

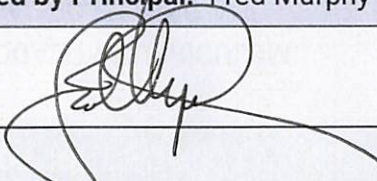


Mililani High Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Fred Murphy	
	☐ Date 4.8.26

Approved by Complex Area Superintendent: Ernest Muh	
	☐ Date

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
9th Grade	HMH	Savvas (Geometry, Algebra 1, Algebra 2)	Physical Science - Holt Science Spectrum	Teacher Created
10th Grade	HMH	Hughes-Hallett (Calculus)	Biology - Miller/Levine	Teacher Created
11th Grade	HMH/ Expository Rdg and Writing Curriculum	Pearson (Trigonometry)	Chemistry - Zumdahl Intro to chemistry	Teacher Created
12th Grade	HMH / Expository Rdg and Writing Curriculum	Teacher created (Statistics/Probability)	Physics - Holt	Teacher Created
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
		iXL & Deltamath		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
9 / Alg 1	iReady	iReady
10 / Geometry	SBA Practice + Blocks	iReady
11 / Alg 2	Other: ▾ SBA Interim + Checkpoint Assessment	Other: ▾ SBA Interim
12 / Upper Math	Teacher Created ▾	Teacher Created ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [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: 2024

Type of Next Action: Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

2027

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

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

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

1	<u>Student Need:</u> Increase student achievement in English Language Arts, Math, and Science 1. SY24-25 ELA SBA Proficiency: 67.5% 2. SY24-25 Math SBA Proficiency: 48% 3. SY 24-25 Biology EOC Proficiency: 57.4% <u>Root/Contributing Cause:</u> 1. Not yet able to identify which key standards align correctly with SBA
2	<u>Student Need:</u> Increase College and Career Readiness opportunities for all students with a specific focus on internships/Work-Based Learning 1. SY 24-25 Internship participation: 46 2. SY 24-25 Work-Based Learning participation: 35 <u>Root/Contributing Cause:</u> 1. State processes make it difficult to provide internship/WBL opportunities outside of the school

3	<u>Student Need:</u> 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. 1. SY 24-25 PLC Completion rate for all foundational documents: 27% <u>Root/Contributing Cause:</u> 1. In the process of refining and solidifying Tier 1 Core Curriculum
4	<u>Student Need:</u> Continue to monitor, evaluate, and adjust school-wide programs and offerings strategically to ensure that the needs of every student are being addressed. 1. System to monitor and evaluate relevance and success of school-wide programs and offerings needs to be improved/revised (WASC Recommendation) <u>Root/Contributing cause(s):</u> 1. In the process of refining school-wide programs and offerings that are relevant based on student need
5	<u>Student Need:</u> Monitor and evaluate and adjust systems and strategies to improve internal communication 1. Protocols to disseminate information to all stakeholders needs improvement (WASC Recommendation) <u>Root/Contributing cause(s):</u> 1. In the process of refining/revising protocols to improve school-wide communication

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):

SBA ELA - Grade 11

	SY 2022-23	SY 2023-24	SY 2024-25
SPED	20.5%	23.6%	23.6%

SBA Math - Grade 11

	SY 2022-23	SY 2023-24	SY 2024-25
SPED	0%	18.1%	2.5%

Biology EOC

	SY 2022-23	SY 2023-24	SY 2024-25
SPED	12%	14.2%	7.6%

2

Targeted Subgroup: English Language Learner**Identified Student Need(s):**

SBA ELA - Grade 11

	SY 2022-23	SY 2023-24	SY 2024-25
English Learners	20.5%	23.6%	25%

SBA Math - Grade 11

	SY 2022-23	SY 2023-24	SY 2024-25
English Learner	0%	18.1%	20%

Biology EOC

	SY 2022-23	SY 2023-24	SY 2024-25
English Learner	12%	14.2%	21.4%

3	Targeted Subgroup: Disadvantaged			
	Identified Student Need(s):			
	SBA ELA - Grade 11			
		SY 2022-23	SY 2023-24	SY 2024-25
	Disadvantaged	20.5%	23.6%	52%
	SBA Math - Grade 11			
		SY 2022-23	SY 2023-24	SY 2024-25
	Disadvantaged	0%	18.1%	27.4%
	Biology EOC			
		SY 2022-23	SY 2023-24	SY 2024-25
	Disadvantaged	12%	14.2%	40.8%



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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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>	SY 24-25 67.9% Proficient in ELA SBA 48.5% Proficient in Math SBA 57.8% Proficient in Biology EOC SY 24-25 Gap rates: ELA Gap - 27 Math Gap - 33.1 Science Gap - 30	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. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with FOL Leaders] EA 1.1.4 (2) - Tested PLCs will have additional time to analyze student performance data to discuss accurate alignment with identified essential learning. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with PLC Leaders] 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. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with Guiding Coalition and PLC Leaders]	SY 25-26 70% Proficient in ELA SBA 50% Proficient in Math SBA 60% Proficient in Biology EOC 25% of ELL and 15% SPED ELA students will be on grade level at the winter benchmark period as measured by universal screener 10% of ELL and 15% SPED Math students will be on grade level at the winter benchmark period as measured by universal screener 10% of ELL and 15% SPED Biology students will be on grade level at the winter benchmark period as measured by universal screener	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			30% of ELL and 20% SPED ELA students will be on grade level at the spring benchmark period as measured by universal screener 15% of ELL and 20% SPED Math students will be on grade level at the spring benchmark period as measured by universal screener 15% of ELL and 20% SPED Biology students will be on grade level at the spring benchmark period as measured by universal screener We will decrease our gap by 1 point in ELA, Math, and Science	
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	SY 21-22	SY 22-23	SY 23-24	SY 24-25
ELA SBA	73%	67%	73%	67.9%
ELA Gap	38	23	34	27
Math SBA	44%	38%	49%	48.5%
Math Gap	29	22	33	33.1
Biology EOC	48%	48%	43%	57.8%
Science Gap	24	27	26	30

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

Number of 9th grade students being retained at the end of the year:

22-23: 17
23-24: 14
24-25: 10

9th Grade on Track SY 24-25: 98.9%

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.

[Admin, Janet Riehle - Student Activities Coordinator in charge of Freshman and New Student orientation, Brandy Eala & Seannalynn Mahilum - Counselor Department Heads]

98% of our 9th graders will be on track for SY 26-27

100% of mid-quarter and quarter grade reports will be monitored by grade level counselors.

Individual meetings with struggling students on a quarterly as needed basis.

Weekly counselor/admin team monitoring for Tier 2 and Tier 3 students will occur 100% of the time

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

	SY 21-22	SY 22-23	SY 23-24	SY 24-25
9th Grade on Track/ 9th Grade Promotion	95.9%	98.6%	97.3%	98.9%

1.1.6 75% of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment.	67.9% of students in grade 11 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 24-25	Teachers in the ENG 9 PLC will continue to use iReady as a universal screener and participate in the PLC process to monitor student learning. Additionally, they will also be using checkpoint assessments. ENG 10 and 12 PLCs will be using checkpoint assessments as a universal screener. Teachers in the ENG 11 PLC will be using the SBA Interim and checkpoint assessments.	20% of 10th grade students will be on grade level at the winter benchmark period as measured by universal screener 25% of 10th grade students will be on grade level at the spring benchmark period as measured by universal screener 55% of 11th grade students at Level 3 or above on Smarter Balanced Interim Assessments 80% of 11th grade students will meet or exceed proficiency on common assessments in ELA 75% of all students in grade 11 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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50% of students in grade 11 will be at Level 3 or above in mathematics on the Smarter Balanced Assessment	48.5% of students in grade 11 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 24-25	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. [Patrick Riehle DH with Alg 2 PLC Leader]	48% of Geometry students will be on grade level at the winter benchmark period as measured by universal screener 55% of Geometry students will be on grade level at the spring benchmark period as measured by universal screener 58% of Alg 2 students at Level 3 or above on Smarter Balanced Interim Assessments 80% of students will meet or exceed proficiency on common assessments in mathematics 50% of all students in grade 11 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.7 60% of Biology students will be proficient in Science on the Hawaii State Assessment.	57.8% of Biology students were proficient in Science on the Hawaii State Assessment in SY 24-25	The Biology PLC will administer the interim assessment to support proficient performance on the End of Course exam. They will also create CFAs that are aligned to the essential learning, analyze the results and provide necessary intervention/extension when needed. [Science DH and Biology PLC Leader]	40% of Biology students will be proficient on the Winter Universal Screener	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
35% of students learning English will be on-track to English language proficiency	23.9% of students were on-track to English language proficiency in SY 24-25	The EL coordinator will provide instructional strategies to support EL students for those who have EL students in their classroom. [EL Coordinator and Deyon Nagato]	8% of students will be on grade level at the winter benchmark period as measured by universal screener 10% of students will be on grade level at the spring benchmark period as measured by universal screener	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

All teachers will provide opportunities for students to actively engage with the LMW Complex Durable Skills (IC3)	100% of teachers participate in a peer walkthrough process to identify IC3 strategies	Teachers will continue to engage in collaborative conversations around the LMW durable skills (Investigate, Communicate, Collaborate, and create). • Teachers promote learning opportunities that engage students in durable skills practice • MHS will continue to promote opportunities for students to engage in opportunities that promote durable skills practice (like internships and work-based learning) • IC3 will be the focus of the school's walkthrough protocol [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota Data Coordinator : in charge of professional development] [Rieko Goo - Instructional Leadership Team Lead]	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.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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 [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with PLC Leaders]	100% of our PLCs will have identified Essential Learning as part of a common curriculum map. 100% of our PLCs will have common proficiencies and CFAs to monitor student progress 100% of our PLCs will analyze student work to determine strength and need.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Teachers will have focused collaborative discussions around Response to Intervention (RTI) in order to accurately identify students' needs early on and give them targeted intervention and/or extension.	100% of our PLCs will have strategies for intervention and/or extension for each identified essential learning	PLC Teams will delve deeper into quick common formative assessments (RTI-A schoolwide strategy) to determine where students hold strength and need. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with PLC Leaders] PLC Teams will participate in collaborative discussions to establish possible intervention and/or extension strategies for identified essential learning.	100% of PLCs will discuss RTI intervention and extension strategies as reported in their PLC quarterly overview sheet. 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.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ 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> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	88% of students with regular attendance in SY 24-25	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 [Jeni Miyahira - Curriculum Coordinator w/ ART Team]	88% of students will have regular attendance each quarter	☐ 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>	65.2% of students had a favorable response on the school safety dimension on the School Quality Survey (SQS) in SY 24-25 82% of students had a favorable response on the school safety dimension on the SQS for supportive relationships	Monitor/analyze student discipline in order to identify trends and discuss necessary supports [Grade Level Counselor/Admin Teams] Monitor and modify Tier 1 Hawaii Multi-Tiered Systems of Support Instructional and Behavioral strategies to improve positive behaviors at school Teachers promote a safe and secure environment by promoting clear behavioral expectations in designated areas like the classroom [Jeni Miyahira, Curriculum Coordinator]	55% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 60% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 66% of students with a favorable response on the school safety dimension on the School Quality Survey (SQS) in SY 26-27 85% of students with a favorable response for supportive relationships in SY 26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	55% of students with a favorable response in the areas of school belonging and supportive relationships on the fall Panorama Survey in SY 25-26	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 Mililani High School will continue to develop AgTech opportunities that focus on place-based learning experiences through various programs on campus.	50% of students with a favorable response on the sense of belonging and supportive relationships measure on the Panorama SEL survey at the winter screening period 53% of students with a favorable response on the sense of belonging and supportive relationships measures on the Panorama SEL survey at spring screening period	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Teachers will focus on Response to Intervention (RTI) for behavior in order to promote and foster understanding of the school-wide focus of presence	Average daily attendance: 95% Chronic absenteeism: 12%	Teachers will promote the 6 P's of participation to foster a safe, nurturing, and culturally responsive environment where all students have equal access to essential content and support. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator working with PLC Leaders] Teachers will participate in peer walkthrough observations to look for strategies that promote student presence in the classroom	100% of students who receive 12 or more tardies will meet with the Counselor/Admin team for potential intervention Minga will be utilized to help monitor daily participation	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	67% of students participating in clubs in SY 25-26 4% of students participating in WBL/Internships in SY 25-26	MHS will increase internships/work-based learning experiences, certifications, and early college opportunities. [Janise Kim & Jamie Ludwig - CTE Coordinators Jeni Miyahira - Early College and Curriculum Coordinator]	100% of students participating in career, community, and civic opportunities in SY 26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.3.3. All students graduate high school with a personal plan for their future.	SY 24-25 Graduation Rate: 96%	All incoming students will be placed in an 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 Transition Plan during the designated semester to help ensure that they are graduating with a personal transition 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:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective	65.7% of teachers that strongly agree or agree that they are satisfied with the professional development opportunities the school provides on the School Quality Survey (SQS) in SY 24-25	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 [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data Coordinator]	68% of teachers that strongly agree or agree that they are satisfied with the professional development opportunities the school provides on the School Quality Survey (SQS) in SY 26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	100% of stakeholders are represented at each monthly SCC meeting	MHS will continue to maintain a collaborative partnership with our School Community Council and extended community. • Meaningful and relevant agenda items to keep stakeholders informed and involved in the decision-making process • Invitations to school events like the Mililani Quarterly [Tom Falenofoa - SCC Chairperson, Fred Murphy - Principal, Jeni Miyahira - Curriculum Coordinator, Shaina Kubota - Data Coordinator]	100% of stakeholders are represented at each monthly SCC meeting	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All community members are offered opportunities to engage with and learn about meaningful activities and learning experiences hosted by the school	74% have a positive response to the Involvement/Engagement category	MHS will continue to promote opportunities for community members to engage with student programs and activities and allowing them to provide feedback • Jumpstart • Freshmen/new student orientation + parent night • 8th grade visit/parent night • Open House • Junior Parent Night • Senior Parent Night • AP Night • Mililani Quarterly • Activities open to the community ○ Trojan Trading Post ○ Culinary Showcase ○ STEM Camp ○ Community Ag Days ○ Athletic Events • Information Nights • Job/Career Fair • College Fair • Financial Aid Night	Increase the SQS survey percentage for parent involvement/engagement by 2%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

- | | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none">• Character Counts Fair• PTSO/SCC | | |
|--|--|--|--|--|

★ 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> <i>Estimate the additional amount needed for enabling activities.</i>
All teachers will be provided with the opportunity to obtain their SIQ or TESOL certification <i>(To add additional desired outcomes, duplicate this row)</i>	SY 24-25 completion rate 76% of teachers are SIQ (increase of 13% from previous school year)	Mililani High School will monitor and communicate the SIQ or TESOL Certification requirements to all teachers [Deyon Nagato - Assistant Principal] Mililani High School will share professional development opportunities for SIQ or TESOL certification [Jeni Miyahira - Curriculum Coordinator] The Administrative Leadership Team will be familiar with the EL Comprehensive Plan and engage in its development and implementation. [MHS Admin Team]	100% of teachers will complete their SIQ	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
All teachers will be provided with the opportunity to participate in targeted training and professional development that ensures a high-quality and effective workforce	Research indicates that targeted PD is one of the most effective ways to ensure students are provided with needed support	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. [Jeni Miyahira - Curriculum Coordinator & Shaina Kubota - Data coordinator]	100% of teachers will participate in 2 Planning and Collaboration days and 21 annual hours of PD training	☒ 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.

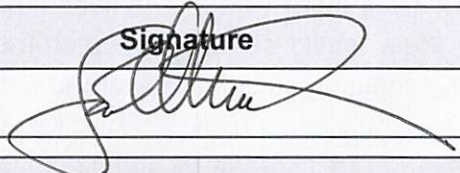
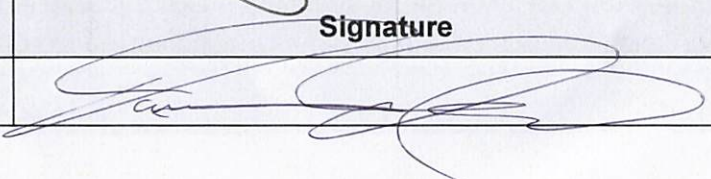
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Mililani 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 **Jan 14, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 4, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): 2/12/26 Curriculum Council, 2/18/26 Department Meeting, 3/9/26 ART Mtg
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: ☐ **Date**

Attested:

Mililani High Principal	Signature	Date
Fred Murphy		☐ Date 4/8/26
SCC Chairperson	Signature	Date
Tommy Falenofoa		☐ Date 4/8/26

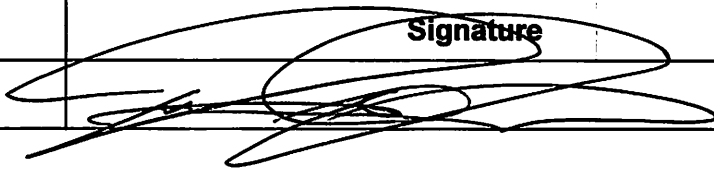
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
none	n/a	n/a
none	n/a	n/a
none	n/a	n/a

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
None given

Attested:

SCC Chairperson	Signature	Date
Tommy Falenofoa		☐ Date 4/8/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,202
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mililani High 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 1, 2, 3, 4, 5, 6	TUESDAY 1, 2, 3, 4, 5, 7	WEDNESDAY 1, Adv, 2, 6, 7	THURSDAY 1, 3, 4, 5, 6, 7	FRIDAY 2, 3, 4, 5, 6, 7
8:00 – 8:05 Opening	8:00 – 8:05 Opening	8:00 – 8:05 Opening	8:00 – 8:05 Opening	8:00 – 8:05 Opening
8:05 – 9:02 Homeroom (5) Period 1	8:05 – 9:02 Homeroom (5) Period 1	8:05 – 8:57 Period 1	8:05 – 9:02 Homeroom (5) Period 1	8:05 – 9:02 Homeroom (5) Period 2
9:09 – 10:01 Period 2	9:09 – 10:01 Period 2	9:04 – 9:39 Homeroom (5) Advisory	9:09 – 10:01 Period 3	9:09 – 10:01 Period 3
10:01 – 10:11 Recess	10:01 – 10:11 Recess	9:46 – 10:38 Period 2	10:01 – 10:11 Recess	10:01 – 10:11 Recess
10:18 – 11:10 Period 3	10:18 – 11:10 Period 3	10:38 – 10:48 Recess	10:18 – 11:10 Period 4	10:18 – 11:10 Period 4
11:10 – 11:40 Lunch A 11:47 – 12:39 Period 4	11:10 – 11:40 Lunch A 11:47 – 12:39 Period 4	10:55 – 11:47 Period 6	11:10 – 11:40 Lunch A 11:47 – 12:39 Period 5	11:10 – 11:40 Lunch A 11:47 – 12:39 Period 5
11:17 – 12:09 Period 4 12:09 – 12:39 Lunch B	11:17 – 12:09 Period 4 12:09 – 12:39 Lunch B	11:54 – 12:46 Period 7	11:17 – 12:09 Period 5 12:09 – 12:39 Lunch B	11:17 – 12:09 Period 5 12:09 – 12:39 Lunch B
12:46 – 1:38 Period 5	12:46 – 1:38 Period 5	12:46 – 1:18 Lunch	12:46 – 1:38 Period 6	12:46 – 1:38 Period 6
1:45 – 2:37 Period 6	1:45 – 2:37 Period 7	1:18 – 1:23 Closing	1:45 – 2:37 Period 7	1:45 – 2:37 Period 7
2:37 – 2:55 Study Hall	2:37 – 2:55 Study Hall	1:28 – 2:10 Staff Meeting 1	2:37 – 2:55 Study Hall	2:37 – 2:55 Study Hall
2:55 – 3:00 Closing	2:55 – 3:00 Closing	2:15 – 3:00 Staff Meeting 2	2:55 – 3:00 Closing	2:55 – 3:00 Closing

UPPER CAMPUS (Sem1 = Lunch A)

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

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.