





Nānākuli High and Intermediate School Academic Plan SY 2025-2026

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Nānākuli High & Intermediate

Submitted by Principal Christine Udarbe-Valdez	
Signature here 	Date 4/14/25

Approved by Complex Area Superintendent Disa Hauge	
Signature here 	Date 4/14/25



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
7-12	Galileo K12 ▾	Galileo K12 ▾
7-12	STAR Enterprise ▾	STAR Enterprise ▾
7-12	IAB ▾	IAB ▾



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(s) for those needs and gaps, as identified in one or more of the following:

<input checked="" type="checkbox"/>	Date completed:	1/19/2025	Current Comprehensive Needs Assessment (CNA)
<input checked="" type="checkbox"/>	Date completed:	3/24/2025	Western Association of Schools and Colleges (WASC) Progress Report
<input type="checkbox"/>	Last full self study	10/26/2023	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
<input type="checkbox"/>	Next full self-study	TBD	WASC (if currently in a full study cycle, estimate next full cycle)

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

“What should we prioritize to support our students and help us become the complex area we aspire to be? Why is this happening? What do we know?”

1	<u>School Area Need:</u>	Students need access to robust teaching and learning experiences as well as tiered support to ensure that all students thrive academically, socially, emotionally, and physically.
	<u>Root/Contributing Cause(s):</u>	The possible root causes might include staff may need continued professional learning and understanding of the sense of urgency, focus, or specific short-and-long-term goals or action steps for collaboratively transforming the school. Prioritize Improvement and Communicate its Urgency.
2	<u>School Area Need:</u>	Students need access to rigorous grade level, standards-based curriculum and instruction. Students need more opportunities for more engagement throughout the lesson and student to student academic conversations. Students need differentiated instruction, especially for higher levels that challenge students.
	<u>Root/Contributing Cause(s):</u>	The possible root causes might include a lack of access to quality educational materials, insufficient opportunities for active engagement and peer interaction during lessons, lack of a core curriculum in all content areas, and a one-size-fits-all approach to teaching that fails to address the diverse needs and abilities of students. Provide Rigorous Based Instruction.
3	<u>School Area Need:</u>	Students need instructional staff that collaborate effectively and see the connection between the school's initiatives to the vision and mission; engender a culture of mutual respect, shared responsibility, and



		focused attention on student learning for all students; and implement consistent schoolwide tiered positive behavior support and reinforcement practices.
	<u>Root/Contributing Cause(s):</u>	Possible root causes include lack of clear communication, insufficient professional development, and a disconnect between school initiatives and the overarching vision and mission. Build a strong community intensely focused on student learning.

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	<p>22.1% of students identified as Economically Disadvantaged met or exceeded the proficiency standard for SBA ELA (3.79% increase from SY 22-23). 10.4% of students identified as Economically Disadvantaged met or exceeded the proficiency standard for SBA Math (2.2% increase from SY 22-23). 7.3% 11.09% of students identified as Economically Disadvantaged met or exceeded the proficiency standard for SBA Science (3.79% decrease from SY 22-23).</p> <p>To optimize learning, economically disadvantaged students need effective, accelerated and culturally responsive instruction in a nurturing environment. In addition, they require a comprehensive support system. First and foremost, addressing basic needs such as food, housing, and healthcare is crucial for creating a stable foundation for learning. They also need academic resources, including equitable access to technology, learning materials, and tutoring, to bridge achievement gaps. Providing social-emotional support is vital, ensuring safe environments, mentorship, and counseling to address the unique challenges they may face. Finally, expanding opportunities through exposure to enrichment activities and career pathways can broaden their horizons and foster future success.</p>
2	<u>Targeted Subgroup:</u>	Native Hawaiian
	<u>Identified School Area Need(s):</u>	<p>21.01% of students identified as Native Hawaiian met or exceeded the proficiency standard for SBA ELA (1.48% decrease from SY 22-23). 9.17% of students identified as Native Hawaiian met or exceeded the proficiency standard for SBA Math (0.85% decrease from SY 22-23). 7.22% of students identified as Native Hawaiian met or exceeded the proficiency standard for SBA Science (5.53% decrease from SY 22-23).</p> <p>To optimize learning, Native Hawaiian students need effective, culture and place based instruction, holistic educational support (Offering access to resources that address basic needs and promote overall health,</p>



3		providing strong mentorship and guidance, and creating strong community connections), and engagement in PBL and career pathways that connect students with career and post-secondary opportunities.
	<u>Targeted Subgroup:</u>	Special Education (SPED)
	<u>Identified School Area Need(s):</u>	<p>7.3% of students identified as SPED met or exceeded the proficiency standard for SBA ELA (2.04% increase from SY 22-23).</p> <p>2.9% of students identified as SPED met or exceeded the proficiency standard for SBA Math (2.24% increase from SY 22-23).</p> <p>7.4% 6.38% of students identified as SPED met or exceeded the proficiency standard for SBA Science (1.02% increase from SY 22-23).</p> <p>To optimize learning, special education students require a multi-faceted approach centered on their individual needs. This includes individualized support through tailored instruction and accommodations, ensuring accessibility. Accessible learning environments are crucial, necessitating inclusive classrooms and resources that eliminate barriers to participation. Equally important is skill development, focusing on academic, social, and life skills to foster future independence. Finally, collaborative teams composed of educators, families, and specialists (as appropriate) are essential for creating a supportive and effective educational experience.</p>
	<u>Targeted Subgroup:</u>	English Learners (EL)
4		<p>0% of students identified as EL met or exceeded the proficiency standard for SBA ELA (Same value as SY 22-23).</p> <p>0% of students identified as EL met or exceeded the proficiency standard for SBA Math (17.6% decrease from SY 22-23).</p> <p>0% of students identified as EL met or exceeded the proficiency standard for SBA Science (5.2% decrease from SY 22-23).</p>
	<u>Identified Complex Area Need(s):</u>	<p>To optimize learning, English Learners in intermediate and high school require a focused and supportive educational approach. Central to this is language acquisition support, providing targeted instruction in English language development through strategies like sheltered instruction, visual aids, and explicit vocabulary instruction. Simultaneously, they need content area access, ensuring strategies and resources are available to understand and engage fully in academic subjects, including differentiated instruction, scaffolding, and the use of graphic organizers. Culturally responsive teaching is essential, recognizing and integrating their diverse cultural and linguistic backgrounds to create meaningful connections through incorporating their native languages and cultural experiences into lessons. Finally, providing social-emotional support through a welcoming and inclusive environment that fosters confidence and</p>



promotes successful learning outcomes, including peer support, small group instruction, and creating a safe space for language practice.



[Financial Plan](#)
[Financial Plan Summary](#)

PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" 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 and Estimate of Additional Amount Needed
1.1.1. All students are progress monitored and receive timely social, emotional, and academic support necessary to maximize learning. Summary for families	RC #2: Provide Rigorous Based Instruction. Trauma hinders social-emotional development and academic performance.	1. All faculty and staff will continue to collaborate to implement the Impact Team process to develop, plan, and implement engaging, hands-on, rigorous, standards-based lessons and monitor the progress of all students, and proactively intervene when students show early signs of one or more of the following areas of need: academic, attendance, social, emotional (SW 1; SW3) 2. Provide intensive, individualized support within the Multi-Tiered System of Support for students who have one or more of the following areas of need: academic, social, emotional. (SW6ii) 3. All faculty and staff will engage in professional learning (PL) to deepen understanding and implementation of	1. Progress Monitoring Data 2. Tiered Support/Action Plan Data 3. PL Dates/Attendance/Focus	Title I (18902) Subs: \$4500 Trauma informed PL: Complex Area/State Staff \$0 MRI Funds (18927) Consultant: \$66,000 ----- Total: \$70,500



		trauma-informed and social-emotional strategies to provide tiered interventions and support for all students. Leads: School Leaders/Instructional Coaches (SLIC)/Counselors– Implementation: all faculty and staff		
Reading Proficiency				
1.1.2. All students read grade level text proficient enough to make adequate progress on the power standards. Summary for families	RC #2: Provide Rigorous Based Instruction. Only 26% of students assessed have demonstrated mastery of the grade level reading and writing standards as measured by the 2024 Smarter Balanced Assessment.	1. Ensure all classes have a standards-aligned Curriculum Map and Pacing Guides that are reviewed and adjusted quarterly by the teachers. All departments will embed high-leverage literacy standards across all content areas. (SW 6iii, IV) 2. Use universal screener and other common formative assessments to identify student reading levels. (SW 6ii) 3. Provide Professional Learning (PL) to support teachers with standards-based instruction, differentiation, inclusion, foundational reading strategies, and other high-impact strategies to support students’ reading in all content areas. (SW1; SW6i) 4. Provide instructional materials/supplies, professional learning, equipment to support impactful instruction, student achievement, professional efficacy, and support team meetings. 5. Continue to implement the ELA curriculum (Springboard) and assess its effectiveness to determine whether to continue with the curriculum or find a replacement curriculum for SY 2025 - 2026 or 2026 - 2027. (SW 6ii) 6. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in ELA. (SW 6ii II)	1. Curriculum Map & Pacing Guide Completion Rate 2. Galileo/STAR data; Smarter Balanced Interim Assessment data 3. PL Dates/Attendance/Focus 4. Dept. budget needs document 5. Pacing Guide Evidence 6. Report card marks to monitor: ○ # students by grade level course who	Title I (18902) STAR: \$11,500 Galileo is funded by the complex area New ELA curric: TBD AP: \$8,000 Instructional materials: \$8,000 PL Summer Stipends: \$6,000 ELA PL: \$10,000 Gear Up Funds \$10,000 ----- Total: \$53,500



		Leads: SLIC/ELA Dept.– Implementation: all faculty and staff	are excelling in ELA	
<p>1.1.2a. Students who do not read proficiently at grade level receive necessary and timely support to become proficient.</p> <p>Summary for families</p>	<p>RC#1 Prioritize Improvement and Communicate its Urgency.</p> <p>Only 26% of students assessed have demonstrated mastery of the grade level reading and writing standards as measured by the 2024 Smarter Balanced Assessment.</p>	<p>1. Use STAR, Accelerated Reader, and other intervention programs to support readers at all levels, including struggling readers who read multiple grade levels below and also EL students. (SW 6iii)</p> <p>2. Implement progress monitoring and deliver timely, tiered interventions in ELA and literacy during small group instruction, study hall, and after-school tutoring. Extend targeted literacy support across all content areas, as needed. (SW 6iii)</p> <p>3. Ensure EL-identified students are supported in the classroom by either pull-out or push-in services. (SW6i)</p> <p>4. Continue implementing AVID strategies school-wide, expanding its use, and evaluating the impact of these strategies on students' learning.</p>	<p>1. Program Usage and Progress Monitoring Data</p> <p>2. Tiered Support/Action Plan/Progress Monitoring Data</p> <p>3. EL Support Log and Progress Monitoring Data</p> <p>4. Learning Walk Data</p>	<p>Title I (18902)</p> <p>AR: \$11,500 STAR covered in 1.1.1</p> <p>AVID PL: \$4,000</p> <p>-----</p> <p>Total: \$15,500</p>
Mathematics Proficiency				
<p>1.1.3. All students are proficient in Algebra I by the end of 9th grade. and those who are not proficient receive necessary and timely support to become proficient.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC# 3:Build a strong community intensely focused on student learning.</p> <p>Only 10% of students assessed have demonstrated mastery of the grade level math standards as measured by the</p>	<p>1. Ensure all classes have a standards-aligned Math Curriculum Map and Pacing Guide that is reviewed and adjusted quarterly. Establish a system of targeted intervention and enrichment for all students. (SW 6ii)</p> <p>2. Use universal screener and other common formative assessments to identify student performance levels in math. (SW 6ii)</p> <p>3. Provide PL focused on high impact instructional strategies aligned with real-life application and develop a plan for instructional improvement, including math conceptual understanding, problem solving, and intervention strategies for math. (SW 6iii, IV)</p> <p>4. Provide instructional materials/supplies, professional learning, equipment to support impactful instruction,</p>	<p>1. Curriculum Map & Pacing Guide Completion Rate</p> <p>2. Galileo/STAR data; Smarter Balanced Interim Assessment data</p> <p>3. PL Dates/Attendance/Focus</p> <p>4. Dept. budget needs document</p>	<p>Universal screeners covered in 1.1.1 and 1.1.12</p> <p>Math PL provided by complex area</p> <p>AP costs covered in 1.1.2</p> <p>PL Summer Stipends: \$6,000</p> <p>Addtl Math PL: \$10,000</p>



	2024 Smarter Balanced Assessment.	<p>student achievement, professional efficacy, and support team meetings.</p> <p>5. Continue to deepen implementation of the new Math curriculum and assess its effectiveness. (SW 6ii)</p> <p>6. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in mathematics. (SW 6ii)</p> <p>Leads: SLIC/Math Dept.– Implementation: all faculty and staff</p>	<p>5. Pacing Guide Evidence</p> <p>6. Report card marks to monitor: ○ # students by grade level course who are excelling in Math</p>	<p>-----</p> <p>Total: \$16,000</p>
<p>1.1.3a. Students who are not proficient in math receive necessary and timely support to become proficient.</p> <p>Summary for families</p>	<p>RC#1 Prioritize Improvement and Communicate its Urgency.</p> <p>Only 10% of students assessed have demonstrated mastery of the grade level math standards as measured by the 2024 Smarter Balanced Assessment.</p>	<p>1. Use effective intervention programs to support student proficiency meeting math standards, including students still building upon foundational skills and EL students. (SW 6ii)</p> <p>2. Implement proactive progress monitoring and deliver timely, tiered interventions during small group instruction, study hall, and after-school tutoring. Extend problem-solving and mathematical skill development support across all content areas, as needed. (SW 6iii)</p> <p>3. Ensure EL-identified students are supported in the classroom by either pull-out or push-in services. (SW6i)</p>	<p>1. Program Usage and Progress Monitoring Data</p> <p>2. Tiered Support/Action Plan/Progress Monitoring Data</p> <p>3. EL Support Log and Progress Monitoring Data</p>	<p>Title I (18902)</p> <p>Instructional supplies: \$1,000</p> <p>-----</p> <p>Total: \$1,000</p>
Other: Required for All Schools				
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>RC #2:Provide Rigorous Based Instruction. &</p> <p>RC# 3:Build a</p>	<p>1. Continue to deepen implementation of the Academy structure/pathways and integrate rigorous, relevant culture rich, place- and project-based, deeper learning (including field trips) to ensure students are to improve graduation rate, attain readiness to access early college opportunities,</p>	<p>1. Academy Quarterly Goals and Progress/Student Success Measures Data</p>	<p>Title I (18902)</p> <p>Kupuhou Deeper Learning/PBL/Place-based PL \$65,000</p>



<p>Summary for families</p>	<p>strong community intensely focused on student learning.</p> <p>High levels of student engagement promotes high levels of academic performance.</p>	<p>and college-going rate to prepare our students for life after high school with a program of study national certifications. (SW6iiII, SW6i, SW6iii)</p> <p>2. Create structured, yearly, cooperative activities that expose Intermediate Students to their Program of Study options for high school such as implementing foundational wheel courses that align with the Academy pathways for intermediate school students. (SW6i, SW6iii)</p> <p>3. Engage in PL and implementation of the Impact Team Process and Teacher Clarity to ensure teaching and learning intentionality and effectiveness. (SW3, SW6iii IV)</p> <p>4. Engage in relevant PL and implementation of the learning to continue to foster belonging and maintain an intellectually and physically safe learning environment for all. (SW 6iii, IV)</p> <p>5. Provide PL to support teachers with rigorous, engaging standards-based instruction and grading, integrating relevant culture rich, place- and project-based learning, differentiation, inclusive and co-teaching practices, high impact instructional strategies including integrating literacy standards into all content areas. (SW 6iii, IV)</p> <p>6. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in other eligible content areas. (SW 6ii II)</p> <p>Leads: SLIC– Implementation: all faculty and staff</p>	<p>2. Academy and Intermediate school collaborative Action Plan and Quarterly Implementation Progress</p> <p>3. PL Dates/Attendance/Focus/Smarte Goal Data, Learning walk data.</p> <p>4. PL Dates/Attendance/Focus/Panorama Data</p> <p>5. Kupu Hou PBL PL Dates/Attendance/Focus/Pacing Guide Evidence, Learning walk data</p> <p>6. Report card marks to monitor: ○ # students by grade level course who are excelling in the content areas.</p>	<p>MRI Funds (18927)</p> <p>Core collaborative impact team PL covered in 1.1.1</p> <p>-----</p> <p>Total: \$65,000</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>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction.</p> <p>Effective transition experiences fosters a sense of belonging and promotes optimal academic performance.</p>	<p>1. Engage all grade 7 and 9 students in transition activities to support the transition years and to help them build study skills, social skills, and other soft skills. (SW3)</p> <p>2. Provide collaboration opportunities for 6th and 7th as well as 8th and 9th grade staff to plan for transition within the Multi-tiered System of Support framework to set students up for success academically, socially, and emotionally and to explore career/college planning. (SW3, SW6ii II, SW6iii II)</p> <p>3. Utilize Advisory to engage middle school students in college and career conversations which will support students when registering for 9th grade and beyond. (SW 5)</p> <p>Leads: Gr 7, 8, and 9 teachers and counselors</p>	<p>1. Transition Activities and Dates</p> <p>2. GL Meeting Dates and MTSS Action Goals and Progress Measures</p> <p>3. Advisory Lesson Dates</p>	<p>Title I (18902)</p> <p>Instructional supplies: \$3,000</p> <p>-----</p> <p>Total: \$3,000</p>
<p>1.1.6. All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC# 3:Build a strong community intensely focused on student learning.</p> <p>Only 9% of students assessed have demonstrated mastery of the grade level science standards as measured by the 2024 Smarter Balanced</p>	<p>1. Continue the integration of Next Generation Science Standards (NGSS). Ensure curriculum map and pacing guides - lessons and assessments- are aligned to NGSS. Integrate STEM interdisciplinary units and Project-Based Learning (PBL) units. (SW 6ii)</p> <p>2. Provide PL to support teachers with standards-based instruction, differentiation, inclusion, high impact instructional strategies including integrating literacy standards into all content areas. (SW 6iii, IV)</p> <p>3. Provide differentiated PL (to include opportunities to attend national conferences, if the budget allows) as aligned with content/department/teacher needs. (SW 6iii IV)</p> <p>4. Implement progress monitoring and deliver timely, tiered interventions in ELA and literacy during small</p>	<p>1. Quarterly Completed Curriculum Maps & Pacing Guides</p> <p>2.PL Dates/Attendance/Focus</p> <p>3. PL Dates/Attendance/Focus</p> <p>4. Tiered Support/Action</p>	<p>Title I (18902)</p> <p>Instructional supplies: \$8,000</p> <p>PL Summer Stipends: \$6,000</p> <p>SCI Curric PL: \$15,000</p> <p>Addtl Sci PL: \$10,000</p> <p>-----</p> <p>Total: \$39,000</p>



	Assessment	<p>group instruction, study hall, and after-school tutoring. Extend targeted literacy support across all content areas, as needed. (SW 1, SW 6ii I)</p> <p>5. Provide instructional materials/supplies, professional learning, equipment to support impactful instruction, student achievement, professional efficacy, and support team meetings.</p> <p>6. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in science (SW 6ii II)</p> <p>Leads: SLIC/Sci Dept.– Implementation: all faculty and staff</p>	<p>Plan/Progress Monitoring Data</p> <p>5. Dept. budget needs document</p> <p>6. Report card marks to monitor: ○ # students by grade level course who are excelling</p>	
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★ GOAL 1.2: All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” 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 and Estimate of Additional Amount Needed
<p>1.2.1. All students desire to and attend school regularly.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p>	<p>1. Continue to deepen implementation of MTSS strategies and continue providing Professional Learning (PL) to build on positive relationships between teachers and students. (SW 6iii, I and III)</p> <p>2. Engage in PL and implementation to foster belonging and maintain an intellectually and physically safe learning environment for all. (SW 6iii I, SW6i)</p>	<p>1. MTSS Action Plan, PL Dates/Attendance Focus</p> <p>2. PL Dates/Attendance /Focus; Panorama/SQS/ Survey Data</p>	<p>Title I (18902)</p> <p>Instructional supplies: \$3,000</p>



	58% of our students attended regularly as indicated on the 2024 Strive HI Report	<p>3. Continue to hone and implement a system of frequent monitoring of attendance data to include Everyday Labs notifications, gathering data, displaying/communicating data to stakeholders, analyzing trends in data, and creating action plans to address student needs for those who are chronically absent and those nearly chronically absent. (SW 6iii, I and III)</p> <p>4. Engage with parents and families on ways to ensure regular attendance at school and its impact to student success. Make opportunities available for families to learn strategies they can implement at home to support healthy attendance at school. (SW 7)</p> <p>5. Provide opportunities for positive student recognition (eg: perfect attendance, providing positive change, most improved disposition). Make opportunities available for families to parents/guardians to attend celebratory assemblies.</p> <p>Lead: ILT – Implementation: all faculty and staff</p>	<p>3. Attendance Data/Everyday Lab Data/Attendance Mtg and Home Visit Data</p> <p>4. Parent Engagement Activity Dates/Attendance /Focus</p> <p>5. Attendance data; Panorama survey data; Attendance awards distribution data</p>	<p>PL: Complex Area/State Staff \$0</p> <p>MRI Funds (18927) Everyday Labs funded complex wide</p> <p>-----</p> <p>Total: \$3,000</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>During SY 23-24, there were 86 incidents of physical altercations (this includes multiple</p>	<p>1. Continue to hone, implement, and sustain a comprehensive Multi-Tiered System of Support (MTSS) for behavior support, including school wide behavior expectations matrix. Implementation of school-wide behavior support practices will be monitored and honed throughout the year. (SW 6iii, I and III)</p> <p>2. Provide PL opportunities to build on positive relationships between adults on campus and all students. Teachers and staff will participate in relevant conferences, differentiate PL opportunities, and be provided the support necessary to gain strategies addressing social-emotional learning, being trauma-informed, and positive behavior intervention support. PL opportunities will also be made available to address middle level education and the adolescent brain.</p>	<p>1. Behavior Data/Panorama Data</p> <p>2. PL Dates/Attendance/Focus/Participants feed back/Conference participant sharing of new</p>	<p>WSF (42101) ASCA PL: \$ 8,000</p> <p>Title I (18902) Instructional supplies: \$3,000</p> <p>Title I</p>



	<p>individuals per incident and repeat offenders). Fostering and maintaining an intellectually and physically safe learning environment is essential for optimal teaching and learning.</p>	<p>Examples could include 4 Habits of Powerful Teaching and Learning, Habits of Mind, Belonging and Dignity, Philosophy for Children, etc.. (SW 6iii, IV)</p> <p>3. Provide multiple opportunities for parents and community to participate in activities that will support not only their child's academic achievement, but also ways to engage parents in learning resources to support their child at home, which includes their child's social well-being. (SW 6i, 7)</p> <p>4. Implement a Comprehensive Counseling Program following the American School Counselors Association (ASCA) model and provide continued PL for counselors. (SW6iii,I).</p> <p>5. All staff implement and reinforce common school-wide behavior expectations to foster and maintain a positive learning environment for all. (SW6i, SW6iii I,III)</p> <p>6. Regularly celebrate student successes and achievements.</p> <p>Leads: ILT/Counselors – Implementation: all faculty and staff</p>	<p>learning with the staff</p> <p>3. Parent engagement activity dates and evaluations</p> <p>4. PL Dates/Attendance/Focus/Implementation Plan Progress Monitoring</p> <p>5. Behavior Data/Panorama Data</p> <p>6. Celebration Log</p>	<p>(18935) 'Ohana night events \$3,000</p> <p>PL: Complex Area/State Staff \$0</p> <p>----- Total: \$14,000</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>HĀ learning outcomes honor indigenous language and culture, emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions, and support students' need to develop effective social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally.</p> <p>Staff will also learn and model behaviors that direct students to what these outcomes might look like in practice. HĀ learning outcomes honor indigenous</p>	<p>1. Collaborate with the Office of Hawaiian Education (OHE) to determine how best to model and integrate Nā Hopena A'o: BREATH into all that we do as a way of being– teaching and learning, collaborating, communicating, interacting with all stakeholders. (SW6i, SW6ii)</p> <p>2. Establish a Cultural Inclusivity Team comprising members representing various cultural backgrounds, including students, parents, staff, and community members, to utilize a research-based framework to foster cultural inclusivity and belonging, provide professional learning, and identify solutions to enhance cultural diversity appreciation, awareness, and sensitivity.</p> <p>3. Develop a Cultural Inclusivity and Appreciation Framework Tool that is utilized to foster respectful communication practices across different mediums (e.g., written, verbal, visual) void of cultural biases, stereotypes, and insensitivity. Ensure the tool aligns with the school's values and commitment to equity and inclusion. Provide professional learning regarding how to utilize the tool and assess its efficacy.</p> <p>Lead: TBD - Implementation: all faculty and staff</p>	<p>1.Implementation Plan Progress Monitoring, SQS data, Panorama data</p> <p>2. Date Committee Created/ Membership Announcement/ Vision/Goals</p> <p>3. Relevant data</p>	<p>WSF (42101) Supplies: \$5,000</p> <p>PL: Complex Area/State Staff \$0</p> <p>----- Total: \$5,000</p>
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	language and culture, emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions, and support students' need to develop effective social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally.			
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors. Summary for families	RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning. Fostering and maintaining an intellectually and physically safe learning environment is essential for optimal teaching and learning.	1. A school-wide Positive Behavior Intervention System and school-wide behavior expectations will be developed and implemented consistently via advisory as well as in all classrooms. (SW6iiiIII) 2. Positive student behavior will be supported via a tiered approach to implementing HMTSS as determined via the Impact Team process. (SW6ii) 3. All staff will receive ongoing professional learning and be provided the support necessary to effectively implement the Impact Team process during team collaboration sessions. (SW6iiiIV) Leads: ILT/Counselors/Identified Lead(s) to Develop Advisory Lessons – Implementation: all faculty and staff	1. Advisory Lessons and Learning Walk Data 2. Behavior Data, SQS data, Panorama data, and Impact Team Data 3. PL Date/ Attendance/ Focus and Implementation Evidence	Title I (18902) Instructional supplies: \$3,000 Ripple Effects: \$8,000 Class Bank Incentives: \$3,000 MRI Funds (18927) Core Collaborative Impact Team stated in 1.1.1 ----- Total: \$14,000



★ **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?" 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 and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community, and civic opportunities. Summary for families	RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning. By engaging in career, community, and civic opportunities, students will be encouraged to explore diverse careers and college possibilities that will help them discover their passion and	1. Implement College, Career, and Citizenship Continuum, which was created through the Academies and increase the engagement in the activities included in the continuum. (SW 5; 6iii,II) 2. Engage students in meaningful programs, which will connect them to the career- or college- pathways based on their interests. Use data from interest inventories (YouScience,RIASEC - Hawaii career explorer.) to assist in the decision-making process for students when selecting an Academy/Program of Study. (SW 6iii,II) 3. Expand College, Career, Citizenship readiness (CCCR) and exploration to Grades 7 and 8 with support from GEAR UP. 4. Create connections between the student ambassadors at NHIS to the feeder elementary schools, to help students be familiar with the academy structure and programs of study Invite feeder schools and their families to College and Career Fairs at NHIS to increase the exposure and exploration. (SW6iii V)	1. Academy PL Dates/Attendance /Focus 2. YouScience & RIASEC Reports 3. Intermediate School Plan/Course Offerings 4. Attendance and participation data in METS events, College & Career presentations, info sessions, field trips, College & Career Fair, and Academy certification opportunities	Title I (18902) Gear Up \$15,000 ----- Total: \$15,000



	attain their future goals.	Leads: Academy Director, College and Career Counselor, Early College Teacher/Coordinator– Implementation: all faculty and staff		
1.3.1a. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level. Summary for families	RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning. Implementation of Hā beliefs entails a knowledge of place and culture. Fostering a connection for students enhances their ability to learn new concepts and skills.	1. Engage all teaching staff in making connections for students with their place and their culture. The Ola Moku civic learning will be used as a catalyst for learning in all content areas. (SW6ii) 2. Students will provide evidence of the understanding of place through connections made in their products of learning. 3. Implement lessons that integrate knowledge of place, awareness of cultural and historical ties to ‘āina, family and the larger community. Leads: Ho‘opulapula Academy Teachers - Identified Lead(s) within Complex Area and existing NHIS staff	1. NHIS Ola Moku implementation framework 2. Student products of learning 3. Pacing Guides	Ho‘opulapula Funds: \$10,000 ----- Total: \$10,000
K-12 Alignment				
1.3.2. All students exit high school with the academic background and skills to succeed in progressively challenging and advanced-level	RC #2:Provide Rigorous Based Instruction.	1. Collaborate with the feeder schools to vertically align standards, instructional practices, program offerings, and student competencies K – 12. (SW2)	1. K – 12 alignment and Gr 6/7 and Gr 8/9 meeting dates/Focus	Title I (18902) PL Summer Stipends:



<p>coursework aligned to career pathways.</p> <p>Summary for families</p>	<p>& RC#3:Build a strong community intensely focused on student learning.</p> <p>Effective transitions promote children's learning, wellbeing, and confidence in managing change as well as foster a sense of belonging and connectedness to the community.</p>	<p>2. Continue to deepen implementation of the Academy structure/pathways, CTE and integrate rigorous, relevant project-based, deeper learning to ensure students are to improve graduation rate, and college-going rate to prepare our students for life after high school with a program of study national certifications. (SW6ii, SW6iiiII)</p> <p>3. Increase the number of students enrolled in Early College courses and increase the number of opportunities being offered (LCC, WCC, UHWO). Ensure sufficient number of computer devices and servers to support online learning and access to online resources. (SW 5; 6iii,II)</p> <p>4. Support students taking AVID, Honors, and AP courses and increase the number of students enrolled in AVID, Honors, and AP classes. (SW 6ii II)</p> <p>5. Provide PL to deepen implementation of AVID strategies and preparation required to teach AP courses. (SW 6ii II)</p> <p>Leads: School Leaders, Academy Director, College and Career Counselor, Early College Teacher/Coordinator, Tech Coordinators– Implementation: all faculty and staff</p>	<p>2. Academy PL Dates/Attendance /Focus</p> <p>3. YouScience, RIASEC, Career Interest Inventory, and ARC Report Data</p> <p>4. Course enrollment data</p> <p>5. PL Dates/Attendance /Focus</p>	<p>\$6,000</p> <p>Non-core dept. instructional supplies: \$15,000</p> <p>Gear Up \$10,000</p> <p>-----</p> <p>Total: \$31,000</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p>	<p>1. Engage all students in the development and implementation of a personal transition plan (PTP) via advisory that supports goal attainment throughout and beyond secondary education. (SW6 iii V)</p> <p>2. Ensure all students are on track with their PTP from 9th grade to 12th grade. Create grade level benchmarks to ensure students complete their PTP by graduation. (SW6 iii V)</p> <p>3. Students will have a Graduation Plan for high school</p>	<p>1. Student Advisory/PTP Completion Rate Data</p> <p>2. PTP Benchmark and On-Track Completion Rate Data</p> <p>3. Student</p>	<p>Instructional supplies indicated in section 1.1.5</p> <p>-----</p> <p>Total: \$0</p>



	When students engage in goal setting and progress monitoring of their learning, student achievement results increase.	<p>developed in grade 8 and revised every year in high school with support of counselors to ensure on-track progress for core classes, pathway courses, electives, and CTE courses. (SW6iiII)</p> <p>4. Implement advisory lessons that integrate HĀ, Social-Emotional lessons, and soft skills necessary for college, career, and life that transfer into the PTP. (SW6iiII, SW6iiiIII)</p> <p>Leads: TBD - Identified Lead(s) to Develop Advisory Lessons and All Advisory Teachers Implement and Monitor Student PTP Progress</p>	<p>Graduation Plan CCompletion Rate</p> <p>4. Advisory lesson plans; Student Advisory/PTP Completion Rate Data</p>	
Technology and Equity				
<p>1.3.4 Ensure equitable access to technology and the internet for all students.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction.</p> <p>All students need equitable access to the tools required for learning.</p>	<p>1. Provide access to technology and the internet to students who do not have access at home. This could include allowing extended time in the library after school, loaning out a device, connecting the student with community resources, etc..</p> <p>2. Engage students in digital literacy training and have all staff receive training to utilize and implement Hapara or GoGuardian to ensure responsible use of technology by all students. (SW6iiiIV)</p> <p>3. Work toward launching a 1:1 device program (as funding becomes available), aimed at both expanding student technology access and fostering digital responsibility.</p>	<p>1. Device loan/access mode Log</p> <p>2. Training Dates</p> <p>3. Progress Updates</p>	<p>Title I (18902)</p> <p>Replenish and purchase computers/technology/subscriptions</p> <p>\$55,000</p> <p>Total: \$55,000</p>



PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ GOAL 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.				
★ GOAL 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.				
★ GOAL 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.				
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?" 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 and Estimate of Additional Amount Needed



<p>2.1.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.</p> <p>Summary for families</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>Equipping support staff with the appropriate skills and strategies that can impact and improve student performance and behavior will ensure implementation of evidence based practices in all classrooms.</p>	<p>1. SLIC will build instructional leadership capacity among all ILT members to facilitate implementation of professional learning related to effective student support strategies that enhance student learning, facilitate collaboration, and ensure that support staff are active participants in decision-making and can support continued learning and growth among the school staff members and department as a whole. (SW6iiiIV)</p> <p>Leads: SLIC and ILT – Implementation: all faculty and staff</p>	<p>1. ILT Dates/Attendance/PL Focus</p>	<p>Title I (18902) Subs: 18,000</p> <p>PL Summer Stipends: \$9,000</p> <p>MRI Funds (18927) WestEd Consultant \$106,000 ----- Total: \$133,000</p>
<p>2.2.1 All teachers are supported by an Instructional Leadership team (ILT) that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.</p>	<p>RC#3:Build a strong community intensely focused on student learning.</p> <p>Equipping teachers with</p>	<p>1. SLIC will build instructional leadership capacity among all ILT members to facilitate implementation of professional learning related to effective teaching and learning practices, enhancing collaborative efforts, implementation of the impact team process, conducting peer learning walks, facilitate feedback loops to solicit input from all staff for decision-making purposes, as well as supporting continued learning and growth among the</p>	<p>1/2. ILT Dates/Attendance/PL Focus</p>	<p>Title I (18902)</p> <p>Funding identified in 2.1.1</p> <p>MRI Funds (18927)</p>



Summary for families	the skills and strategies that can impact and improve student performance and behavior will ensure implementation of evidence based practices in all classrooms.	<p>respective team members and department as a whole. (SW 3, SW6iiiIV)</p> <p>2. ILT will meet monthly to engage in necessary professional learning, collaboration, and planning forward activities to enhance instructional leadership efficacy. (SW 3, SW6iiiIV)</p> <p>3. Impactful professional learning will be determined based on school needs, student achievement data, and differentiated as necessary based on teacher/department input. (SW 3, SW6iiiIV)</p> <p>4. Implement a variety of ways to regularly celebrate faculty and staff successes and achievements.</p> <p>Leads: SLIC and ILT – Implementation: all faculty and staff</p>	<p>3. PL Dates/Attendance/ Focus</p> <p>4. Celebration Log</p>	<p>Funding identified in 2.1.1</p> <p>Grant Staff Celebrations \$1500</p> <p>-----</p> <p>Total: \$1500</p>
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PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ GOAL 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

★ GOAL 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

★ GOAL 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

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?" 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 and Estimate of Additional Amount Needed
3.3.1. All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff. Summary for families	RC#1 Prioritize Improvement and Communicate its Urgency. The condition of the campus environment directly impacts student learning and	1. Establish a "School Facilities Stewardship Committee" composed of students, staff, and parents. This committee will: 2. Conduct quarterly comprehensive facility assessments using a standardized checklist covering safety, maintenance, cleanliness, accessibility, and aesthetics. 3. Develop a prioritized action plan based on assessment findings, including timelines and responsible parties.	1. Date Committee Created and Membership Announcement 2. Assessment Dates / Facility Repair Data 3. Progress Monitoring Data	WSF (42113) \$15,000 Grant Supplies: \$8,000 ----- Total: \$23,000



	staff performance outcomes.	<p>4. Present the action plan and progress updates through regular reports and presentations.</p> <p>5. Collaborate with the Community Schools Coordinator to organize and participate in "School Beautification Days" to address minor maintenance and aesthetic improvements.</p> <p>6. Research and recommend sustainable facility practices and upgrades, ensuring compliance with relevant regulations.</p> <p>7. Ensure access to safe and accessible outdoor spaces.</p>	<p>4. Reports/ Presentation Dates</p> <p>5. Beautification Event Dates/ Attendance/Actions</p> <p>6. Meeting Dates/Recommendations</p> <p>7. Map and Progress Updates</p>	
<p>3.3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.</p> <p>Summary for families</p>	<p>RC#1 Prioritize Improvement and Communicate its Urgency.</p> <p>Engaging all stakeholders in reflecting on and contributing to the school improvement process results in collective efficacy.</p>	<p>1. Continue to engage the faculty and staff in reflecting on school processes, practices, and operations to ensure equity, transparency, efficacy, and efficiency and making necessary adjustments to ensure continuous school improvement.</p>	<p>1. Meeting Dates/Attendance/Focus/Items reviewed and revised</p>	None
<p>3.3.3 Families and staff are informed of and engaged in planning and decision-making</p>	<p>RC# 3:Build a strong community intensely</p>	<p>1. Community Engagement Staff (HCL and Community Engagement Coordinator) will work with the principal to develop ways for families and community members to be</p>	<p>1-5. Family Engagement Activity Dates/Attendance/Focus</p>	<p>Title I (18935) Supplies: \$4,500</p>



<p>processes affecting students in a meaningful and timely manner.</p> <p>Summary for families</p>	<p>focused on student learning</p> <p>Engaging families as partners fosters student achievement</p>	<p>involved in planning and decision-making through community involvement activities. (SW2)</p> <p>2. Engage families in learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, Galileo, Google Classroom, assessment tools, IC, digital literacy, school messenger, Remind, etc. (SW2, SW4)</p> <p>3. Develop a family resource center to engage families in learning experiences and access to available health and wellness support (Counselor, APRN, Social Worker) to assist with at-home challenges, access to technology, platforms.health and wellness, medical and mental health resources, Kids hurt too grief sessions, etc.. (SW2, SW4)</p> <p>4. Implement activities/academy/academic night/fair/open house events that help students, families, and communities better understand the academies and program offerings.</p> <p>5. Provide opportunities for parents to showcase their careers to students such as a Parent Career Day.</p> <p>6. Implement culturally relevant communication channels and methods (e.g., banners at the park, community meetings, word-of-mouth communication within the community) and multi-channel feedback systems (surveys, meetings, online platforms, direct communication) to regularly gather parent and community input on school communication. (SW2, SW4)</p> <p>7. Work with the State Office to translate all important school communications posted on the website into multiple languages. (SW 1, SW 4)</p> <p>8. All teachers will utilize the designated collaboration sessions or after school to engage in regular, meaningful</p>		<p>-----</p> <p>Total: \$4,500</p>
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		communication with families regarding student progress and how they can support learning at home. (SW1)		
		Leads: Community Schools Coordinator; Academy Director; College and Career Counselor; and respective Assistant Principal		

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 NHIS 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)

1,080

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

Yes, for a waiver day on August 4, 2025, November 10, 2025, and March 27, 2025 to engage staff in professional learning as aligned with the academic plan and staff needs.

Bell Schedule: [NHIS Bell Schedule](#)