post High Committee	College and Career Fair/Guest Speaker Survey: Through the use of the Post College and Career Fair Survey, 80% of students will rate that the fair has positively increased their awareness of possible careers or post high school educational opportunities.	

		EA 1.3.1 (3) Early College Courses: Continue to provide opportunities for students to be enrolled in Early College courses. Accountable Lead: Counseling DH, Aweau	Early College Courses: By graduation, 90% of students enrolled in Early College courses will successfully earn college credit Increase the percentage of students enrolled in at least one Early College course - by subgroups	Early College: Prog ID 16817- \$6500 per class. WSF Funds pay the difference.
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K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1C, 2A, 2C, 2D	EA 1.3.2 (1) Freshman Summer Academy: Enhance the Freshman Summer Academy with a focus on: a. Targeted math and reading instruction aligned with 9th-grade curriculum standards and career pathway requirements. b. Explicit instruction in essential study skills and learning strategies. c. Social-emotional learning skills for building resilience, self-efficacy, and collaboration skills. d. Data collection on student performance in the Freshman Summer Academy to inform placement and support in 9th-grade courses. Accountable Lead: 9th Grade Committee	Percentage of students from Freshman Summer Academy passing Core subject areas in comparison to the rest of the class during freshman year.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: 16729, \$100,000
	1C, 2D	EA 1.3.2 (2) Rider Time: Continue to offer Rider Time tiered support for all students. Accountable Lead: Counseling DH, Aweau	Rider Time Passes (Counselor Initiated): • Passes given to kids • Kids have a personal goal • Measure if students are reaching their personal goal(s) Duration: 4-6 weeks	

		EA 1.3.2 (3) Middle School Articulation: Strengthen articulation with feeder middle schools through: Student visits and orientation programs to familiarize middle school students with high school expectations and career pathways. Meeting between DHs, counselors, &/or Administration to discuss student transition. Accountable Lead: Counseling DH, Aweau	Articulation meeting minutes	WSF: \$3,000 for sub days
1.3.3. All students graduate high school with a personal plan for their future.		EA 1.3.3 (1) Personal Transition Plan: Implement a structured Personal Transition Plan (PTP) program within Advisory for students in grades 9-12. Accountable Lead: Advisory Committee, Taba	PTP Exit Conference: 80% of the Class of 2027 will complete a PTP Exit Conference in which they share their personal plans for their future. Deadline: End of S1	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		EA 1.3.3 (2) PTP Curriculum: Develop, under state guidance, a comprehensive PTP curriculum, including: • Self-assessment and exploration of interests, skills, and values. • Career exploration and research. • Post-secondary education and training planning. • Development of essential life skills (i.e., goal setting, time management, financial literacy) • Creation of a personalized portfolio showcasing student progress and future plans. Accountable Lead: Advisory Committee, Taba	PTP Curriculum: During the 26-27 school year, 100% of Roosevelt students will be offered a comprehensive PTP curriculum, including life skills, self-assessment, goal setting, and college/career exploration.	
		EA 1.3.3 (3) PTP Program Survey: Survey graduating seniors to assess the perceived value and impact of the PTP program. Accountable Lead: Advisory Committee, Taba	PTP Program Survey: After S1 PTP Exit Conferences are completed, 75% of the Class of 2027 will complete a survey, assessing the value and impact of the PTP program.	



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification <u>by the beginning of SY26-27</u> .	In the 2025-2026 school year, 40 of 98 were not SIQ, according to the eHR HQ site.	EA 2.1.1 Sheltered Instruction Qualification: To ensure all teachers are SIQ by the end of the 2026-207 school year, information will be shared with teachers about opportunities to become SIQ. Administration will also meet with non-SIQ teachers to develop a plan to become SIQ. Accountable Lead: Principal and Vice Principals	Quarterly checks on eHR HQ for SIQ teacher status	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2 All teachers are effective or receive the necessary support to become effective.		EA 2.1.2 Teacher Effectiveness & Support: Teachers will be provided with opportunities to improve their craft via: • Feedback from administration walk-throughs • School and district-level mentoring • Literacy Coach class visits • Professional development: school, district, or outside consultants, attending conferences focusing on areas of teachers' needs. Accountable Lead: Principal and Vice Principals	EES reports and Google spreadsheet with walkthrough data. Sign in sheets and any minutes collected that relate to teacher effectiveness.	☒ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$10,000 ☒ SPPA, \$10,000 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	To keep pace with new mandates and revised workflows, we must ensure our staff receives ongoing, high-quality training.	EA 2.2.2 Staff Professional Development: Administration will share information, offer, and/or provide professional development opportunities to the various staff work groups at RHS. Accountable Leads: Principal, Vice Principals, and work group supervisors	Number of professional development opportunities for classified school support staff. The number of PD sessions staff participated in.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</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>	To continuously improve, we will seek input and collaborate with various stakeholders.	EA 3.3.1 School Community Council: RHS SCC will communicate and will message all stakeholders about the importance of this advisory group. The principal will collaborate with the SCC to ensure that school-level plans are shared, discussed, and provide opportunities to seek input. Accountable Lead: Principal and SCC Chairperson	All required members will attend SCC Meetings: Meeting minutes Sign In Sheets Overall positive ratings on the SCC self-assessment survey.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two-way communication.	4A.4: Communication with families is inconsistent or one-sided.	EA 3.3.2 Two-Way Communication with Families: In an effort to enhance two-way communication to build trust and help surface unseen barriers, RHS will: • Conduct quarterly Family Engagement Workshops • Hold a parent "coffee hour" quarterly with different stakeholder groups • RHS Open House • Use multiple methods of communication: ○ School-wide implementation of Talking Points ○ Home Visit ○ Calls home Accountable Lead: Principal and PCNC, Nakama-Mitsunaga	Surveys/feedback from parents	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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 **Roosevelt High 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 **Oct 28, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Leadership Team Meetings, Faculty MeetingsThe 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.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. 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.
6. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 24, 2026**

Attested:

Roosevelt High School Principal	Signature	Date
Sean Wong		Mar 25, 2026

SCC Chairperson	Signature	Date
Kari Chung		Mar 25, 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:
None		

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

Maintain/increase opportunities for students 1) To earn Early College credits, 2) To participate in internships, 3) To learn about various careers.

Attested:

SCC Chairperson	Signature	Date
Kari Chung		Date

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](#).

Total student instructional hours per year <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>	1,098.
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Roosevelt High School Bell Schedule: https://docs.google.com/spreadsheets/d/1s0ATnE22hURmuoVjm--ptlj87ZrMGZbiFRNXs3wRd9c/edit?usp=sharing	