

# Mililani High School Academic Plan SY 2025-2026

95-1200 Meheula Parkway Mililani, HI 96789  
808-307-4200  
mililanihs.org

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

|  |              |
|--|--------------|
| Submitted by Principal <b>Frederick Murphy</b>               |              |
| <br><small>Frederick Murphy (Apr 15, 2025 11:54 EDT)</small> | Apr 15, 2025 |

|   |              |
|---|--------------|
| Approved by Complex Area Superintendent <b>Ernest Muh</b> |              |
| <br><small>Ernest Muh (Apr 14, 2025 11:11 HST)</small>    | Apr 14, 2025 |

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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science         | Social Studies  |
|----------------------------|---------------------------------------|-----------------------------|-----------------|-----------------|
| 9                          | Other: ▾ HMH                          | Other: ▾ Savvas             | Teacher Created | Teacher Created |
| 10                         | Other: ▾ HMH                          | Other: ▾ Savvas             | Teacher Created | Teacher Created |
| 11                         | Other: ▾ HMH                          | Other: ▾ Savvas             | Teacher Created | Teacher Created |
| 12                         | Other: ▾ HMH                          | Other: ▾ Savvas             | Teacher Created | Teacher Created |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics     | Science | Social Studies |
|----------------------------|-----------------------|-----------------|---------|----------------|
| 9                          |                       | iXL & Deltamath |         |                |
| 10                         |                       | iXL & Deltamath |         |                |
| 11                         |                       | iXL & Deltamath |         |                |
| 12                         |                       | iXL & Deltamath |         |                |

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

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

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

☒ Panorama      ☒ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

| Grade Level(s)/Course Name | English Language Arts     | Mathematics       |
|----------------------------|---------------------------|-------------------|
| Grade 9                    | I-Ready ▾ and HMH         | I-Ready ▾         |
| Grade 10                   | Other: ▾ HMH              | Teacher Created ▾ |
| Grade 11                   | Other: ▾ SBA Interim      | Other: ▾ SBA      |
| Grade 12                   | Teacher Created ▾ and HMH | Teacher Created ▾ |

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

Year of Last Visit: 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026-2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2026-2027

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

|   |   |
|---|---|
| 1 | <p><b><u>Student Need:</u></b> Increase student achievement in English Language Arts (ELA), Math, and Science</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>A. SY 23-24 ELA SBA Proficiency: 73%</li> <li>B. SY 23-24 Math SBA Proficiency: 49%</li> <li>C. SY 23-24 Biology EOC Proficiency: 43%</li> </ul>   |
| 2 | <p><b><u>Student Need:</u></b> Increase College and Career Readiness opportunities for all students with a specific focus on internships/Work-Based Learning</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>A. SY 23-24 Internship participation: 1%</li> <li>B. SY 23-24 Work-Based Learning participation: 2%</li> </ul>  |
| 3 | <p><b><u>Student Need:</u></b> Develop and implement systems and strategies such as targeted interventions to ensure all students have access to the curriculum; especially those who are not meeting grade-level expectations and those designated as high need.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>A. SY 23-24 PLC Quarterly Essential Learning:</li> </ul> |

|   |   |
|---|---|
|   | <p>B. SY 23-24 PLC Quarterly CFA completion (including data analysis):</p> <p>C. SY 23-24 PLC Intervention Implementation:</p>  |
| 4 | <p><b><u>Student Need:</u></b> Continue to monitor, evaluate, and adjust school-wide programs and offerings strategically to ensure that the needs of every student are being addressed.</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <p>A. System to monitor and evaluate relevance and success of school-wide programs and offerings needs to be improved/revised (WASC Recommendation)</p> |
| 5 | <p><b><u>Student Need:</u></b> Monitor and evaluate and adjust systems and strategies to improve internal communication</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <p>5A) Protocols to disseminate information to all stakeholders needs improvement (WASC Recommendation)</p>  |
|   |   |

In order 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:** SPED

**Identified Student Need(s):**

ELA - Grade 11

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 23.2%      | 20.5%      | 23.6%      |
| English Learners | 33.3%      | 33%        | 30%        |

Math - Grade 11

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 7.3%       | 0%         | 18.1%      |
| English Learners | 16.6%      | 0%         | 10%        |

Biology EOC

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 16.6%      | 12%        | 14.2%      |
| English Learners | 100%       | 9%         | 16.6%      |

We saw an increase in proficiency for the SPED subgroup in ELA, Math, and Biology.  
MHS is in the process of developing an RTI system that will help to provide school wide support for all students

2

**Targeted Subgroup:** English Language Learner

**Identified Student Need(s):**

**ELA - Grade 11**

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 23.2%      | 20.5%      | 23.6%      |
| English Learners | 33.3%      | 33%        | 30%        |

**Math - Grade 11**

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 7.3%       | 0%         | 18.1%      |
| English Learners | 16.6%      | 0%         | 10%        |

**Biology EOC**

|                  | SY 2021-22 | SY 2022-23 | SY 2023-24 |
|------------------|------------|------------|------------|
| SPED             | 16.6%      | 12%        | 14.2%      |
| English Learners | 100%       | 9%         | 16.6%      |

We saw a decrease in proficiency for the EL subgroup in Math and Biology.  
MHS is in the process of developing an RTI system that will help to provide school wide support for all students

MHS is also in the process of ensuring that all teachers are Sheltered Instruction certified by SY 25-26





## Priority 1 High-Quality Learning For All


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

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

|  |  |  |   |  |
|--|--|--|---|--|
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> | <p>SY 23-24:</p> <p>73% Proficient in ELA SBA</p> <p>49% Proficient in Math SBA</p> <p>43% Proficient in Biology EOC</p> <p>SY 23-24 Gap rates:</p> <p>ELA Gap - 34<br/>Math Gap - 33<br/>Science Gap - 26</p> | <p>EA 1.1.4 (1) - Teachers will monitor student performance data irrespective of content taught to ensure that all student groups perform equally well academically.<br/>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota - Data Coordinator working with FOL Leaders]</p> <p>EA 1.1.4 (2) - Tested PLCs will have additional time to analyze student performance data to discuss accurate alignment with identified essential learning.<br/>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota - Data Coordinator working with PLC Leaders]</p> <p>EA 1.1.4 (3) - All PLCs will engage in the development of a School wide RTI system that focuses on providing targeted intervention and extension that results in student academic growth.<br/>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota - Data Coordinator working with Guiding Coalition and PLC Leaders]</p> | <p>100% of staff will be assigned to FOL groups where schoolwide data will be shared quarterly during FOL meetings (all staff will have the opportunity to access data)</p> <p>We will decrease our gap by 1 point in ELA, Math, and Science.</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|--|--|--|---|--|

Gap Data:

Goal: We will decrease our gap by 1 point in ELA, Math, and Science

| <div>Support</div>  |             | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|--|-------------|----------|----------|----------|----------|---------|---------|---------|
|  | ELA Gap     | 40       | 33       | -Covid19 | 35       | 38      | 23      | 34      |
|  | Math Gap    | 31       | 23       | -Covid19 | 29       | 29      | 22      | 33      |
|  | Science Gap | 16       | 33       | -Covid19 | 25       | 24      | 27      | 26      |

|   |   |   |  |  |
|---|---|---|--|--|
| <p>1.1.4 (A)</p> <p>50% of all students in grade 11 will be at Level 3 or above in mathematics on the Smarter Balanced Assessment</p> | <p>49% of students in grade 11 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 23-24</p> | <p>EA 1.1.4 A (1) - Teachers in the Algebra 2 PLC will identify essential strands in the SBA Interim to be used for targeted instruction and CFA analysis for intervention and/or extension.</p> <p>[Patrick Riehle DH with Alg 2 PLC Leader]</p> | <p>Alg 1 iReady:<br/>55% of students will be on grade level at the winter benchmark period as measured by universal screener (iReady).</p> <p>Alg 1 iReady:<br/>57% of students will be on grade level at the spring benchmark period as measured by universal screener (iReady)</p> <p>Alg 2 SBA Interim:<br/>55% of students will be at Level 3 or above on Smarter Balanced Interim</p> <p>55% of students will meet or exceed proficiency on common assessments in mathematics</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|---|---|---|--|--|

**Alg 1 Math SY 24-25 - iReady**

|               | Level 1 |                    | Level 2 |                    | Level 3 |                    | Level 4 |                    |
|---------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
|               | %       | Number of Students | %       | Number of Students | %       | Number of Students | %       | Number of Students |
| <b>Fall</b>   | 39%     | 204                | 17%     | 91                 | 38%     | 200                | 5%      | 28                 |
| <b>Winter</b> | 34%     | 183                | 13%     | 73                 | 43%     | 237                | 10%     | 52                 |
| <b>Spring</b> |         |                    |         |                    |         |                    |         |                    |

**Alg 2 Math SY 24-25 - SBA Interim**

|               | Level 1 |                    | Level 2 |                    | Level 3 |                    | Level 4 |                    |
|---------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
|               | %       | Number of Students | %       | Number of Students | %       | Number of Students | %       | Number of Students |
| <b>Fall</b>   | 31.5%   | 169                | 34.7%   | 186                | 23.5    | 126                | 20.5    | 110                |
| <b>Winter</b> | 18%     | 83                 | 22.4%   | 103                | 23.5%   | 108                | 33.9%   | 156                |
| <b>Spring</b> |         |                    |         |                    |         |                    |         |                    |

|   |   |  |   |  |
|---|---|--|---|--|
| <p>1.1.4 B</p> <p>75% of all students in grade 11 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment</p> | <p>73% of students in grade 11 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 23-24</p> | <p>EA 1.1.4 B (1) - Teachers in the ENG 9 PLC will continue to use iReady as a universal screener.</p> <p>EA 1.1.4 B (2) - Teachers in the ENG 10 and 11 PLCs will identify essential strands that span both grade levels and result in SBA performance support.</p> | <p>Grade 9 iReady:<br/>40% of students will be on grade level at the winter benchmark period as measured by universal screener (iReady)</p> <p>Grade 9 iReady:<br/>42% of students will be on grade level at the spring benchmark period as measured by universal screener</p> <p>Grade 10 &amp; 11<br/>HMH:<br/>70% of students will meet or exceed proficiency on HMH assessments (common assessments in ELA)</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|---|---|--|---|--|

**Grade 9 Reading SY 24-25 - iReady**


|               | <b>Level 1</b> |                    | <b>Level 2</b> |                    | <b>Level 3</b> |                    | <b>Level 4</b> |                    |
|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
|               | %              | Number of Students | %              | Number of Students | %              | Number of Students | %              | Number of Students |
| <b>Fall</b>   | 31%            | 183                | 31%            | 184                | 19%            | 113                | 19%            | 112                |
| <b>Winter</b> | 30%            | 183                | 32%            | 190                | 18%            | 111                | 20%            | 118                |
| <b>Spring</b> |                |                    |                |                    |                |                    |                |                    |

**Grade 10 Reading SY 24-25 - HMH**

|               | <b>Level 1</b> |                    | <b>Level 2</b> |                    | <b>Level 3</b> |                    | <b>Level 4</b> |                    |
|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
|               | %              | Number of Students | %              | Number of Students | %              | Number of Students | %              | Number of Students |
| <b>Fall</b>   |                |                    |                |                    |                |                    |                |                    |
| <b>Winter</b> |                |                    |                |                    |                |                    |                |                    |
| <b>Spring</b> |                |                    |                |                    |                |                    |                |                    |

|   |  |   |  |  |
|---|--|---|--|--|
| <p>1.1.4 C</p> <p>45% of Biology students will be proficient in Science on the Hawaii State Assessment.</p> | <p>43% of Biology students were proficient in Science on the Hawaii State Assessment in SY 23-24</p> | <p>1.1.4 C (1) - The Biology PLC will identify essential learning that help to support proficient performance on the End of Course exam. They will also create CFA aligned to the essential learning, analyze the results and provide necessary interventions/extension when needed.</p> <p>[Science DH and Biology PLC Leader]</p> | <p>50% of students will meet or exceed proficiency on quarterly common summative assessments</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|---|--|---|--|--|

Biology EOC Results


| Cultivate   |             | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|---|-------------|----------|----------|----------|----------|---------|---------|---------|
|  | Biology EOC | 54%      | 55%      | -Covid19 | 47%      | 48%     | 48%     | 43%     |

|   |  |  |   |  |
|---|--|--|---|--|
| <p>1.1.4 D</p> <p>35% of students learning English will be on-track to English language proficiency</p> | <p>22.7% of students were on track to English language proficiency in SY 23-24</p> | <p>1.1.4 D (1) - The EL Coordinator will provide instructional strategies to support EL students for those who have EL students in their classroom.</p> <p>[EL Coordinator and Deyon Nagato]</p> | <p>EL Lead will conduct pre and post surveys for 100% of teachers who have EL students enrolled in their course.</p> <p>Survey will monitor academic discourse strategies implemented</p> <p>iReady will be given 3 times a year by the EL Lead to monitor the academic progress of EL students</p> <p>WIDA, iReady, and content grades will be monitored by EL Lead to ensure 35% of our EL students are on-track.</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
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|   |   |  |   |  |
|---|---|--|---|--|
| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | <p>Number of 9th grade students being retained at the end of the year:</p> <p>21-22: 42<br/>22-23: 17<br/>23-24: 14</p> <p>9th Grade On Track SY 23-24: 97.3%</p> | <p>MHS Support teams (ASMHS, Counselor/Admin Teams) will monitor the success of transition strategies in place to support students who transition from middle to high school.</p> <p>[Admin, Janet Riehle - Student Activities Coordinator in charge of Freshman and New Student orientation, Brandy Eala &amp; Seannalynn Mahilum - Counselor Department Heads]</p> | <p>98% of our 9th graders will be on track for SY 24-25.</p> <p>100% of Mid Quarter and Quarter Grade reports will be monitored by grade level counselors.</p> <p>Individual meetings with struggling students are scheduled on a quarterly as needed basis.</p> <p>Weekly Counselor/Admin Team monitoring for Tier 2 and Tier 3 students will occur 100% of the time</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|---|---|--|---|--|

#### 9th Grade on Track Data

| Support   |                    | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|---|--------------------|----------|----------|----------|----------|---------|---------|---------|
|  | 9th Grade on Track | 91%      | 96%      | 97%      | 97%      | 96%     | 99%     | 97.3%   |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>All teachers will provide opportunities for students to actively engage with the LMW Complex Durable Skills (IC3)</p> | <p>SY 24-25 IC3 PD course: 25 MHS Teachers participating (15%)</p> | <p>Teachers will continue to engage in collaborative conversations around the LMW durable skills (Investigate, Communicate, Collaborate, and create).</p> <ul style="list-style-type: none"> <li>Teachers promote learning opportunities that engage students in durable skills practice</li> <li>MHS will continue to promote opportunities for students to engage in opportunities that promote durable skills practice (like internships and work-based learning)</li> <li>IC3 will be the focus of the school's walkthrough protocol</li> </ul> <p>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota Data Coordinator : in charge of professional development]</p> <p>[Rieko Goo - Instructional Leadership Team Lead]</p> | <p>100% of our faculty will begin professional development training to implement IC3 strategies:</p> <p>IC3 PD courses may be available to LMW schools to support IC3 learning opportunities in the classroom.</p> <p>AVID strategies will be incorporated into our 21 PD hours to help support IC3 instruction as well as RTI.</p> <p>100% of faculty will be assigned to observe 2 peers during Quarters 1, 2, and 3. This process will monitor what IC3 strategies were seen in the classroom each quarter.</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
|--|--|--|--|--|


|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | Qualitative Feedback collected through the MHS Peer Walkthrough Protocol monitored by the Instructional Leadership Team  |   |
| All teachers will continue to monitor students' progress as a result of artifact and data analysis. Teachers will look at evidence (student work) and determine where students hold strength and need (intervention/extension) | 100% of our PLCs will complete a full essential learning cycle every quarter | PLC Teams will focus on looking at evidence (student work that is aligned to the essential learning and demonstrates an agreed upon proficiency) in order to determine where students hold strength and need<br><br>[Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with PLC Leaders] | <p>100% of our PLCs will have identified Essential Learning as part of a common curriculum map.</p> <p>100% of our PLCs will have common proficiencies and CFAs to monitor student progress.</p> <p>100% of our PLCs will analyze student work to determine strength and need.</p> | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |

|  |   |  |   |  |
|--|---|--|---|--|
| <p>Teachers will have focused collaborative discussions around Response to Intervention (RTI) in order to accurately identify struggling students early on and give them targeted support.</p> | <p>100% of our PLCs will have strategies for intervention and/or extension for each identified essential learning</p> | <p>PLC Teams will participate in professional development in order to establish a common understanding of RTI at Mililani High School and common vocabulary with which they can have collaborative discussions around student support.<br/>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota - Data Coordinator working with PLC Leaders]</p> <p>PLC Teams will participate in collaborative discussions to establish a clear understanding of Tier 1 common expectations and practices.</p> <p>PLC Teams will participate in collaborative discussions to establish a common understanding of Tier 2 common expectations and practices.</p> | <p>100% of PLCs will discuss RTI intervention and extension strategies as reported in their PLC quarterly overview sheet.</p> <p>In SY 24-25 we will identify 3 school wide strategies for Tier 1 student support and provide PD for 100% of our faculty through our designated 21 hours.</p> | <p><input checked="" type="checkbox"/> WSF, \$<br/> <input type="checkbox"/> Title I, \$<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant:__, \$<br/> <input type="checkbox"/> Other:__, \$</p> |
|--|---|--|---|--|


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

| Desired Outcome<br><i>"What do we plan to accomplish?"</i>   | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i><br><i>Reference the Identified School Needs section.</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                 | Monitoring of Progress<br>(Initial & Intermediate Outcomes)<br><i>"How will we know progress is being made?"</i>   | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed to execute the enabling activity.</i>  |
|--|--|---|--|---|
| 1.2.1. All students desire to and attend school regularly.<br><br><i>Required for all schools.</i> | 86% of students with regular attendance in SY 23-24  | MHS will continue to monitor, evaluate, and adjust school-wide programs and offerings strategically to ensure that the needs of every student are being addressed<br>[Jeni Miyahira - Curriculum Coordinator w/ ART Team] | Regular attendance percentage will increase by 2%<br><br>The number of students that attend school regularly (average daily attendance) will increase by .05% per quarter. | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |

Regular Attendance Rates

| Support   |                    | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|---|--------------------|----------|----------|----------|----------|---------|---------|---------|
|  | Regular Attendance |          | 92%      | 94%      | 91%      | 87%     | 87%     | 86%     |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | <p>SY 23-24 School Safety/Positive School Climate</p> <p>62.5%</p> | <p>EA 1.2.2 (1) - Monitor (and analyze) student discipline in order to identify trends and discuss necessary supports.<br/>[Grade Level Counselor/Admin Teams]</p> <ul style="list-style-type: none"> <li>Clearly articulate support strategies for 9th and 12th grade</li> </ul> <p>EA 1.2.2 (2) - Monitor and modify Tier 1 Hawaii Multi-Tiered Systems of Support (HMTSS) Instructional and Behavioral strategies to improve attendance<br/>[Grade Level Counselor/Admin Teams]</p> <ul style="list-style-type: none"> <li>Teacher promotes a safe and secure environment (promotes teacher-student interaction and student-student interaction)</li> </ul> | <p>Increase school safety/positive school climate percentage by 2% (SQS).</p> <p>50% of students with a favorable response on the sense of belonging measure on the panorama SEL survey at the Fall screening period.</p> <p>51% of students with a favorable response on the sense of belonging measure on the panorama SEL survey at the Winter screening period</p> <p>52% of students with a favorable response on the sense of belonging measure on the panorama SEL survey at the spring screening period.</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
| <p>School Safety/Positive School Climate percentages</p>   |  |  |  |   |

| Support   |   | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|---|---|----------|----------|----------|----------|---------|---------|---------|
|  | School Safety/<br>Positive School Climate | 80%      | 79%      | 61%      | 60%      | 59%     | 59%     | 62.5%   |

1.2.3. All students experience a Nā Hopena A'o environment for learning.

*Required for all schools.*

SY 23-24  
Student perception survey:

Valuing of School - 52%

School Belonging - 39%

EA 1.2.3 (1) - Mililani High School will focus on enhancing a sense of belonging for all students.

- ILT Team continues to focus on classroom environment and building a sense of belonging


EA 1.2.3 (2) - Mililani High School will continue to develop AgTech opportunities that focus on place-based learning experiences through various programs on campus.

Student Perception Survey for valuing of school will increase by 2%

Student Perception survey for school belonging will increase by 2%

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_, \$
- ☐ Other:\_\_, \$

Student Perception Survey for valuing of school & school belonging

| <div>Support</div>  |  | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|--|--|----------|----------|----------|----------|---------|---------|---------|
|  | Student Perception Survey: Valuing of School |          |          | 57%      | 51%      | 51%     | 52%     | 52%     |
|  | Student Perception Survey: School Belonging  |          |          | 40%      | 35%      | 36%     | 38%     | 39%     |



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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>  | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i><br><i>Reference the Identified School Needs section.</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>   | <b>Monitoring of Progress<br/>(Initial &amp; Intermediate Outcomes)</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed to execute the enabling activity.</i>  |
|--|---|--|--|--|
| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> | <p>67% of students participate in clubs</p> <p>4% of students participate in WBL/Internships</p>                                    | <p>EA 1.3.1 (1) - MHS will increase internships/work-based learning experiences, certifications, and early college opportunities.</p> <p>[Janise Kim &amp; Jamie Ludwig - CTE Coordinators &amp; Jeni Miyahira - Early College and Curriculum Coordinator]</p> | <p>100% of students will have the opportunity to participate in CCR activities</p>   | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

## CCR Metrics

| AC<br>PLAN |   | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|------------|---|----------|----------|----------|----------|---------|---------|---------|
|            | CCR<br>Participation:<br>Clubs          |          |          |          |          |         | 1548    | 1572    |
|            | CCR<br>Participation:<br>WBL/Internship |          |          |          |          | 15      | 31      | 88      |

1.3.3. All students graduate high school with a personal plan for their future.

SY 23-24  
Graduation Rate:  
95%


EA 1.3.3 (1) - All incoming students will be placed in advisory class where they will stay for the duration of their high school experience.

- Students will be able to develop a sense of belonging through longitudinal conversations with their advisory teacher
- Students will complete their Personal Transitional Plan during the designated semester to help ensure that they are graduating with a personal plan for their future

Increase  
Graduation Rate by  
1%

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_, \$
- ☐ Other:\_\_, \$

## Graduation Rate

| Support   |                 | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|---|-----------------|----------|----------|----------|----------|---------|---------|---------|
|  | Graduation Rate | 94%      | 93%      | 96%      | 96%      | 97%     | 94%     | 95%     |



## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                    | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i><br><br><i>Reference the Identified School Needs section.</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed to execute the enabling activity.</i>   |
|---|--|--|--|---|
| All teachers will be provided with the opportunity to obtain their SIQ or TESOL certification | SY 23-24 completion rate<br><br>63% of teachers are SIQ  | <p>Mililani High School will monitor and communicate the SIQ or TESOL Certification requirements to all teachers<br/>[Deyon Nagato - Assistant Principal]</p> <p>Mililani High School will share professional development opportunities for SIQ or TESOL certification<br/>[Jeni Miyahira - Curriculum Coordinator]</p> <p>The Administrative Leadership Team will be familiar with the EL Comprehensive Plan and engage in its development and implementation.<br/>[MHS Admin Team]</p> | 100% of teachers will complete their SIQ                                       | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |

|  |   |  |  |  |
|--|---|--|--|--|
|  |   | <p>EL Lead will provide teaching strategies to support language inquisition via emailed information to teachers of EL students</p> <p>EL Lead will offer teachers of EL students opportunities to observe academic discourse strategies'</p> <p>EL Lead will maintain records and be knowledgeable of EL performance data</p>                          |  |  |
| <p>All teachers will be provided with the opportunity to participate in targeted training and professional development that ensures a high-quality and effective workforce</p> | <p>100% of teachers are required to participate in 2 Planning and Collaboration days and 21 annual hours of PD training</p> | <p>MHS will continue to provide targeted training and professional development that is inclusive of all faculty and includes strategies and techniques that can be implemented in the classroom to promote high-quality learning experiences for all students.<br/>[Jeni Miyahira - Curriculum Coordinator &amp; Shaina Kubota - Data coordinator]</p> | <p>100% of teachers are required to participate in 2 PC days and 21 hours of professional development training</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> |



## Priority 3

### Effective and Efficient Operations At All Levels

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

| Desired Outcome<br><i>"What do we plan to accomplish?"</i>   | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i><br><i>Reference the Identified School Needs section.</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | Monitoring of Progress<br><i>"How will we know progress is being made?"</i> | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed to execute the enabling activity.</i>  |
|--|--|--|---|---|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for all schools.</i> | 100% of stakeholders are represented at each monthly SCC meeting   | EA 3.3.1 (1) - MHS will continue to maintain a collaborative partnership with our School Community Council and extended community. <ul style="list-style-type: none"> <li>Meaningful and relevant agenda items to keep stakeholders informed and involved in the decision-making process</li> <li>Invitations to school events like the Mililani Quarterly</li> </ul> [Tom Falenofoa - SCC Chairperson, Fred Murphy - Principal, Jeni Miyahira - Curriculum Coordinator] | 100% of stakeholders are represented at each monthly SCC meeting            | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |

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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>  | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i><br><i>Reference the Identified School Needs section.</i>           | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | <b>Monitoring of Progress</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed to execute the enabling activity.</i>  |
|--|---|---|--|--|
| <p>3.3.2. All community members are offered opportunities to engage with and learn about meaningful activities and learning experiences hosted by the school</p> | <p>Out of the 11% of parents that responded to our SQS survey:</p> <p>75% have a positive response to the Involvement/Engagement category</p> | <p>MHS will continue to promote opportunities for community members to engage with student programs and activities and allowing them to provide feedback</p> <ul style="list-style-type: none"> <li>● Jumpstart</li> <li>● Freshmen/new student orientation + parent night</li> <li>● 8th grade visit/parent night</li> <li>● Open House</li> <li>● Junior Parent Night</li> <li>● Senior Parent Night</li> <li>● AP Night</li> <li>● Mililani Quarterly</li> <li>● Activities open to the community <ul style="list-style-type: none"> <li>○ Trojan Trading Post</li> <li>○ Culinary Showcase</li> <li>○ STEM Camp</li> <li>○ Community Ag Days</li> <li>○ Athletic Events</li> </ul> </li> <li>● Information Nights</li> <li>● Job/Career Fair</li> <li>● College Fair</li> <li>● Financial Aid Night</li> <li>● Character Counts Fair</li> <li>● PTSO/SCC</li> </ul> | <p>Increase the SQS survey percentage for parent involvement/engagement by 2%</p>  | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> |

# Parent SQS Involvement/Engagement

| AC<br>PLAN |  | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY21-22 | SY22-23 | SY23-24 |
|------------|--|----------|----------|----------|----------|---------|---------|---------|
|            | Parent SQS<br>Involvement/<br>Engagement | 52.1%    | 54%      | 52.3%    | 66.7%    | 69%     | 76.2%   | 75%     |



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

**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)*

1,208

**Did your school submit a SCC Waiver Request Form? Please explain.**

Yes - we submit a waiver to submit grades early in the 1st semester to better support student learning.

**Bell Schedule:** [\[Please link, embed a table, or insert an image of your school bell schedule here\]](#)

## BELL SCHEDULE

MILILANI HIGH SCHOOL 2023-2024

### 5 day school week

| MONDAY<br>1, 2, 3, 4, 5, 6  | TUESDAY<br>1, 2, 3, 4, 5, 7   | WEDNESDAY<br>1, Adv, 2, 6, 7                   | THURSDAY<br>1, 3, 4, 5, 6, 7  | FRIDAY<br>2, 3, 4, 5, 6, 7  |
|---|---|--|---|---|
| 8:00 – 8:05<br><i>Opening</i>                                       | 8:00 – 8:05<br><i>Opening</i>                                       | 8:00 – 8:05<br><i>Opening</i>                  | 8:00 – 8:05<br><i>Opening</i>                                       | 8:00 – 8:05<br><i>Opening</i>                                       |
| 8:05 – 9:02<br>Homeroom (5)<br><b>Period 1</b>                      | 8:05 – 9:02<br>Homeroom (5)<br><b>Period 1</b>                      | 8:05 – 8:57<br><b>Period 1</b>                 | 8:05 – 9:02<br>Homeroom (5)<br><b>Period 1</b>                      | 8:05 – 9:02<br>Homeroom (5)<br><b>Period 2</b>                      |
| 9:09 – 10:01<br><b>Period 2</b>                                     | 9:09 – 10:01<br><b>Period 2</b>                                     | 9:04 – 9:39<br>Homeroom (5)<br><b>Advisory</b> | 9:09 – 10:01<br><b>Period 3</b>                                     | 9:09 – 10:01<br><b>Period 3</b>                                     |
| 10:01 – 10:11<br><i>Recess</i>                                      | 10:01 – 10:11<br><i>Recess</i>                                      | 9:46 – 10:38<br><b>Period 2</b>                | 10:01 – 10:11<br><i>Recess</i>                                      | 10:01 – 10:11<br><i>Recess</i>                                      |
| 10:18 – 11:10<br><b>Period 3</b>                                    | 10:18 – 11:10<br><b>Period 3</b>                                    | 10:38 – 10:48<br><i>Recess</i>                 | 10:18 – 11:10<br><b>Period 4</b>                                    | 10:18 – 11:10<br><b>Period 4</b>                                    |
| 11:10 – 11:40<br><i>Lunch A</i><br>11:47 – 12:39<br><b>Period 4</b> | 11:10 – 11:40<br><i>Lunch A</i><br>11:47 – 12:39<br><b>Period 4</b> | 10:55 – 11:47<br><b>Period 6</b>               | 11:10 – 11:40<br><i>Lunch A</i><br>11:47 – 12:39<br><b>Period 5</b> | 11:10 – 11:40<br><i>Lunch A</i><br>11:47 – 12:39<br><b>Period 5</b> |
| 11:17 – 12:09<br><b>Period 4</b><br>12:09 – 12:39<br><i>Lunch B</i> | 11:17 – 12:09<br><b>Period 4</b><br>12:09 – 12:39<br><i>Lunch B</i> | 11:54 – 12:46<br><b>Period 7</b>               | 11:17 – 12:09<br><b>Period 5</b><br>12:09 – 12:39<br><i>Lunch B</i> | 11:17 – 12:09<br><b>Period 5</b><br>12:09 – 12:39<br><i>Lunch B</i> |
| 12:46 – 1:38<br><b>Period 5</b>                                     | 12:46 – 1:38<br><b>Period 5</b>                                     | 12:46 – 1:18<br><i>Lunch</i>                   | 12:46 – 1:38<br><b>Period 6</b>                                     | 12:46 – 1:38<br><b>Period 6</b>                                     |
| 1:45 – 2:37<br><b>Period 6</b>                                      | 1:45 – 2:37<br><b>Period 7</b>                                      | 1:18 – 1:23<br><i>Closing</i>                  | 1:45 – 2:37<br><b>Period 7</b>                                      | 1:45 – 2:37<br><b>Period 7</b>                                      |
| 2:37 – 2:55<br><i>Study Hall</i>                                    | 2:37 – 2:55<br><i>Study Hall</i>                                    | 1:28 – 2:10<br><i>Staff Meeting 1</i>          | 2:37 – 2:55<br><i>Study Hall</i>                                    | 2:37 – 2:55<br><i>Study Hall</i>                                    |
| 2:55 – 3:00<br><i>Closing</i>                                       | 2:55 – 3:00<br><i>Closing</i>                                       | 2:15 – 3:00<br><i>Staff Meeting 2</i>          | 2:55 – 3:00<br><i>Closing</i>                                       | 2:55 – 3:00<br><i>Closing</i>                                       |

UPPER CAMPUS (Sem1 = Lunch A)

Agr, H, N, O, Lib, P6-P26

LOWER CAMPUS (Sem1 = Lunch B)

B, C, G, J, K, L, P1-5, P27-34, Wtrm

## 4 Day School Week Schedule

In the event that there is a holiday making the week only 4 days of class,  
we will implement the bell schedule below in order to ensure continuity for student learning.

MILILANI HIGH SCHOOL 2023 - 2024

### BELL SCHEDULE

| A DAY<br>1, 3, 5, 7  | B DAY<br>2, 4, 6                               | C DAY<br>1, 3, 5, 7  | D DAY<br>2, Adv, 4, 6   |
|--|--|--|---|
| 8:00 – 8:05<br><i>Opening</i>                                      | 8:00 – 8:05<br><i>Opening</i>                  | 8:00 – 8:05<br><i>Opening</i>                                      | 8:00 – 8:05<br><i>Opening</i>                                       |
| 8:05 – 9:32<br>Homeroom (5)<br><b>Period 1</b>                     | 8:05 – 9:32<br>Homeroom (5)<br><b>Period 2</b> | 8:05 – 9:32<br>Homeroom (5)<br><b>Period 1</b>                     | 8:05 – 9:32<br>Homeroom (5)<br><b>Period 2</b>                      |
| 9:32 – 9:42<br><i>Recess</i>                                       | 9:32 – 9:42<br><i>Recess</i>                   | 9:32 – 9:42<br><i>Recess</i>                                       | 9:32 – 9:42<br><i>Recess</i>  |
| 9:49 – 11:11<br><b>Period 3</b>                                    | 9:49 – 11:11<br><b>Period 4</b>                | 9:49 – 11:11<br><b>Period 3</b>                                    | 9:49 – 10:39<br><b>Advisory</b>                                     |
| 11:11 – 11:41<br><i>Lunch A</i><br>11:48 – 1:10<br><b>Period 5</b> | 11:18 – 12:40<br><b>Period 6</b>               | 11:11 – 11:41<br><i>Lunch A</i><br>11:48 – 1:10<br><b>Period 5</b> | 10:39 – 11:09<br><i>Lunch A</i><br>11:16 – 12:38<br><b>Period 4</b> |
| 11:18 – 12:40<br><b>Period 5</b><br>12:40 – 1:10<br><i>Lunch B</i> | 12:40 – 1:10<br><i>Lunch</i>                   | 11:18 – 12:40<br><b>Period 5</b><br>12:40 – 1:10<br><i>Lunch B</i> | 10:46 – 12:08<br><b>Period 4</b><br>12:08 – 12:38<br><i>Lunch B</i> |
| 1:17 – 2:39<br><b>Period 7</b>                                     | 1:20 – 2:05<br><i>Staff Meeting 1</i>          | 1:17 – 2:39<br><b>Period 7</b>                                     | 12:45 – 2:07<br><b>Period 6</b>                                     |
| 2:39 – 2:55<br><i>Study Hall</i>                                   | 2:10 – 3:00<br><i>Staff Meeting 2</i>          | 2:39 – 2:55<br><i>Study Hall</i>                                   | 2:07 – 2:55<br><i>Study Hall</i>                                    |
| 2:55 – 3:00<br><i>Closing</i>                                      |  | 2:55 – 3:00<br><i>Closing</i>                                      | 2:55 – 3:00<br><i>Closing</i>                                       |

## 3 Day Week Schedule

In the event that there are only 3 school days in a week - there will be no modified schedule.  
Students should follow the 5 day schedule paying attention to the day of the week.