Kahuku High and Intermediate Academic Plan SY 2025-2026

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

Submitted by Principal: Donna Lindsey		Approved by Complex Area Superintendent: Sam Izumi	
	4/15/25		04/15/2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
7-8	'19 Amplify ELA ▾	enVision Mathematics Common Core ▾	—	—
9-10	'20 Into Literature ▾	enVision A/G/A ▾	—	—
11-12	'20 Into Literature ▾	enVision A/G/A ▾	—	—

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
7-8	iReady and Achieve 3000	Building Thinking Classrooms, iReady and IXL	Gizmo, Generation Genius	
9-10	Flocabulary		Gizmo	
11-12	APEX	APEX	APEX, Gizmo	APEX

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: multiple templates, for example, CORE documentation, counselor documentation, Smaller Learning Community meeting minutes and student support spreadsheets

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 <u>screening and/or progress monitoring assessments</u> 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**
Grades 7-9 ELA	I-Ready -	Other: - N/A
Grades 7-9 math, except Algebra 2	Other: - N/A	I-Ready -
	Select One -	Select One -

IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report:
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: 2026   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study Visit   Type of <u>Next Action</u>: Mid-Term Visit   2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** We need to ensure standards-based instruction is consistently delivered, with clear benchmarks to monitor progress throughout the year. **Root/Contributing Cause:** Targeted differentiation is underutilized in Tier I settings. Strategies from professional learning are not consistently implemented and more PD is still needed to address gaps such as classroom management, technology use, progress monitoring, and alignment.
2	**Student Need:** We need to improve our grading practices and our assessment practices to use data to drive instruction. **Root/Contributing Cause:** Lack of alignment of instruction and assessment/grading. This includes discrepancies in communicated expectations as well as teaching and current testing.
3	**Student Need:** We need to address student engagement and well-being in daily routines. We need to address classroom management challenges consistently. We need to cultivate an inclusive and affirming environment for all sub groups. **Root/Contributing Cause:** School climate related concerns regarding lack of student motivation and disruptive behaviors.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Learners **Identified Student Need(s):** In SY 23-24, 7% of EL students met standards on the ELA SBA test and 11% met standards on the Math SBA test.
2	**Targeted Subgroup:** Special Education Students **Identified Student Need(s):** In SY 23-24, 8.7% of students with Special Education services met standards on the ELA SBA test and 2% met standards on the Math SBA test.
3	**Targeted Subgroup:** Native Hawaiian Students **Identified Student Need(s):** In SY 23-24, SBA scores for Native Hawaiian students showed disparities in ELA, Math, and Science proficiency as compared to other students. Native Hawaiian students comprise 33% of KHIS's student population, making it the largest subgroup.

Priority 1
High-Quality Learning For All

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

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

Reading Proficiency	Implementation and incorporation of professional development is needed to address gaps in instruction and progress monitoring. SW6	Provide professional development and collaboration time for teachers to establish common understandings and school wide agreements for Tier I Standards-Based Literacy/Grading in Curriculum, Instruction, and Assessment based on the BOE Policy: Reporting Student Progress and Achievement. Provide coaching for teacher efficacy and consistent implementation of inclusive practices and evidence-based instructional strategies based on the Tier I Framework (TIF) Walkthrough Protocol.	-SBA Data -Report Card Grades -Walkthrough/ Coaching Data -FIC/PLC and Common Assessment Data -Tier II Reading Workshop Data -Professional Development Records	See Financial Plan for amounts: ☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ Title IV-A ☑ Title IV-B ☑ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:
1.1.2. All students read proficiently by the end of **eighth** grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. 1.1.2. All students read proficiently by the end of **eleventh** grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Targeted differentiation is underutilized in Tier I settings. SW6	Utilize multiple academic student achievement data and the Formative Instruction Cycle (FIC) to drive intentional, inclusive, and differentiated planning of Tier I and Tier II ELA curriculum, instruction, and assessment. Principal Vice Principals Academic Coach Curriculum Coordinator Testing Coordinator Reading Workshop Coordinator		

Mathematics Proficiency	Implementation and incorporation of professional development is needed to address gaps in instruction and progress monitoring.	Provide professional development and collaboration time for teachers to establish common understandings and school wide agreements for Tier I Standards-Based Literacy/Grading in Curriculum, Instruction, and Assessment.	-SBA Data	See Financial Plan for amounts:
1.1.3. All students are proficient in mathematics by the end of **eighth** grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.			-Report Card Grades	☑ WSF
				☑ Title I
			-Walkthrough/ Coaching Data	☑ Title II
				☑ Title III
	SW6	Provide coaching for teacher efficacy and consistent implementation of inclusive practices and evidence-based instructional strategies based on the Tier I Framework (TIF) Walkthrough Protocol.	-FIC/PLC and Common Assessment Data	☑ Title IV-A
1.1.3. All students are proficient in mathematics by the end of **eleventh** grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.				☑ Title IV-B
				☑ IDEA,
			-Tier II Math Workshop Data	☑ SPPA
				☐ Homeless
		Utilize multiple academic student achievement data and the Formative Instruction Cycle (FIC) to drive intentional, inclusive, and differentiated planning of Tier I and Tier II ELA instruction and assessment.	-Professional Development Records	☐ Grant:
	Targeted differentiation is underutilized in Tier I settings.			☐ Other:
	SW6	Principal Vice Principals Academic Coach Curriculum Coordinator Testing Coordinator Math Workshop Coordinator		

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. EL SPED Native Hawaiian	Complex Area Plan: There is a need for K-12 alignment. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24). Implementation and incorporation of professional development is needed to address gaps in instruction and progress monitoring. Targeted differentiation is underutilized in Tier I settings. SW6	KHIS will: • Participate in the CK EL Success Plan Design Team Meetings • Send appropriate staff to the required EL Success Plan trainings • Implement one high-leverage strategy for each CK EL Success Plan goal: EL Success Plan Strategy: Ensuring teachers know and understand each English Learners' language proficiency level. • EL Success Plan Provide professional development and collaboration time in student learning needs and utilizing data to drive intentional, inclusive, and differentiated planning of instruction and assessment to improve the academic growth of high needs student sub groups such as Native Hawaiians, English Learners (EL), and SPED. Principal Vice Principals Academic Coach Curriculum Coordinator EL Coordinator	-SBA Data for student sub groups -Report Card Grades for student sub groups -Walkthrough/ Coaching Data focused on student sub-groups -FIC/PLC and Common Assessment Data for student sub groups -Tier II Math Workshop Data for student sub groups -Professional Development Records	See Financial Plan for amounts: ☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ Title IV-A ☑ Title IV-B ☑ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

	Lack of alignment of instruction and assessment/grading. This includes discrepancies in communicated expectations as well as teaching and current testing.			

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. **K-12 Alignment** 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. School climate related concerns regarding lack of student motivation and disruptive behaviors.	KHIS will have a visual plan to document how we address the features and snapshots of our Portrait of a Kahuku Graduate. Continue providing Social Emotional Learning (SEL) opportunities through the C3 Journey Framework to improve student voice, relationships, perceptions, and behaviors. Provide intermediate teachers with professional development and collaboration time for the consistent implementation of inclusive and successful middle school practices to support the academic growth and social emotional well-being of all intermediate students. 📄 KHIS HIDOE MLP-AcPlan Checklist 2.0 Provide professional development and planning time for teachers to improve implementation and program alignment of research-based projects, real-world activities, and performance-based showcases. Principal Vice Principals Academic Coach Curriculum Coordinator C3Journey Coordinator	-Professional Development Records -Walkthrough/ Coaching Data -Curriculum Maps -C3 Journey and Graduate Portrait Visual Plan -C3 Journey Framework	See Financial Plan for amounts: ☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ Title IV-A ☑ Title IV-B ☑ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

		Counselors Middle School Coordinator		
All school personnel possess a comprehensive understanding of and commitment to a proactive Multi-Tiered System of Support (MTSS) framework that integrates data and instruction to enhance student achievement and support social, emotional, and behavioral needs from a strengths-based perspective.	In SY 23-24, 7% of EL students met standards on the ELA SBA test and 11% met standards on the Math SBA test. In SY 23-24, 8.7% of students with Special Education services met standards on the ELA SBA test and 2% met standards on the Math SBA test. In SY 23-24, 29% of Native Hawaiian students met standards on the ELA SBA test and 12% met standards on the Math SBA test. SW6	KHIS will implement an Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making Provide all school personnel with professional development and collaboration time to effectively implement a proactive Multi-Tiered Systems of Support framework, ensuring students receive instruction that maximizes academic achievement and supports their social, emotional, and behavioral needs in and out of the classroom. Principal Vice Principals Academic Coach Curriculum Coordinator Counselors Student Services Coordinator	-Professional Development Records -Walkthrough/Coaching Data -FIC Data -Attendance Data -Discipline Data -Grades Data	See Financial Plan for amounts: ☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ Title IV-A ☑ Title IV-B ☑ IDEA, ☑ SPPA ☑ Homeless ☐ Grant: ☐ Other:

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	Inconsistent implementation of PBIS policies and practices. School climate related concerns regarding lack of student motivation and disruptive behaviors.	Continue providing Social Emotional Learning (SEL) opportunities and incentives through the C3 Journey Framework to improve student attendance, voice, relationships, perceptions, and behavior. Principal Vice Principals Academic Coach Curriculum Coordinator C3Journey Coordinator Counselors	-Attendance Data -Survey Data -Random Knocks Data	See Financial Plan for amounts: ☑ 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. | Existing interventions and MTSS structures may not be used consistently or effectively.

Inconsistent implementation of PBIS policies and practices.

School climate related concerns regarding lack of student motivation and disruptive behaviors. | Improve implementation of the KHIS structured Multi-Tiered System of Support (MTSS) that utilizes data-driven interventions and targeted supports to address student needs.

Provide professional development and collaboration time for faculty and staff to implement interventions and strategies to improve classroom and school wide culture through our PBIS HA and Choose Aloha incentives system.

Principal
Vice Principals
Academic Coach
Curriculum Coordinator
Counselors
Student Services Coordinator | -Panorama Data

-Attendance Data

-Discipline Data

-Professional Development Records

-Walkthrough and Coaching Data | See Financial Plan for amounts:
☑ WSF
☑ Title I
☐ Title II
☐ Title III
☐ Title IV-A
☐ Title IV-B
☐ IDEA,
☐ SPPA
☐ Homeless
☐ Grant:
☐ Other: |

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.3. All students graduate high school with a personal plan for their future.		All students participate in post-high school opportunities outlined in the C3 Journey Framework and the Portrait of a Kahuku Graduate. Principal Vice Principals Academic Coach Curriculum Coordinator C3Journey Coordinator Counselors	-Advisory Lessons -Game Plan Data -ePortfolio/Xello -Survey Data	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☐ SPPA ☐ Homeless ☐ Grant: ☐ Other:

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section."*	Enabling Activities *"How will we achieve the desired outcome?"* *and* 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 to execute the enabling activity.*
All staff demonstrate enhanced skills in customer service, teamwork, and communication, fostering a more effective and supportive learning environment.	School climate related concerns regarding lack of student motivation and disruptive behaviors.	Provide all school personnel with professional development and collaboration time to improve systems and skills needed to support students and families. Principal VPs Curriculum Coordinator Academic Coach	Clifton Strengths Assessment Completion Rate Team Meeting Agendas/Minutes 3-Dimensional Coaching Certification	See Financial Plan for amounts: ☑ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils Gaps in communication and engagement: low participation from families in academic matters suggests stakeholders are not fully informed or do not see the value in engagement.	All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Principal SCC School Rep Curriculum Coordinator Parent Community Network Coordinator (PCNC)	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☐ SPPA ☐ Homeless ☐ Grant: ☐ Other:

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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 to execute the enabling activity.*
Family members participate in school activities to support the academic achievement and emotional well-being of their students.	Gaps in communication and engagement: low participation from families in academic matters suggests stakeholders are not fully informed or do not see the value in engagement.	Communicate and provide family and community engagement opportunities to support student academic achievement and well-being. Principal Vice Principals Academic Coach Curriculum Coordinator Parent Community Network Coordinator (PCNC) Counselors	-Family Engagement Activities agendas -Survey Data -Participation Data -Open House Data	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☐ SPPA ☐ Homeless ☐ Grant: ☐ Other:

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

Total student instructional <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1242
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, one for Finals Week each semester and one for Waiver Days for Professional Development.
Bell Schedule: 📄 KHIS SY 24-25 Bell Schedule - Google Sheets.pdf	