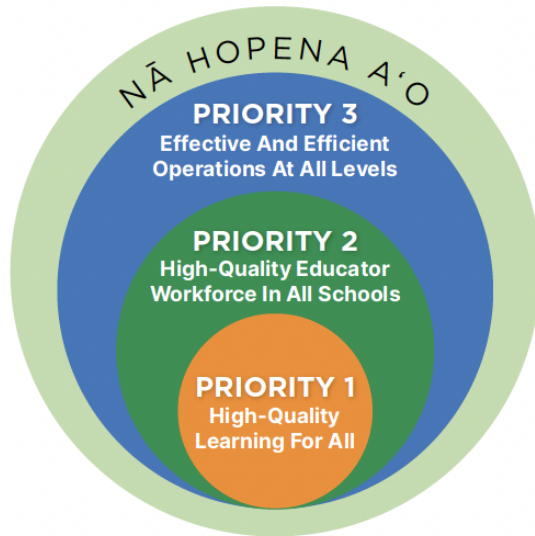
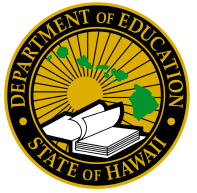




Leilehua High School Academic Plan SY 2026-2027

1515 California Avenue
Wahiawa, HI 96786
808-305-3000
www.leilehua.k12.hi.us

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Jason Nakamoto	
	Apr 10, 2026

Approved by Complex Area Superintendent: Ernest Muh	
	Date 04/14/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1..... 7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2..... 14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

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
	ERWC (English I, English II, English III, Expo Writing I, Expo Writing II)	Illustrative Mathematics (Geometry, Algebra 1)		
		HIDOE (Algebra 2, Calculus, Statistics/Probability, Trigonometry)		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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	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:
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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: 2026

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year - TBD]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year - TBD]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1 **Student Need:** Improve proficiency levels in tested content areas. (CNA/WASC)

Root/Contributing Cause(s):

- A. There may not be a focus on identifying student learning deficiencies, and when learning deficiencies are identified, there is a lack of a concentrated effort to address the deficiencies.
- B. Students may not be challenged, engaged, or feel connected to their coursework.

The following table reflects the grade 11 combined proficiency results which includes performance on the Smarter Balanced Assessment and the Hawai'i State Alternate Assessment for each subject area.

	SY 2022-23	SY 2023-24	SY 2024-25
Language Arts	55.4%	61.5%	56.4%
Math	27.2%	22.2%	23.5%
Science	37.0%	27.8%	30.2%

Source: ARCH ADC CNA Data Workbook

2	<u>Student Need:</u> Improve our students' sense of belonging. (CNA/WASC) <u>Root/Contributing Cause(s):</u> C. Students don't feel respected by their peers, nor do they feel that people on campus understand them.
3	<u>Student Need:</u> Increase College and Career Readiness (academic preparedness, durable skills, GLOs, etc.). (CNA/WASC) <u>Root/Contributing Cause(s):</u> A. There may not be a focus on identifying student learning deficiencies, and when learning deficiencies are identified, there is a lack of a concentrated effort to address the deficiencies. B. Students may not be challenged, engaged, or feel connected to their coursework.

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

1 **Targeted Subgroup:** Special Education (SPED)

Identified Student Need(s): The following table reflects the combined proficiency results, which includes performance on the Smarter Balanced Assessment and the Hawai'i State Alternate Assessment for each subject area.

Special Education Proficiency			
	SY 2022-23	SY 2023-24	SY 2024-25
Language Arts	14.2%	20.5%	22.5%
Math	17.6%	2.8%	2.6%
Science	11.9%	6.3%	4.3%

Source: ARCH ADC CNA Data Workbook

2 **Targeted Subgroup:** English Learner (EL)

Identified Student Need(s): The following table reflects the combined proficiency results which includes performance on the Smarter Balanced Assessment and the Hawai'i State Alternate Assessment for each subject area.

English Learner Proficiency (includes EL Exits)			
	SY 2022-23	SY 2023-24	SY 2024-25
Language Arts	21.0%	40.9%	20.8%
Math	14.2%	8.3%	8.0%
Science	11.1%	18.7%	6.0%

Source: ARCH ADC CNA Data Workbook

WASC Growth Areas Identified in 2026 Self-Study

Growth Area #1: Operational Transparency and Role Clarity

(formalize and publish written protocols for operational practices)

Growth Area #2: Data-Driven Instructional Alignment

(maximize scheduled "Learning Team" time to move beyond administrative tasks and focus on horizontal/vertical curricular alignment and the analysis of student work)

Growth Area #3: Integrated Multi-Tiered System of Support

(design and implement a formal Response to Intervention (RtI) framework that explicitly connects academic interventions with behavioral and social-emotional supports across Tiers 1, 2, and 3)

Growth Area #4: Measuring Evidence of Engagement

(identify or develop a standardized tool/rubric to observe, measure, and analyze student engagement levels)

Growth Area #5: Learning Team Efficacy

(deepen the efficacy of the Learning Team and DART processes by shifting the focus from data collection to data-informed instructional action)

Growth Area #6: Interdisciplinary and Vertical Dialogue

(desire among staff to extend collaborative practices beyond LTs to include interdisciplinary and vertical dialogue)

Title I Crosswalk Elements

SW 3: School's academic plan shall be monitored regularly

SW 5: Coordinate and integrate federal, state, and local services and programs

SW 6: Strategies and supports to address school needs and academic achievement

SW 7: Implement strategies to increase parental involvement, such as family literacy services



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>
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>	A, B	EA 1.1.4.A. All courses will employ strategies and activities designed to foster high levels of student engagement and opportunities for students to collaborate and create innovative work (IC ³). This includes posing higher-level questions and providing meaningful opportunities for students to engage in content-related discussions with their peers and their teacher using relevant academic vocabulary (IC ³). <i>WASC Growth Area #4</i> <i>Title I Crosswalk Elements: SW 6</i> Accountable Lead(s): Admin Team, DHs, Curriculum Coaches, LT leads	See EA 1.1.6. to 1.1.9. Monitoring of Progress Pacing guides Walkthroughs	☒ WSF, \$75,000 ☒ Title I, \$20,000 ☐ 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. <i>Required for all schools.</i>	A, B	EA 1.1.4.B. Teachers will analyze student performance data (i-Ready, common formative assessments, common summative assessments) in all courses to determine and implement effective instructional practices and to plan interventions for tier 2 and 3 students. <i>WASC Growth Areas #2, 3, 4, 5, 6</i> <i>Title I Crosswalk Elements: SW 6</i> Accountable Lead(s): Admin Team, DHs, Curriculum Coaches, LT leads	80% of students will be proficient on Common Formative and Summative Assessments Data Cycles completed by 100% of LTs	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ **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?"	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?"
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	C	EA 1.1.5.A. Transitional Support Counselors and teachers will provide transitional courses/supports for incoming students. • SWANS/ALO • JumpStart • Career and Life Planning 9th-grade elective • Summer School • Special Education Transition meetings • Counselor to Counselor meetings WASC Growth Area #3 Title I Crosswalk Elements: SW 5, 6 Accountable Lead(s): Admin Team, SPED DH, SSC, Counselors	95% Promotion rate from grades 9 → 10 → 11 → 12 → Graduation RYG data SWANS/ALO data Summer school completion data	☐ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: ALPPS, \$150,00
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	B	EA 1.1.5.B. Promotion/Graduation Rate Counselors will monitor students to ensure they are on track to graduate on time or be promoted to the next grade level. • Review Student Academic Overview Data • Red Yellow Green: LHS Promotion/ Graduation Rate Predictions ◦ % of first-time 9th graders promoted to 10th grade on time • RFA data will be collected to determine the school practices of Tier 2 and 3 behavioral and SEL interventions used WASC Growth Area #3 Title I Crosswalk Elements: SW 5, 6 Accountable Lead(s): Admin Team, Counselors	95% Promotion rate from grades 9 → 10 → 11 → 12 → Graduation RYG data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ **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?"	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?"
1.1.6. 63.7% of all students in grade 11 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment	A, B	EA 1.1.6. Administer and analyze SBA ELA interim assessment. <i>WASC Growth Area #2, 5</i> <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): English DH and English VP	SBA ELA Interim #1 Prof: 38% SBA ELA Interim #2 Prof: 51% SBA ELA Proficiency Rate: 63.7% SBA ELA Participation: 95%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.7. 35.6% of all students in Biology will be at Level 3 on the Biology End of Course Exam	A, B	EA 1.1.7. Administer and analyze Biology EOC interim. <i>WASC Growth Areas #2, 5</i> <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): Science DH, Science VP	Biology EOC Interim #1 Prof: 18% Biology EOC Interim #2 Prof: 28% Biology EOC Prof Rate: 35.6% Biology EOC Participation: 95%	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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?"	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?"
1.1.8. 33.9% of all students in grade 11 will be at Level 3 or above in mathematics on the Smarter Balanced Assessment	A, B	EA 1.1.8. Administer and analyze SBA Math interim assessments and Algebra I EOC. <i>WASC Growth Areas #2, 5</i> <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): Math DH, Math Coach	SBA Math Interim #1 Prof: 17% SBA Math Interim #2 Prof: 25.5% SBA Math Proficiency Rate: 33.9% SBA Math Participation: 95% Algebra 1 EOC Participation: 95% Algebra 1 EOC Proficiency: 80%	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.9. 35% of students learning English will be on-track to English language proficiency	A, B	EA 1.1.9. Administer and analyze Flashlight 360 benchmarks <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): EL Team, EL Coordinator, EL VP	100% of EL students will take the beginning-of-year benchmark 80% of EL students will increase their Flashlight scores from the beginning of the year benchmark to the mid-year benchmark EL on track to English Language Proficiency: 35%	☐ WSF, \$ ☒ Title I, \$7,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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>
School-specific 1.1.10. All students will have access to a device for academic purposes to ensure equity	B	EA 1.1.10. Provide current technology to ensure students are able to access instructional materials. <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): Tech Coordinators	Tech plan	☐ WSF, \$ ☒ Title I, \$300,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$10,000 ☐ 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?"	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?"
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	A, C	EA 1.2.1. Teachers and counselors will continue to: - Inform students/parents/guardians of student progress and record contact in PLPs - Inform stakeholders by completing/reviewing the student concern form for student behavior, attendance, and/or academic performance issues if they persist following contact with guardians WASC Growth Area #3 Title I Crosswalk Elements: SW 6 Accountable Lead(s): Counseling DH, Admin	95% Average Daily Attendance Rate Decrease in Chronic Absenteeism to 20% or less Attendance [Source: LEI Kūlia] Regular Attendance (Percent of students with 17 or fewer absences in a school year)	☐ 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. <i>Required for all schools.</i>	B, C	EA 1.2.2.A. Faculty and staff will increase the sense of belonging and social/emotional well-being of students by implementing Positive Behavior Supports. WASC Growth Area #3 Title I Crosswalk Elements: SW 3, 5, 6 Accountable Lead(s): Admin, SAC, Counselors, DHs - All teachers	Panorama Student Survey Percent Favorable for Sense of Belonging: Mid-year: 40% End of the year 55% Counselors will review, compile, and share Panorama SEL Survey Data Quarterly - List of student activities/events. (Participation #s if applicable)	☒ WSF, \$10,000 ☐ 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?"	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?"
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	A, B, C	EA 1.2.2.B. Data from the Panorama surveys and Student Discipline Data will be analyzed to identify areas of need to provide interventions for all students. • Tier 1 - Teachers will implement classroom-level interventions • Tier 2 and 3 - Administration and Counselors will meet to review grade-level Panorama data and Discipline Data, implement interventions, and review intervention plans WASC Growth Area #3 Title I Crosswalk Elements: SW 3, 5, 6 Accountable Lead(s): Admin, Counselors, DHs - All teachers	See 1.2.2.A Monitoring of Progress Decrease the number of suspensions by 10% from the previous SY with a mid-year check on the progress. Fall, Winter, Spring - Grade level meeting agendas Counselors track intervention plans	☐ 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 <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>
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	A, B, C	EA 1.2.2.C. LHS will use Multi-Tiered Systems of Support (MTSS) to provide interventions to support the whole child. Interventions may include, but are not limited to: • Advisory (School-Connect Curriculum, financial literacy, College and Career Planning, PTP requirements) • Tutoring (TIPS, SMARTS, Tutor.com) • Academic programs (AP, CSAP, CTE, EL, SWANS, Rtl, and Early College) • Credit Recovery (MulePath, High Core) • Distance Learning • Counseling, including School-Behavioral Health Specialists, School Social Workers, School Psychologists, and various outside providers such as Drug-Free Hawaii, ASACS, and Adult Friends for Youth • Transition Center • Extracurricular activities • Co-curricular activities <i>WASC Growth Area #3</i> <i>Title I Crosswalk Elements: SW 3, 5, 6</i> <i>Accountable Lead(s): Admin, Counselors, Program Leads, DHs - All teachers</i>	School-Connect Google Classroom/Pacing Guides updated and implementation monitored quarterly Program effectiveness data will be updated/monitored quarterly through ART. Programs include (not limited to): • Athletics, • Aloha Transition Center • CAPP • Early College • LHSSA	☐ WSF, \$25,000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$20,000 ☐ 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?"	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?"
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	B, C	EA 1.2.3. Faculty and staff will incorporate opportunities for all students to experience a Nā Hopena A'o environment for learning at LHS. <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): DHs, Admin	Panorama Student Survey Percent Favorable for Sense of Belonging: Mid-year: 40% End of the year 55%	☒ WSF, \$10,000 ☐ 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?"	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?"
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>	B	EA 1.3.1.A. LHS will increase the opportunities for students to explore various career pathways and work-based learning opportunities. - YouScience - College and Career Night - Career Guest speakers - Field trips - Career-related clubs <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): College and Career Coordinators, Counseling DH	YouScience Google Classroom/Pacing Guides updated and implementation monitored quarterly Completion reports/ Participation data	☒ WSF, \$40,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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>	B	EA 1.3.1.B. CTE Coordinator will work with community partners to increase opportunities for career exploration, career-based/industry-recognized certifications, work-based opportunities, and internships. <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): CTE Coordinator, Career Coordinator	Track the number of CTE concentrators, CTE Honors students, internships, certifications, and Early College Courses per pathway	☐ WSF, \$20,000 ☐ 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?"	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?"
1.3.3. All students graduate high school with a personal plan for their future.	B, C	EA 1.3.3.A. LHS faculty and staff will utilize YouScience in Advisory classes to help each student develop, update, and expand their digital personal transition plan (PTP) - Counselors will provide training and support to all teachers to ensure that the Advisory Curriculum can be properly implemented. - Teachers will report student progress on PTP quarterly. <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): Counselors, DHs, All Advisory teachers	Attendance and training for teachers DART 100% of students who graduate from Leilehua will have a personal transition plan, as evidenced by teachers' quarterly reports.	☐ WSF, \$ ☒ Title I, \$20,000 ☐ 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.	B	EA 1.3.3.B. Advanced Placement Provide a variety of AP courses and the necessary support to help students earn at least a 3 on their AP Exam. <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): AP Coordinator/AP Teachers	AP teachers and testing coordinator will track individual students' progress towards achieving at least a 3 on their respective AP Exam	☐ 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 <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>
1.3.3. All students graduate high school with a personal plan for their future.	B, C	EA 1.3.3.C. College Activities College Coordinator will coordinate opportunities for students to participate in a series of college exploration activities. • Support for students transitioning to postsecondary education • College and career counseling extended into the summer for graduates • Streamlined admission to UH or other colleges • Accelerated placement into apprenticeship programs, workforce training <i>Title I Crosswalk Elements: SW 5, 6</i> Accountable Lead(s): College and Career Coordinators	College and Career Coordinators will track and evaluate opportunities that are made available for students	☐ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: GEAR UP, \$10,000 ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.
- ★ GOAL 2.3 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>
2.1.2. All teachers are effective or receive the necessary support to become effective.		EA 2.1.2.A. Teachers will participate in current professional development (PD) opportunities and have the opportunity to select relevant PD topics. - School level PD - District level PD - State level PD - Local Conferences and/or workshops - National Conferences and/or workshops <i>WASC Growth Areas #2, 6</i> <i>Title I Crosswalk Elements: SW 6</i> Accountable Lead(s): Admin Team, DH, Teachers	68% of teachers are satisfied with the PD opportunities provided, as reflected on SQS - SY 24-25: 65.6% Admin and DHs/depts will plan, review, and document teacher PD opportunities. - School PD Plan - Department Plans - Tech Plan	☐ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2. All teachers are effective or receive the necessary support to become effective.		EA 2.1.2.B. Induction and mentoring support will be provided for all beginning teachers to ensure all teachers will attain Hawaii Qualified Teacher (HQT) status and a "proficient" rating on the teacher evaluation tool. - Mentoring support will be provided for Non-Highly Qualified Teachers (NHQT) and less than "proficient" teachers. - Mentoring/coaching support will be provided for all teachers to ensure emotional well-being. Accountable Lead(s): Teacher Mentor	Mentoring Data	☐ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.
- ★ GOAL 2.3 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>
2.1.2. All teachers are effective or receive the necessary support to become effective.		EA 2.1.2.C. Curriculum, Instruction, and Assessment coaching will be available for all teachers to ensure teachers receive the proper support to increase student academic success. <i>Accountable Lead(s): Curriculum Coaches</i>	Coaching Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2. All school support staff are effective or receive the necessary support to become effective.		EA 2.2.2.A. Professional Development and necessary training will be provided and accessible to all support staff. <i>Title I Crosswalk Elements: SW 5, 6</i> <i>Accountable Lead(s): Admin</i>	Admin input Quarterly PD into School PD Plan for support staff	☒ WSF, \$25,000 ☒ Title I, \$30,000 ☐ 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>
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>		EA 3.3.1. Support our students by informing families of opportunities at the school and promote family engagement and involvement <i>Title I Crosswalk Elements: SW 6, 7</i> Accountable Lead(s): Principal, PCNC	Meeting minutes and SCC roster	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ **GOAL 3.4 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>
School-specific 3.4.1. Continue to improve communication between all stakeholders to support student measurable outcomes.		EA 3.4.1. Leilehua will continue to communicate regularly with families/stakeholders for the purposes of: • Supporting our students and informing families of opportunities at the school • Promoting family engagement and involvement • Using various school websites and School Info App (Public Communications) ○ Flyers ○ Social Media ○ Marquee ○ Digital Signage ○ Newsletters ○ Daily Bulletin <i>Title I Crosswalk Elements: SW 6, 7</i> Accountable Lead(s): Public Communications NCT	Number of users on the app in different groups, website hits, Google form requests for announcements, etc.	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ **GOAL 3.4 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>
School-specific 3.4.2. Increase family and community engagement activities.	A, B	EA 3.4.2. The school will provide opportunities for the community to be involved in preparing students to be college and career ready. • Parent Conferences • College and Career Night • FAFSA Night • iNight • Innovation Day • Fall Festival • College Admissions Application Day • Fine Arts Performances and Parent Nights <i>Title I Crosswalk Elements: SW 5, 6, 7</i> Accountable Lead(s): College and Career Coordinators, Title I Coordinator, CTE Coordinator, Librarian, Fine Arts DH	Event attendance reported through DART	☒ WSF, \$12,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ GOAL 3.5 Other Systems of Support				
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>
School-specific 3.5.1. Improve or develop programs, facilities, and operations to support staff safety, well-being, and security of everyone on campus.		EA 3.5.1.A. LHS will make improvements/ enhancements to increase safety and well-being on campus. Facility improvements/ enhancements to provide for a safer environment. <i>Title I Crosswalk Elements: SW 6</i> Accountable Lead(s): Admin, School Safety Officer, and Financial Recorder	Create and monitor a Facility Master Plan Quarterly Safety Report	☒ WSF, \$50,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
School-specific 3.5.1. Improve or develop programs, facilities, and operations, to support staff safety, well-being, and security of everyone on campus.	C	EA 3.5.1.B. Increase the sense of belonging and social/emotional well-being of the faculty and staff and develop a wellness committee. Accountable Lead(s): Admin, SAC, Aloha Club	Faculty/Staff Panorama Survey Data Quarterly Wellness Committee report	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ GOAL 3.5 Other Systems of Support

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?"
School-specific 3.5.1. Improve or develop programs, facilities, and operations, to support staff safety, well-being, and security of everyone on campus.		EA 3.5.1.C. Provide current technology to allow staff to support effective school operations. <i>Accountable Lead(s):</i> Tech Coordinators	Technology Department Inventory in Tech Plan (Techs)	☒ WSF, \$70,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
School-specific 3.5.1. Improve or develop programs, facilities, and operations, to support staff safety, well-being, and security of everyone on campus.		EA 3.5.1.D. Begin the process of developing written protocols for operational practices, including a clear organizational chart that defines the responsibilities and decision-making authority for all staff. <i>WASC Growth Area #1</i> <i>Accountable Lead(s):</i> Admin, Leadership	Meeting minutes and/or written drafts of protocols, organizational chart, etc.	☐ WSF, \$ ☐ 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 **Leilehua High** 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 **Nov 17, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Dec 8, 2025** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team and Faculty
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Dec 8, 2025**

Attested:

Leilehua High Principal	Signature	Date
Jason Nakamoto		Apr 13, 2026
SCC Chairperson	Signature	Date
Kim Blanchard		Apr 13, 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:
N/A		

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

N/A

Attested:

SCC Chairperson	Signature	Date
Kim Blanchard		Apr 13, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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>	29 hrs/week 1,160 hrs/year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Leilehua High Bell Schedule: Link to bell schedule	