NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Henry J. Kaiser High School
Academic Plan
SY 2025-2026

**511 Lunalilo Home Road
Honolulu, HI 96825
808-394-1200
www.kaiserhighschoolhawaii.org**

☑ Non-Title 1
School

☐ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal Justin S. N. Mew	
[signature: Justin B. N. Mew]	4/8/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
[signature: Rochelle Mahoe]	04/10/2025
Rochelle Mahoe (Apr 10, 2025 13:29 HST)	

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA Gr 9 and 10	Other: ▾ International Baccalaureate Middle Years Programme, Years 4 and 5	enVision A/G/A ▾		
ELA Gr 11 and 12 (exclude IB and AP)	California Expository Reading and… ▾	Eureka Math2 ▾		
AP Lang and AP Lit	Other: ▾ AP Curriculum	Other: ▾ AP Pre-calc, Trig (Pre-calc) Prob/Stats (teacher-generated; Khan Academy). Modeling Our World 2		
IB Lang and Lit	Other: ▾ International Baccalaureate Diploma Programme Curriculum	Other: ▾ Calculus (Pearson) IB DP Mathematics: Analysis and Approaches.		
Algebra 1/Geometry/Algebra 2	Select One ▾	enVision A/G/A ▾		

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 shall indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education				
English Learners	Reading 180 Flashlight 360	Reading 180 Flashlight 360	Reading 180 Flashlight 360	Reading 180 Flashlight 360
Others:				

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: Student focus team minutes

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 and 10	STAR Enterprise ▾	STAR Enterprise ▾
Grade 11	Other: ▾ SBA Interim	Other: ▾ SBA Interim
	Select One ▾	Select One ▾

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: International Baccalaureate Middle Years, Diploma, and Career-related Programmes report, EL report, AVID certification self-study, ROTC, and CTE Compliance.
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025   Year of Next Action: 2028   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ·   Type of Next Action: Mid-Cycle Report & Visit ·   2031

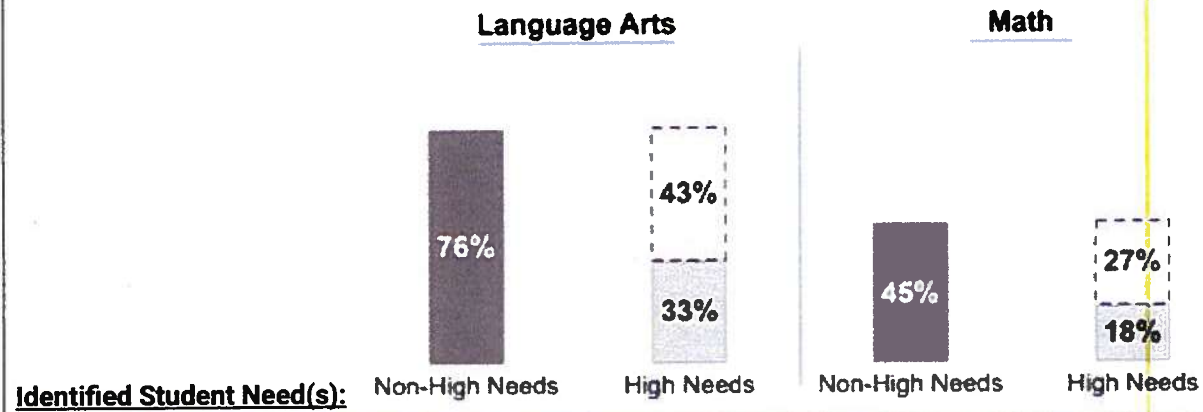|	
Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Low proficiency rates on SBA and EOC. **Root/Contributing Cause:** In 2024-2025 SY, there is a 43% gap between high needs and non high needs students in SBA English. The SBA math gap is 27% for the same time period. WASC VC identified a need to ensure all students have access to a rigorous curriculum including SPED, low SES, and EL students.
2	**Student Need:** 9th grade transition to High School is difficult as seen in number of failures, number of chronic absenteeism or high absenteeism rate, and number of behavioral referrals. **Root/Contributing Cause:** School needs to improve its program to welcome/onboarding new students. The behavior expectations for students are not explicit.
3	**Student Need:** Sense of Belonging has the third lowest positivity rate of 49% on the Panorama SEL Survey. Growth Mindset (47%) and Self-Efficacy (46%) are both lower.

Root/Contributing Cause: From Fall 2024 to Winter 2024 SEL, the positivity rates for these three categories all dropped: Sense of Belonging (from 50%), Growth Mindset (from 49%) and Self-Efficacy (from 49%).

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	<u>Targeted Subgroup:</u> Strive HI's high need groups in order to address gap

Language Arts   **Math**

	Non-High Needs	High Needs	Non-High Needs	High Needs
Language Arts	76%	43% / 33%		
Math			45%	27% / 18%

<u>Identified Student Need(s):</u>

2	<u>Targeted Subgroup:</u> 9th grade students

Identified Student Need(s):

	# Fails	# Grades	% Fail	9	% Fail	10	% Fail	11	% Fail	12	% Fail
AVID	3	111	2.7%	1	0.2%	1	0.2%		0.0%	1	0.2%
CTE	34	720	4.7%	18	3.8%	8	1.7%	5	1.1%	3	0.6%
EL	1	17	5.9%		0.0%		0.0%	1	0.2%		0.0%
ELA	82	1056	7.8%	26	5.5%	37	7.8%	14	3.0%	5	1.1%
FA	40	741	5.4%	6	1.3%	13	2.7%	14	3.0%	7	1.5%
Math	97	1020	9.5%	43	9.1%	34	7.2%	13	2.7%	7	1.5%
PEH	29	719	4.0%	18	3.8%	6	1.3%	4	0.8%	1	0.2%
PTP	15	193	7.8%	2	0.4%	6	1.3%	7	1.5%		0.0%
Sci	56	963	5.8%	12	2.5%	20	4.2%	15	3.2%	9	1.9%
SS	78	1089	7.2%	27	5.7%	29	6.1%	18	3.8%	4	0.8%
WL	39	600	6.5%	24	5.1%	12	2.5%	3	0.6%		0.0%
	474	7229	6.6%	177	37.3%	166	35.0%	94	19.8%	37	7.8%

To increase on-time promotion, the school implemented a bridge class to high school course during the summer. The first year was successful with one student who failed. For SY 25-26, this elective class in which all 9th grade students will be registered. The goal for SY 25-26 is to increase the on time promotion rate of 9th to 10th grade from 95% to 97%.

3

Targeted Subgroup: EL

Identified Student Need(s): The school has not met the WIDA target for the past several years.
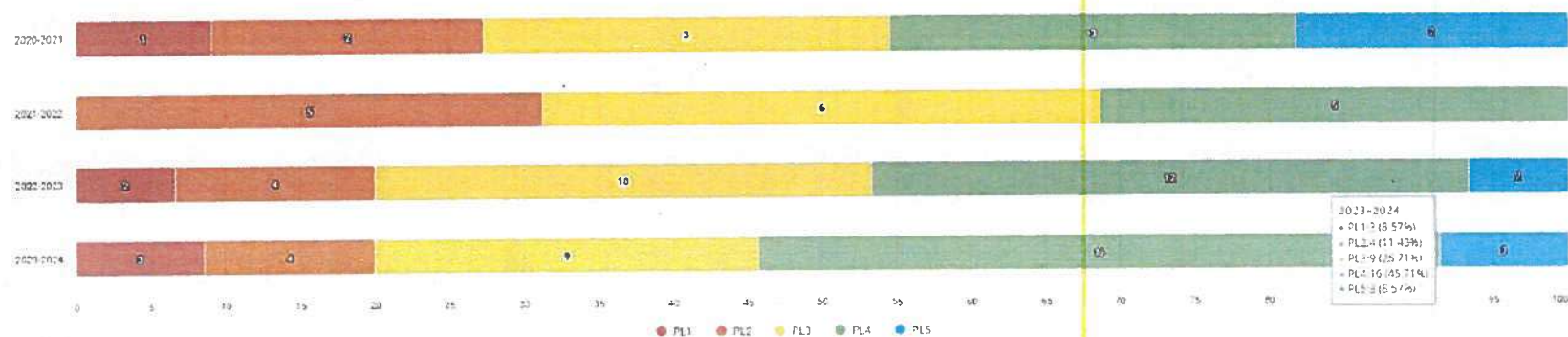
Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

| Reading Proficiency 1.1.2. All students read proficiently by the end of ninth grade. All students who do not read proficiently receive necessary and timely support to become proficient. | From 2024-2029, the expectation is the SBA ELA scores increase 1.54% per year to reach at least 72.33% by 2029. | English, Social Studies, and Science teachers implement Tier 1 supports to bring students up to proficiency based on the STAR universal screener. Tier 1 supports include literacy strategies from the literacy grant (Doug Fisher) and AVID strategies. Strategies used include:

• Annotation
• Small/Whole Class discussions (socratic seminars, think-pair-share, etc.)
• Teacher modeling
• Feedback (from peers and teacher)
• Reflections
• Graphic Organizers
• Vocabulary Instruction (quizzes, bellwork, etc.)

[ELA, Math and Science DH]

Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration]

Teachers will provide an instructional unit with a summative assessment of a research writing assignment for 100% of grade 9 students. [ELA teachers]

Teachers will provide an instructional unit for IB MYP Personal Project for 100% of grade 10 students. [ELA teachers]

ELA teachers incorporate the following strategies to decrease the gap between high and non-high needs students. | By Spring 2026, all 9th and 10th grade students demonstrate growth of 10% on the STAR universal screener that is administered three times a year.

The Spring 2026 SBA ELA/Literacy proficiency will meet or exceed 66.17%.

All student progress will be monitored through coursework and end of quarter grades. | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		- Student choice assignments (students choose the topic/book they want to write about or do projects on) - Lit Circles - Assignments with visual/audio/kinetic aspects to help different types of learners - Think-Pair-Share - Socratic Seminars - One-Pagers - Reading annotations - Free writes/other short writing assignments other than full essays - Writing conferences (peer feedback as well as teacher feedback) - Collaborative group projects		

Mathematics Proficiency	From 2024-2029, the expectation is that the SBA Math scores will increase 1.40% per year to reach at least 48.84% by 2029.	All 9th grade students who are not proficient on the 8th grade SBA Math test will be enrolled in a Math workshop course. Math teachers will incorporate PRIME and Building Thinking Classrooms strategies as Tier 1 supports. Math teachers differentiate lessons using manipulatives, Desmos activities, 'low floor, high ceiling" tasks, and other strategies. [Math DH] Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration]	By Spring 2026, all 9th and 10th grade students demonstrate growth of 10% on the STAR universal screener that is administered three times a year. The Spring 2026 SBA mathematics proficiency will meet or exceed 43.22%. All student progress will be monitored through coursework and end of quarter grades.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.3. All students are proficient in mathematics by the end of ninth grade. All students who are not proficient receive necessary and timely support to become proficient.

| Science Proficiency
All students are proficient in sciences by the end of their 12th grade year. | From 2024-2029, the expectation is that the Biology EOC scores increase 2.27% per year to reach at least 43.44% by 2029. | Provide NGSS professional development for all science teachers.
[Administration]

All science teachers will provide practice ACT and other standardized test questions to prepare students for how to read, comprehend, and respond to these types of questions. In addition, all science teachers provide opportunities to engage with and receive feedback on interpreting graphical data.
[Science DH]

Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance.
[Administration]

Teachers will provide an instructional unit for all science students to complete an Inquiry Project of which 20 projects are proficient for submission to the Honolulu Science and Engineering Fair (HonSEF).
[Science DH] | The Spring 2025 Biology EOC proficiency will meet or exceed 34.38%.

All biology students will take the Interim Biology EOC prior to the real Biology EOC for progress monitoring.

All student progress will be monitored through coursework and end of quarter grades.

By the end of their senior year, 100% of students earn three science credits. | • WSF, $
• Title I, $
• Title II, $
• Title III, $
• Title IV-A, $
• Title IV-B, $
• IDEA, $
• SPPA, $
• Homeless, $
• Grant:__, $
• Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | The increasing gap between high and non-high needs students indicates that not all students are performing academically irrespective of their background and circum-stances. These students include EL, low SES and SPED. | Teachers use Admin Directed time to monitor their students with failures and adjust/modify their instruction. Also, teachers use Admin Directed time to develop interventions and strategies to support struggling students (Tier 1 & 2). Department Chairs will organize and compile a list of students. Strategies untitled include instructional practices from professional development (i.e. Doug Fisher/ATL/visible learning/PBL). [Department Chairs]

Provide PD training for teachers on CABS (Classroom and Behavioral Support) training and PBL. [Curriculum Coordinator]

Establish ALPSS: Alternative Learning Opportunity Program (ALO) to meet HIDOE ALPSS standards and processes. This program is designed for students who do not respond to Tier 1 CIA. Activities in ALPSS include "Tier Thursday" and create a flowchart for faculty and staff to understand the process. [Administration]

Implement a viable EL curriculum.
• Flashlight 360
• Reading 180

All designated EL students enrolled in the designated pull-out ELD class. [EL Coordinator]

Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] | The gap on the Strive HI report for 2026 will decrease by 10% for all tests.

The percentage of students failing courses will decrease by 10% as monitored in Panorama.

All student progress will be monitored through coursework and end of quarter grades. | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.1.5. All students transition successfully at critical points, from middle to high school, **AND** from high school to post-secondary opportunities, **AND** during non-traditional times (e.g., new students mid quarter).	As of 2.14.25, from Panorama, 9th grade students had 10% (43%) less students with at least one F compared to all grade levels (12th - 54%, 11th - 54%, and 10th - 56%). In addition, 9th grade students had 4% more students with attendance rate of less than 91.71%. On the other hand, 9th grade students had 7% less students who indicated no areas of strength on the SEL survey.	<u>Transition to High School</u> To support 9th grade students transition to high school, the school will offer Summer Bridge with English and/or math workshops to any student. [Administration] Teachers support incoming students during new student orientation on August 6th. [Registrar, SAC] <u>Transition to Graduation and post-graduation</u> Teachers support the first day welcome back to school for all students on August 6th. Activities include setting up celebrations for the beginning of the school year, introducing service requirements, instilling school pride, and disseminating information at an assembly to explicitly explain behavior expectations. In order for students to know what they will do after graduation, 100% of grade 11 students will submit the FAFSA, complete an essay for college admissions, develop post-high school plans and participate in mock job interviews. [CCRC, PTP Teacher] <u>Non-traditional transitions</u> Registrar welcomes new students throughout the school year. Students provide campus tours to new students; tours culminate with new students escorted to their class. [Registrar]	100% of students enrolled in the Summer Bridge pass their 9th grade English and/or math classes respectively. The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on exit survey will increase to 95%. Based on student reflections after their mock job interview, 90% of students rate the experience as positive. Use Panorama for attendance, academic, SEL, and behavior data for progress monitoring.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ 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? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	School is below 90% attendance. By 2029, the school's attendance rate will be 95%	Administration revisits the Attendance procedures. Upon developing this procedure, it is shared with faculty, students, and families via the school's webpage and with letters taken home by students. [Administration] School organizes student events that encourage positive behavior, school pride and hosts activities that encourage student participation. - Clubs - Homecoming - Athletics [SAC, Class Advisors, Athletic Director] Teachers implement PBL with lessons to engage students. [DCT]	Attendance rate will increase to 95% in all sub-groups.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school.	School has disciplinary incidents that interfere in the running of the school and the instruction in the classrooms.	Provide PD training for teachers on CABS (Classroom and Behavioral Support) training and PBL. [Curriculum Coordinator] Implement Positive Behavior Expectation systems (PBIP) [HMTSS cadre] Principal's list and citizenship list with emphasis of excellence, caring, and reflection. Develop a behavior matrix to identify teacher managed, counselor managed, and admin managed behaviors. [HMTSS cadre] Teachers teach SEL lessons during KAP address growth mindset, self-efficacy and sense of belonging. [Counselors]	Use Panorama to progress monitor behavior incidences.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning.	Actualize the vision of a Kaiser High School graduate with the school's vision of Global Citizens and Lifelong Learners.	Organize and participate in the Aina Aloha grades 7-12 activity to give back to the environment and community. [SAC] Teachers will work with students to expand the Kuleana project across the school campus. [SAC, Curriculum Coordinator] Teachers teach SEL lessons during KAP address growth mindset, self-efficacy and sense of belonging. [Counselors] After Nā Hopena Aʻo training, teachers will incorporate the outcomes in their unit plans and teaching. [DCT]	Less than 5% of students will indicate a score of less than 2.0 on the Sense of Belonging benchmark on the SEL Panorama Survey. Monitor the addition of Hā in lesson plans	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their 9-12 experience, engage in a variety of career, community, and civic opportunities.	Actualize the vision of a Kaiser High School graduate with the school's vision of Global Citizens and Lifelong Learners.	Freshmen and sophomores will undertake service as part of the IB MYP curriculum. Teachers will document service in their units and compile in their curriculum maps. [IB MYP Coordinator, IB MYP Teachers] Juniors and seniors will complete their resumes, college applications, and graduation requirements. [Grade level counselor, CCRC, and PTP Teacher] Continue to support the Pharm Tech program, CTE internships, and Industry Recognized Certificates. Look to partner with companies to increase opportunities for students and teachers internships. [IB CP Coordinator, CTE Coordinator]	All student progress will be monitored through coursework and end of quarter grades. The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on exit survey will increase to 95%.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 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 (e.g., Career Academies, International Baccalaureate, CTE). | To this point of the 2024-2025 SY, 9th grade students had the highest percent of behavior referrals. | Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration]

Students, identified as less proficient on the 8th grade SBA math are enrolled in Math workshop class. [Registrar, Math DH]

Students, identified as less proficient on the 8th grade Science HSA are enrolled in Physical Science class. [Registrar, Science DH]

Quarterly meetings of the faculties of Kaiser High School and Niu Valley Middle school include discussions on vertical articulation. [IB MYP Coordinator]

IB coordinators will regularly attend quarterly complex meetings to facilitate K-12 IB alignment. [IB MYP Coordinator, IB DP Coordinator, IB CP Coordinator]

Use data from the CCRC Entrance Survey to develop and support programs based on the career interests from the survey. [College and Career Counselor] | All student progress will be monitored through coursework and end of quarter grades.

All students will be exposed to IB Approaches to Learning skills and Learner Profile attributes aligned to Hā.

90% of grade 11 English, Math and Science ACT scores will indicate career and college readiness. | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.3.3. All students graduate high school with a personal plan for their future. | | 100% of grade 11 students who will submit the FAFSA, complete an essay for college admissions, develop post-high school plans and participate in mock job interviews.
[CCRC and PTP/AVID KAP/IB KAP teacher]

PTP teacher, AVID KAP, IB KAP teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance.
[Administration] | The percentage of the Class of 2026 exiting high school with a post-high school plan as indicated on an exit survey will increase to 95%. | ☐ 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

> ★ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position 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 to execute the enabling activity.
2.1.1. All **teachers** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	EL students not meeting growth to target and teacher SIQ status is not 100%	The school will organize and provide PD toward SIQ. Information on opportunities to earn SIQ qualification is shared with the teachers. [Admin and EL coordinator] Teachers identified as non HQT will work with their admin to develop a plan to become HQT. [Admin]	Monitor teacher SIQ status.	☐ WSF, $ ☐ Title III, $ ☐ Other:___, $
2.1.2. All **teachers** are effective or receive the necessary support to become effective.	For 2023-24 SY, 35 out of 64 teachers were at the school for five or more years.	New teachers (Year 1-2) receive support from the district in the form of mentors. [District mentors] School level mentor provides additional teacher support for teachers in Year 3. [School level mentor]	On the SSIR for 2025-2026, the Teachers' Average Years of Experience will increase to offset the	☐ WSF, $ ☐ Title II, $ ☐ Other:___, $

		New and experienced teachers in their first year Kaiser have monthly meetings. [IB MYP and DP Coordinators] Not effective teachers per principal direction are placed on principal directed PDP and will work with their administrator to show improvement. [Administration]	decreasing trend of the past two years. EES ratings Teacher retention Admin mentor meetings	
2.2.2. All schools' **support staff** are effective or receive the necessary support to become effective.	Retention and recruitment data?	Provide training as needed for support staff to perform their job duties. [Administration] Meet with staff daily (custodians and SHA) or weekly (security). [Vice-principals] Complete PAS by annual review dates [Administration]	Performance appraisal system. All Support staff receive an effective rating or the necessary support to become effective.	☐ WSF, $ ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position 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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	SCCs are forums to exchange ideas on how to improve student achievement.	Adhere to Hawaii DOE School Community Council Checklist and Timeline. [Principal]	Monitor SCC minutes of meetings to indicate frequency, attendance, and agenda.	☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position 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 to execute the enabling activity.*
Family and Community Engagement (required for Title I/III; IDEA) [Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	For the 2024 SQS, parents had a 63.8% positive satisfactory rating for the Involvement/ Engagement dimension.	Continue to fund the PCNC position to facilitate communication with families and community. [Administration] All complex-wide service day. [Complex principals] Continue to support feeder schools with student volunteers. [PCNC] Kaiser also holds its own fairs such Earth Day, Family Night, etc. [P. Balazs] Black box theater and athletic programs. These activities are supported by parents and communities. [Administration] Student groups such as Band, AFJROTC, cheerleaders, and athletes participate in parades such as Hawaii Kai and Waikiki. Band and Orchestra plays in the community and Lunalilo Home.	Number of parent and community members attending events advertised by the PCNC through website, eNotes, etc. The satisfaction on the SQS for involvement/ engagement will increase.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		★ Other Systems of Support		
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position 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 to execute the enabling activity.*

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 Henry J. Kaiser High School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1215
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Link	