Kailua High School
Academic Plan
SY 2025-2026

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

Submitted by Principal Kimberly Anthony-Maeda		Approved by Complex Area Superintendent Lanelle Hibbs	
Kimberly Anthony-Maeda	04/04/2025	*Lanelle Hibbs*	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 <u>comprehensive instructional program(s)</u> 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
Grades 9-12	'22 MyPerspectives	HMH Into AGAHoughton Mifflin Harcourt Into Algebra Geometry Algebra II	Teacher Created	Teacher Created
	Select One	Select One		
	Select One	Select One		

Please list all <u>supplementary instructional materials</u> 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
Grades 9-12	Reading Plus Tutor.com	i-Ready Kuta Software Desmos	Gizmo Subscription, Textbooks that are less than 10 years old for Marine, Physics, *AP Biology, AP Chemistry, AP Environmental Science *Advanced Placement	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:

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 9-12	Other:Reading Plus	I-Ready
	Select One	IABInterim Assessment Blocks
	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: [Insert text]
- 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   Type of <u>Next Action</u>: Mid-Cycle Report & 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:** Increase School Culture and Student Academic Engagement **Root/Contributing Cause:** While 48% of our students expressed a positive sense of belonging in our Panorama survey, we recognize the need to strengthen this area. We believe this stems from students not always seeing the real-world connections and relevance in their curriculum. To address this, we implemented a new bell schedule this year, incorporating Project-Based Learning (PBL) and pathways/academies like Ready to Surf (R2S), Ahupua'a, and Hawaiian Immersion. These initiatives are designed to foster deeper engagement by connecting learning to students' interests and future aspirations. Furthermore, our Family Resource Center (FRC) provides crucial support through programs like the Food Pantry, Financial Literacy Workshops, and Ohana Lei Workshop Nights, all contributing to a stronger sense of belonging and increased student engagement."
2	**Student Need:** Collective Staff Efficacy **Root/Contributing Cause:** Kailua High School faces several key challenges that impact student achievement and overall school culture. Addressing these areas will be crucial for fostering a culture of excellence and ensuring every student's success.

- **Pedagogical Consistency:** Inconsistent teaching practices across classrooms create disparities in student learning experiences. Developing shared pedagogical approaches will ensure all students receive high-quality instruction.

- **Rigor and Relevance:** A discrepancy exists between course grades and performance on standardized tests like the ACT and SBA (Smarter Balance Assessment), indicating a potential disconnect between classroom rigor and real-world application. Bridging this gap by focusing on relevant, standards-based instruction is essential.

- **Standards-Based Teaching and Grading:** A deeper understanding and consistent implementation of standards-based teaching and grading practices are needed. This will ensure an accurate assessment of student learning and provide clear feedback for growth.

- **Tiered Instruction:** Strengthening Tier 1 instruction is critical for informing and guiding effective Tier 2 interventions. A robust Tier 1 foundation will minimize the need for intensive interventions and maximize student progress.

- **English Language Arts Support:** The current implementation of Reading Plus has not yielded the desired improvement in reading proficiency and, in some cases, has negatively impacted students' motivation to read. We need to re-evaluate our approach to reading instruction and explore alternative strategies that foster both proficiency and a love of reading. Specifically, the overemphasis on Reading Plus, in terms of dedicated class time and its impact on student grades, needs to be addressed.

Moving Forward: Collaboration and Collective Efficacy

At Kailua High School, we believe that teachers are the driving force behind student success. We recognize the importance of empowering teachers to work both independently within their classrooms and collaboratively with their colleagues. Building collective teacher efficacy through shared practices, collaborative planning, and mutual support will be key to improving student achievement.

By working together to implement engaging strategies, activities, and interventions, we can create a more positive and supportive learning environment for all students. Consistent grading practices across all classrooms will contribute to a culture of fairness and high expectations. We are confident that these collaborative efforts will lead to increased student achievement and a thriving school community.

3

Student Need: Increase Student Achievement

Enhancing Instructional Consistency and Rigor

A key area for growth is ensuring the consistent and rigorous implementation of our standards-based curriculum in all classrooms. To gain a clear understanding of classroom practices, we will implement frequent learning walks involving teachers, ILT members, administrators, and district representatives. These observations will be complemented by data collection on student engagement and analysis of the KHS Student Progress Indicator (a student self-assessment tool). Teachers have expressed a need for additional planning time to effectively develop curriculum, integrate rigor, and design engaging learning activities. We will explore strategies to address this need.

Supporting Freshman Transition and Success

Historically, our freshmen have experienced challenges in their first year at Kailua High School. To proactively address this, we established the Freshman Academy program in the 2024-25 school year. This program aims to improve student achievement, attendance, and sense of belonging. We are currently gathering data to evaluate the program's impact and will conduct a comprehensive analysis to determine its effectiveness and inform future iterations.

WASC Critical Areas of Need (Based on 2022-23 WASC Visiting Committee Findings)

1. Faculty and staff refine the action team process and the HMTSS process to support student achievement for all students in all content areas to prepare students for college and/or career.
2. Administration develops clear written policies, procedures, and protocols that define the responsibilities, expectations, operational practices, and decision-making processes for administrators and staff.
3. Faculty and staff include all stakeholders in the school decision-making process to increase school spirit/connectivity and reduce absenteeism.
4. Administration works with HIDOE to improve areas of Kailua High School that are in disrepair to address health and safety hazards to students, staff, and the community (buildings and outside areas).
5. Academic departments improve curriculum and instruction to incorporate more PBL-interdisciplinary lessons, school-wide grading with content-specific rubrics, and real-world applications to boost student achievement through engagement.
6. Kailua High School works with HIDOE to upgrade the electrical/technology network system to align with the HMTSS continuum *Health Habits, Healthy Schools*.

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:** Special Education Students **Identified Student Need(s):** Increase Student Achievement
2	**Targeted Subgroup:** Disadvantaged Students **Identified Student Need(s):** Sense of Belonging and Engagement, Chronic Absenteeism
3	**Targeted Subgroup:** Freshmen **Identified Student Need(s):** Yearlong Transition Support from Intermediate School

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 Outcomes *"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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Reading Proficiency 1.1.2 All students read proficiently by the end of grade level, and those who do not read proficiently receive necessary and timely support to become proficient. *ELA Target* *23-24 results: 46%* *24-25 results TBD* *25-26 Goal: 52%*	1a, 1b, 3a, 3b, 3c, WASC #1	EA 1.1.2 (1) Assess students three times per year with a universal screener and use/evaluate RP interventions. EA 1.1.2 (2) Provide continued training and support in implementing effective teaching practices, aligning priority standards and curriculum, and providing data-aligned differentiated supports. *Accountable Leads:* *ELA DH(Grimble) and SPED DH (Matsukawa/Kapono)*	(1) Universal screener pre/mid/post data and RP program data; Teach Town for certificate-level students (2) Curriculum maps and proficiency scales; attendance sheets; grades; Learning Walk data	WSF Title I, Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant Other:__, $

| Mathematics Proficiency

1.1.3.   All students are proficient in mathematics and those who are not proficient receive necessary and timely support to become proficient. (SW1; SW5; SW6)

Math Target:
22-23 results: 28%
24-25 Goal: 30% | 1a, 1b, 3a, 3b, 3c, WASC #1 | EA1.1.3 (1) Assess students three times per year with a universal screener (iReady).

EA1.1.3 (2) Provide continued training and support in implementing effective teaching practices; aligning priority standards and curriculum; and providing data-aligned differentiated supports.

EA 1.1.3 (3) Strengthen alignment among feeder elementary and intermediate schools by collaborating within the Kailua Complex Math Task Force

Accountable Leads:
EA 1.1.3 (1, 2) Mathematics Department Chair (Lindley) and SPED Department Chair (Matsukawa/Kapono)
EA 1.1.3: (3) VP (Lee) | (1) Universal screener pre/mid/post data; Teach Town for certificate-level students

(2) Curriculum maps and proficiency scales; grades; training attendance sheets; Learning Walk data

(3) Math Task Force meeting minutes and agendas | WSF, $1,850
Title I,
Title II, $
Title III, $
Title IV-A, $
Title IV-B, $
IDEA, $
SPPA, $
Homeless, $
Grant
Other:__, $ |
|---|---|---|---|---|

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW1; SW6) *Required for all schools.* *ELA Target* *22-23 results: 67%;* *24-25 Goal: 69%* *Math Target:* *22-23 results: 28%* *24-25 Goal: 30%*	1a, 1b, 1c, 3a, 3b, 3c, WASC #1	EA 1.1.4 (1) Through the ILT framework, use powerful instructional practices to increase student achievement. EA 1.1.4 (2) Refine action teams to support student achievement in all content areas. EA 1.1.4 (3) Evaluate and refine HMTSS targeted intervention services and supports for struggling students: • Co-teaching • Title 1 PPE interventionists • EA supports • Credit recovery • Intervention programs and tools • Utilize Panorama Notes to document and systematize HMTSS process EA 1.1.4 (4) Prioritize standards and align curriculum in all courses; aligned curriculum in common courses. EA 1.1.4 (5) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the *Complex and school level* to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students. *Accountable Leads:* *1.1.4 (1) ILT (Silva)* *1.1.4 (2) VP (Lee)* *1.1.4 (3) HMTSS Lead (Pasion)* *1.1.4 (4) AC (Cummings)* *1.1.4 (5) EL Coor (Nash)*	(1) ILT learning walk/GV data; meeting minutes (2) Action team minutes; grades or other team assessment results (3) Inclusion and intervention quarterly grades; student surveys; summer school grades; RP data; Panorama data (4) Curriculum maps and pacing guides; department/team mtg notes/minutes	WSF, $15,000 Title I, $39,845 PPE 20,000 texts $12,500 subscriptions Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $6,000 Homeless, $ Grant:__, $ Other:__, $

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (SW1; SW6)

Required for all schools. | 3a, 3e WASC #1 | EA 1.1.5 (1) Evaluate the effectiveness of Freshmen Academy and work towards Freshmen Academy National Career Academy Coalition Certification by the end of 2027-2028.

EA 1.1.5 (2) Vertically articulate with feeder intermediate schools to refine transition services and events. Work with KIS and WEIS to train special education teachers on Ready to SURF Academy equipment.

EA 1.1.5 (3) Evaluate the effectiveness of Ready to SURF Academy, make programmatic adjustments, self-assess, and seek NCAC Model Status by Spring 2026.

Accountable Leads:
1.1.5 (1): Frosh Academy Coordinator (Peters)
1.1.5 (2) SAC (Hanoa)
1.1.5 (3): R2S Academy Coordinator (Shiroma) | (1) Freshmen quarterly grades, discipline, attendance data, action plans for struggling students and NCAC Freshmen Academies Baseline Analysis (rubric); quarterly progress monitoring of NCAC rubric, academy team minutes

(2) Student surveys, attendance counts, agenda and minutes

(3) NCAC Rubric, surveys, minutes | WSF, $10,000; NCAC Consultant Professional Development, Stipend Days Title I, $16,800 Steele Contract Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant: Soar Higher $2,000 Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. (SW5) *Required for all schools.* *22-23: 69% of students attend 90% or more; 32% are chronically absent*	1a, 1d, 2a, 3e, WASC #1, #3	EA 1.2.1 (1) Refine processes and programs to improve chronic absenteeism *Accountable Leads:* *1.2.1 (1) Attendance SIT Lead (Tuifua)*	(1) Attendance data and Panorama Notes data; Attendance Incentive (% students who qualify); Talking Points Communication Platform; Morning tardy data	WSF, $80,000 Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $66,000 Homeless, $ Grant:__, $ Other:__, $
1.2.2. All students demonstrate positive behaviors at school. (SW6) *Required for all schools.*	2a, 3d, 3e, WASC #1, #3	EA 1.2.2 (1) Refine processes and programs to improve positive behaviors. EA 1.2.2 (2) Refine opportunities to recognize students at quarterly school-wide assemblies/events for academics, attendance, and other areas *Accountable Lead:* *1.2.2 (1) SAC (Hanoa)* *1.2.2 (2) SAC (Hanoa)*	(1) Quarterly discipline data, Panorama SEL Survey results (2) SBA Meeting Minutes and student/staff surveys	WSF, $8,000 Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | 2a, 3e, WASC #1, #3 | EA 1.2.3 (1) Promote programs and activities that increase the sense of belonging and school pride, such as Wayfinder.

EA 1.2.3 (2) Continue Student Senate to provide student voice and choice; meet monthly with the administrative team to gather feedback and make campus changes.

EA 1.2.3 (3) Continue to model Nā Hopena Aʻo activities in staff meetings

Accountable Leads:
1.2.3 (1) SAC (Hanoa)
1.2.3 (2) SAC (Hanoa),
1.2.3 (3) Vice Principal (Lee) | (1) Event attendance and surveys, SEL Panorama Survey; Wayfinder data

(2) Student Senate agenda and minutes

(3) Minutes and agendas | WSF, $7,000 (Wayfinder)
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 Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. (SW5; SW6) *Required for all schools.*	1a, 3a, 3b, 3c, WASC #5	EA 1.3.1 (1) Expand students' opportunities for structured work-based learning experiences, including opportunities for attainment of college credits and industry-valued certificates. Offer WBL experiences and industry/employability certifications in pathway courses. EA 1.3.1 (2) Every student will experience at least one high-quality PBL project (Gold Standard Project Design) (*Required KK Complex Goal*) *Accountable Leads:* *1.3.1 (1) CTE Coordinator (Ho)* *1.3.1 (2) Vice Principal (Lee),*	(1) CTE, AP, early college level data; Eduprise agenda and minutes (2) PBL unit plans, calendar of implementation	WSF, $ Title I, $158,000 Tech Equip Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ WBL Funds:$200,000 Other:__, $

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. (SW6)	3a, 3c, WASC #5	EA 1.3.2 (1) Continue to vertically articulate with feeder intermediate schools and within KHS classes to align CTE pathways. EA 1.3.2 (2) Continue to refine Career Pathways curriculum within Freshmen Academy. EA 1.3.2 (3) Collaborate with feeder schools to align SURF's Centers for certificate track students. *Accountable Leads:* *1.3.2 (1) CTE Coordinator (Ho),* *1.3.2 (2) Freshmen Academy Coordinator (Peters)* *1.3.2 (3) R2S Academy Coordinator (Shiroma)*	(1) Meeting minutes and agendas (2) Career Pathways curriculum; NCAC Freshmen Academy Rubric (3) Meeting minutes/notes	WSF, $1200 Sub days for articulation 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.	1a, 1b, 1c, 3a, 3c, WASC #1	EA 1.3.3 (1) Refine PTP curriculum for each of the four levels to increase relevance; ensure grade-level consistency in PTP curriculum implementation with PTP teachers. EA 1.3.3 (2) Research other possibilities for completion of PTP requirements. *Accountable Leads:* *1.3.3 (1) and (2) PTP Coordinator (Pasion)*	(1) PTP Grade Level Minutes and Agenda, Work Samples (2) Meeting notes/minutes	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 Outcomes *"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?" Please estimate the additional amount needed to execute the enabling activity.*
2.1.1 All teacher positions are filled with qualified hires 2.2.1 All school support staff positions are filled with qualified hires	3b	EA 2.1.1; 2.2.1 Meet monthly with non-HQ teachers to provide support towards HQ status. *Accountable Leads:* *2.1.1 and 2.2.1 Academic Coach (Cummings)*	(1) Percent of teachers highly qualified at the end of SY.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $
2.1.2 All teachers are effective or receive the necessary	3b	EA 2.1.2; 2.2.2 (1) Continue participating in the district Induction and Mentoring program for brand-new teachers.	(1) Percent of teachers effective or highly effective	WSF, $ Title I, $73,930 Sub/Stipends +

support to become effective. (SW6) 2.2.2 All school support staff are effective or receive the necessary support to become effective. (SW6)		EA 2.1.2; 2.2.2 (2) Continue quarterly co-teaching meetings and professional developments to refine the co-teaching program EA 2.1.2; 2.2.2 (3) Continue to provide professional development (through coaching, ILT, and other opportunities)for school/department initiatives. *Accountable Leads:* *2.1.2 and 2.2.2 (1) AC (Cummings)* *2.1.2 and 2.2.2 (1) Principal (Maeda)* *2.1.2 (2) Coteaching Lead (Matsukawa)* *2.1.2 and 2.2.2 (3) AC (Cummings)*	at the end of the SY; Percent of support staff effective or highly effective at the end of the evaluation cycle (2) Co-teaching learning walk data, minutes and agenda (3) PD calendar; Exit Passes/ Reflections; Learning Walk data	$5000 Conf Fees + $84,000 travel 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 Outcomes *"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?"* *Please 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. *Required for all schools.*	2a, WASC #3	EA 3.3.1 (1) Continue to hold School Community Council meetings in a hybrid format to encourage increased membership. EA 3.3.1 (2) Continue to ensure School Community Council monthly meetings are advertised via newsletter, social media, website, school marquee and text blasts. *Accountable Leads:* *3.3.1 (1) School Community Council Chair (Grimble)* *3.3.1 (2) PCNC (Baldwin)*	(1-2) SCC Data (membership, agendas, meetings)	WSF, $25,000 Title I, $4,709 Edlio app/web Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $
3.3.2 All families and staff can easily learn about and participate in feedback processes	2a, WASC #3	EA 3.3.2 (1) Continue to fund the Parent Community Network Coordinator (PCNC) EA 3.3.2 (2) Continue to publish monthly parent newsletter and advertise events on email, school marquee, school messenger and web.	(1) WSF Funding (2) Advertisements	WSF, $ Title I, $5,000 Title II, $ Title III, $ Title IV-A, $

that inform decision making at the school, complex area, and state levels.		EA 3.3.2 (3) Continue to hold Family Resource Center (FRC) Parent Advisory Council (PAC) meetings and increase membership to drive FRC programming and increase family engagement. EA 3.3.2.(3a) Continue to solicit event feedback and make changes as warranted to future FRC programming to meet student and family needs. EA 3.3.2 (4) Continue to hold weekly Steering meetings using an "accordion" model, where leadership gathers feedback and input from departments. *Accountable Leads:* *3.3.2 (1) Principal(Maeda),* *3.3.2 (2) and (3) PCNC (Baldwin)* *3.3.2 (4) Principal (Maeda)*	(3) PAC meeting minutes; attendance data; survey data. Event Feedback Forms/Spreadsheet (4) Steering Meeting minutes	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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.1.2 All systems to address school facility needs are responsible and able to meet all needs effectively, efficiently, and quickly.	1c, WASC #4, #6	3.1.2 (1) Work with HIDOE to improve areas of KHS that are in disrepair to address health and safety hazards to students, staff, and community. 3.1.2 (2) Work with HIDOE to upgrade the electrical/technology network system. *Accountable Lead:* *3.1.2 (1) and (2) Principal (Maeda) and Dean of Students (Tuifua)*	(1-2) Maximos; Capital Improvement Plan requests	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:CIP
3.2.3 All Department of Education practices and procedures foster efficient operations, streamlined processes, eliminate redundancies, and facilitate effective management.	1c, WASC #2	EA3.2.3 Develop clear written policies, procedures, and protocols that define the responsibilities, expectations, operational practices, and decision-making processes for Administrators and staff. *Accountable Lead:* *3.2.3 Principal (Maeda)*	Google Documents (Handbook, Roles and Responsibilities)	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA,

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) 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 Kailua High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional <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)*	TBD
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we have submitted for four waiver days in order to provide staff training for WASC standards-based teaching/learning/grading, and PBL among others.
Bell Schedule: https://www.kailuahighschool.com/apps/pages/BellSchedule (as of Jan 10, 2025)	