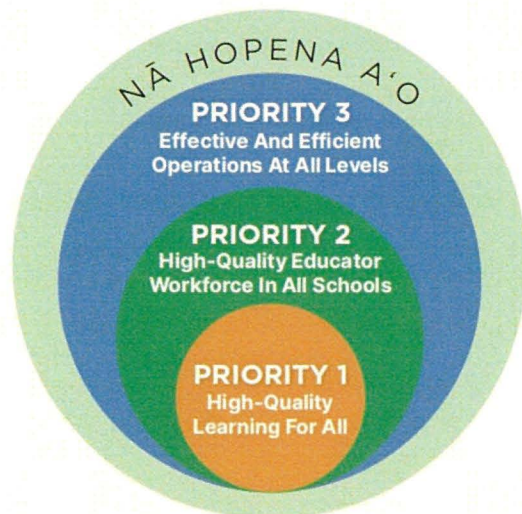
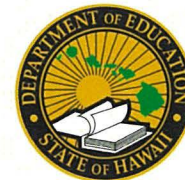




# Kailua High School/Ke Kula Kaiapuni 'o Kailua Academic Plan SY 2026-2027

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- ☐ Non-Title I School    ☒ Title I School    ☐ Kaiapuni **A** School (100% Self Contained)    ☒ Kaiapuni **B** Program (Shared School Site  $\geq 50\%$ )    ☐ Kaiapuni **C** Program (Shared School Site  $< 50\%$ )

|                                                                                    |             |
|------------------------------------------------------------------------------------|-------------|
| Submitted by Principal Jill Spry                                                   |             |
| Signature: <u>Jill Spry</u><br><small>Jill Spry (Apr 7, 2026 10:27:16 HST)</small> | Apr 6, 2026 |

Email: [10004807@k12.hi.us](mailto:10004807@k12.hi.us)

|                                                       |            |
|-------------------------------------------------------|------------|
| Approved by Complex Area Superintendent Lanelle Hibbs |            |
| <u>Lanelle Hibbs</u>                                  | 04/13/2026 |

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## VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used for 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.

| Comprehensive Instructional Programs: English-Medium Program |                                       |                             |                 |                 |
|--------------------------------------------------------------|---------------------------------------|-----------------------------|-----------------|-----------------|
| Grade Level(s)/ Course Name                                  | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science         | Social Studies  |
| Grades 9-12                                                  | '22 MyPerspectives ▾                  | HMH Into AGA ▾              | Teacher Created | Teacher Created |

| Comprehensive Instructional Programs: <b>Hawaiian-Medium Program</b> |                                                    |                                          |                             |                        |                        |
|----------------------------------------------------------------------|----------------------------------------------------|------------------------------------------|-----------------------------|------------------------|------------------------|
| Grade Level(s)/ Course Name                                          | <a href="#">Hawaiian Language Arts</a><br>(PM-P12) | <a href="#">Kaiapuni ELA</a><br>(P5-P12) | <a href="#">Mathematics</a> | Science                | Social Studies         |
| <b>9-10</b>                                                          | Teacher Created ▾ PBL                              | Teacher Created ▾ PBL                    | Select One ▾                | Teacher Created<br>PBL | Teacher Created<br>PBL |
| <b>11-12</b>                                                         | Teacher Created ▾ PBL                              | Teacher Created ▾ PBL                    | Select One ▾                | Teacher Created<br>PBL | Teacher Created<br>PBL |

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

| <b>Supplementary Instructional Materials: English-Medium Program</b> |                                                    |                         |                |                       |
|----------------------------------------------------------------------|----------------------------------------------------|-------------------------|----------------|-----------------------|
| <b>Grade Level(s)/<br/>Course Name</b>                               | <b>English Language Arts (ELA)</b>                 | <b>Mathematics</b>      | <b>Science</b> | <b>Social Studies</b> |
| 9-12                                                                 | Dreambox/Reading Plus<br>My Perspectives by Savaas | Kuta Software<br>Desmos | Gizmos         |                       |

| <b>Supplementary Instructional Materials: Hawaiian-Medium Program</b> |                                            |                              |                    |                              |                              |
|-----------------------------------------------------------------------|--------------------------------------------|------------------------------|--------------------|------------------------------|------------------------------|
| <b>Grade Level(s)/<br/>Course Name</b>                                | <b>Hawaiian Language Arts<br/>(PM-P12)</b> | <b>Kaiapuni ELA (P5-P12)</b> | <b>Mathematics</b> | <b>Science</b>               | <b>Social Studies</b>        |
| <b>9-10</b>                                                           | Kaiapuni Kumu Created<br>PBL               | Kaiapuni Kumu Created<br>PBL |                    | Kaiapuni Kumu Created<br>PBL | Kaiapuni Kumu Created<br>PBL |
| <b>11-12</b>                                                          | Kaiapuni Kumu Created<br>PBL               | Kaiapuni Kumu Created<br>PBL |                    | Kaiapuni Kumu Created<br>PBL | Kaiapuni Kumu Created<br>PBL |

## 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 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.

| Screening And Progress Monitoring Assessments: English-Medium Program |                             |             |
|-----------------------------------------------------------------------|-----------------------------|-------------|
| Grade Level(s)/ Course Name                                           | English Language Arts (ELA) | Mathematics |
| Grades 9-12                                                           | Other: ▾ Reading Plus       | I-Ready ▾   |

| Screening And Progress Monitoring Assessments: <b>Hawaiian-Medium Program</b> |                                 |                                |                                          |
|-------------------------------------------------------------------------------|---------------------------------|--------------------------------|------------------------------------------|
| Grade Level(s)/ Course Name                                                   | Hawaiian Language Arts (PM-P12) | Kaipuni ELA (P5-P12)           | Mathematics                              |
| 9-10                                                                          | Kaipuni Kumu Created PBL        | Teacher Created ▾ Reading Plus | Select One ▾ I-Ready via Math Department |
| 11-12                                                                         | Kaipuni Kumu Created PBL        | Teacher Created ▾ Reading Plus | Select One ▾ I-Ready via Math Department |

## 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.

| HMTSS: English-Medium Program                                                                                                 | HMTSS: <b>Hawaiian-Medium Program</b>                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Panorama <input type="checkbox"/> School-created template <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Panorama <input checked="" type="checkbox"/> School-created template <input type="checkbox"/> Other: |

## IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA
- ☒ Other current assessment/self-study report: 2026-27 CNA
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2029

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2029

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

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

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

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><b>Student Need: - Focus on post-high school plan</b></p> <p><b>Root/Contributing Cause</b></p> <ul style="list-style-type: none"> <li>a) Co-Existing communication systems have not yet been fully optimized to highlight the diverse range of career pathways, resulting in a gap in community awareness regarding high-value alternatives such as apprenticeships, work-based learning, military service, community college, or specific professional certifications.</li> <li>b) Academic struggles and a lack of exposure to various industries can create barriers to students envisioning themselves in navigating and succeeding within post-secondary options and professional environments, as successful candidates for post-secondary education or high-demand careers.</li> <li>c) Our current performance on state and federal measures is low: Career Readiness (11%), student achievement (ELA 64%, Math 27%, Science 29%, and college enrollment 54%).</li> </ul> |
| 2 | <p><b>Student Need: - Increasing reading levels by using interventions, Tier 1, and MTSS</b></p> <p><b>Root/Contributing Cause:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>a) Lack of consistent Academic and SEL Tier 1 strategies: The absence of a standardized, school-wide framework for Tier 1 interventions has led to inconsistent implementation of high-quality, rigorous instruction and differentiated learning experiences across classrooms.</li> <li>b) Lack of a proactive, preventive MTSS system: The school currently lacks a proactive, clearly defined MTSS infrastructure, resulting in a reactive support model in which intervention processes are not transparent or consistently understood by all stakeholders.</li> <li>c) Lack of high-quality, rigorous curriculum in all classrooms: A lack of systemic oversight for the adoption and implementation of standards-based curricula and uniform grading practices has created significant variances in instructional quality and assessment, impacting overall student achievement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3 | <p><b>Student Need: Increasing Student Engagement</b></p> <p><b>Root/Contributing Cause:</b></p> <ul style="list-style-type: none"> <li>a) Attendance: A lack of comprehensive, well-resourced preventative and intervention systems has limited the school's ability to proactively address chronic absenteeism, resulting in cumulative knowledge gaps and systemic student disengagement.</li> <li>b) Relevance of curriculum: The current curriculum lacks a consistent framework for integrating real-world applications and future career connections, hindering students' ability to see the immediate relevance of academic content to their current lives and personal and professional goals.</li> <li>c) Low sense of belonging and student self-efficacy: There is a lack of systemic integration of Project-Based Learning (PBL) and academy-style structures across all grade levels, which limits students' opportunities to develop a strong sense of school belonging and high academic self-efficacy.</li> <li>d) Instructional strategies: The school has not yet fully integrated collaborative learning methodologies (e.g., Building Thinking Classrooms, gamification, and group work/collaboration) into daily instructional practice, leading to significant variation in how active learning strategies are used to foster student engagement.</li> </ul> |
| 4 | <p><b>Kaiapuni Student Need:</b> E kia i ka ho'olālā ma hope o ke kula ki'eki'e ma ka ho'onui 'ana i ka ho'ohana maoli o ke ao nei ma o ka pili kūpono a me ka ikaika pa'a o ka Aloha 'Āina, ka Mo'omeheu, a me ka 'Ōlelo Hawai'i i ka wahi hana ma hope o ke kula ki'eki'e. [Focus on post-high school plan by Increasing Real World Application through relevance and rigor of Aloha 'Āina, culture, and 'Ōlelo Hawai'i in the post-high school workplace]</p> <p>E kia i ka ho'olālā ma hope o ke kula ki'eki'e ma ka ho'onui 'ana i ka ho'ohana maoli o ke ao nei ma o ka pili a me ka pa'akiki kūpono o ka Aloha 'Āina, ka Mo'omeheu, a me ka 'Ōlelo Hawai'i i ka wahi hana ma hope o ke kula ki'eki'e.</p> <p><b>Root/Contributing Cause:</b></p> <ul style="list-style-type: none"> <li>a) 'A'ole i ho'oponopono piha 'ia nā 'ōnaehana kama'ilio e kū nei i mea e hō'ike pono ai i ka laulā o nā ala 'oihana e hiki ke loa'a ma o ke ala Kaiapuni a me nā ala mo'omeheu like 'ole. No laila, ua kū mai he ākea 'ike 'ole i loko o ke kaiāulu e pili ana i nā koho waiwai ki'eki'e e like me ka a'o limahana (apprenticeships), ke a'o ma ka hana (work-based learning), ka lawelawe koa, ke kulanui kaiāulu, a me nā palapala hō'ōia 'oihana kūikawā i loa'a no nā haumāna Kaiapuni.</li> </ul>                                                                              |

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>b) Hiki i nā pa'akikī ma ke a'o a me ka nele i ka 'ike i nā 'oihana like 'ole ke kūkulu i nā pā i mua o nā haumāna i ko lākou no'ono'o 'ana i ko lākou hiki ke komo a kūle'a ma nā koho ma hope o ke kula ki'eki'e a me nā wahi hana 'oihana, ma ke 'ano he moho lanakila no ka ho'ona'auao ma hope o ke kula ki'eki'e a i 'ole nā 'oihana koi ki'eki'e.</li><li>c) I kēia manawa, ha'aha'a ko kākou kūlana ma nā ana moku'āina a me nā ana pekelala: ka Mākaukau 'Oihana (11%), ka holomua haumāna (ELA 64%, Makemakika 27%, 'Epekema 29%), a me ke komo kulanui (54%).</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|          |                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>Targeted Subgroup:</b> ▾ [Insert text]<br><b>Identified Student Need(s):</b> [Insert text and/or image]          |
| <b>2</b> | <b>Targeted Subgroup:</b> ▾ [Insert text]<br><b>Identified Student Need(s):</b> [Insert text and/or image]          |
| <b>3</b> | <b>Kaiapuni Targeted Subgroup:</b> ▾ [Insert text]<br><b>Identified Student Need(s):</b> [Insert text and/or image] |



## 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<br><i>"What do we plan to accomplish?"</i>                                                                                                                                                                                                                                          | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible for overseeing and monitoring implementation and progress?"</i>                                                                                                                                                                                                                                                                       | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i>                                                                                              | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading Proficiency</b><br>1.1.2. All students read proficiently by the end of grade level, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.<br><br><i>ELA SBA Scores:</i><br>23-24 results: 46%<br>24-25 results 64%<br>25-26 Goal: 70% | <b>ENGLISH-MEDIUM PROGRAM</b><br><br>1c, 2a, 2c, WASC #1          | EA 1.1.2 (1) Assess students three times per year with a universal screener and use/evaluate RP interventions.<br><b>Accountable Lead: ELA DH (Grimble)</b><br><br>EA 1.1.2 (2) Strengthen Action Teams to provide targeted interventions as a Tier 1 and 2 reading support for all contents.<br><b>Accountable Lead: AC (Cummings)</b><br><br>EA 1.1.2 (3) Implement a remedial reading structure provided during the school day.<br><b>Accountable Lead: ELA DH (Grimble)</b> | (1) Universal screener (RP) data; Teach Town for certificate-level students<br><br>(2) AT data; dept meeting minutes<br><br>(3) Reading workshop student Reading Plus data. | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$<br><input checked="" type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input checked="" type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |



|  |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|--|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p><b>HAWAIIAN-MEDIUM PROGRAM</b></p> | <p>EA 1.1.2 (1) E loiloi i nā haumāna ‘ekolu manawa i kēlā me kēia makahiki me tētahi ana ākea (universal screener), a e ho’ohana a e nānā pono i nā komo kāko’o RP.</p> <p>EA 1.1.2 (2) E hahai i nā paipai a nā Pū‘ulu Hana i mea e ho’olako ai i nā komo kāko’o i kuhikuhi ‘ia, e pili ana i ka pi’ina a’o kūikawā o nā haumāna Kaiapuni, ma ke ‘ano he kāko’o Helu ‘Elua (Tier 2) no ka heluhelu ma nā māhele a pau.</p> <p>EA 1.1.2 (3) E ho’okō i kekahi ‘ōnaehana kāko’o heluhelu ho’oponopono e no’ono’o ana i ka ho’omaka ‘ana o ka ELA a nā haumāna Kaiapuni ma ka Papa 5, a e hā’awi ‘ia i loko o ka lā kula, i mea e kōkua ai i nā haumāna e hō’ea i ko lākou pae papa maoli ma ke ‘ano he haumāna ‘ōlelo lehulehu.</p> <p><b>Alaka’i kuleana: Nā Kumu Kaiapuni, Department Head</b></p> |  |  |
|--|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                                                                                                                                                                                                                                                   |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of the grade level, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p><i>Math SBA Scores:</i><br/> 23-24 results: 14%<br/> 24-25 results: 27%<br/> 25-26 Goal: 41% (State Goal)</p> | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>1c, 3a, 3b, WASC #1</p> | <p>EA1.1.3 (1) Assess students three times per year with a universal screener (iReady).<br/> <b>Accountable Lead: Math DH (Lindley)</b></p> <p>EA 1.1.3 (3) Strengthen alignment among feeder elementary and intermediate schools by collaborating within the Kailua Complex Math Task Force<br/> <b>Accountable Lead: Math DH (Lindley)</b></p> <p>EA1.1.3 (4) Continue Math MTSS SIT initiative to target struggling students far below grade level.<br/> <b>Accountable Lead: VP (Lee)</b></p> <p>EA 1.1.3 (5) Strengthen remedial math structure provided during the school day.<br/> <b>Accountable Lead: Math DH (Lindley)</b></p> | <p>(1) Universal screener (iReady) data; Teach Town for certificate-level students</p> <p>(2) Curriculum maps and proficiency scales; grades; training attendance sheets; Learning Walk data</p> <p>(3) Math Task Force and Math Dept meeting minutes/agendas</p> <p>(4) Math MTSS SIT Meeting Minutes; documents/ teacher-created assessments</p> <p>(5) Math workshop students' iReady and SBA data.</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p> |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>HAWAIIAN-MEDIUM PROGRAM</b></p>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>1b, c; 2a ,b, c; 3a, b, c, d; WASC #1</p> | <p>EA 1.1.4 (1) Through the ILT <a href="#">CPL (Cycle of Professional Learning)</a> framework, use powerful instructional practices to increase student achievement.<br/><b>Accountable Lead: ILT Lead (Silva)</b></p> <p>EA 1.1.4 (2) Refine action teams to support student achievement in all content areas.<br/><b>Accountable Lead: AC Cummings</b></p> <p>EA 1.1.4 (3) Evaluate and refine the co-teaching program<br/><b>Accountable Lead: Co-teaching Coordinator (Matsukawa)</b></p> <p>EA 1.1.4 (4) Evaluate and refine the Title I PPE program<br/><b>Accountable Lead: Title I Coordinator (Cummings)</b></p> <p>EA 1.1.4 (5) Evaluate and refine the credit recovery program<br/><b>Accountable Lead: VP (Lee)</b></p> <p>EA 1.1.4 (6) Utilize Panorama Notes to document/systematize HMTSS process<br/><b>Accountable Lead: Counseling DH (Pasion)</b></p> <p>EA 1.1.4 (7) Evaluate and refine the MTSS SIT initiatives and processes.<br/><b>Accountable Lead: MTSS SIT Lead (Peters)</b></p> <p><b>Accountable Lead: Academic Coach (Cummings)</b></p> <p>EA 1.1.4 (9) Strengthen complex- and school-level systems by engaging educator teams in the EL Success Initiative (ELLT/ELDT) and targeted professional learning to support integrated language and content instruction and close achievement gaps for EL students.<br/><b>Accountable Lead: EL Coordinator (Grose)</b></p> | <p>(1) ILT learning walk/GV data; meeting minutes</p> <p>(2) Action teams' graphic organizers/data</p> <p>(3) Co-taught course grades; observations</p> <p>(4) PPE Semesterly Surveys</p> <p>(5) Credit Recovery Programs' grades; promotion rates</p> <p>(6) Panorama Notes</p> <p>(7) MTSS SIT meeting minutes</p> <p>(8) Curriculum maps and pacing guides; department/team mtg notes/minutes</p> <p>(9) ELLT and ELDT meeting minutes</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p> |
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|--|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|
|  |                                | EA 1.1.4 (10) Implement effective Tier 1 instructional strategies across a rigorous and relevant curriculum that increases student engagement.<br><b>Accountable Lead: AC (Cummings)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (10) Learning Walk data; Surveys |  |
|  | <b>HAWAIIAN-MEDIUM PROGRAM</b> | <p>EA 1.1.4 (1) Ma o ka 'ōnaehana ILT CPL (Ka Pō'ai A'o 'Oihana), e ho'ohana i nā hana a'o ikaika e ho'onui ai i ka holomua a me ka mālamalama o nā haumāna ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia, i mea e ho'omākaukau ai no ka kūle'a ma hope o ke kula ki'eki'e.</p> <p>EA 1.1.4 (3) E loiloi a e ho'oponopono hou i ka papahana a'o pū (co-teaching) i ka wā e ulu ana ka Kaiapuni i loko o ke kula.</p> <p>EA 1.1.4 (7) E loiloi a e ho'oponopono hou i nā papahana a me nā ka'ina hana o ka MTSS SIT i mea e kāko'o ai i ke kaiaola Kaiapuni.</p> <p>EA 1.1.4 (8) E kau mua i nā kūlana (standards) a e kūlike i ka ha'awina ma nā papa a pau; e ho'okō i ka ha'awina i kūlike ma nā papa like ma lalo o ka 'ike honua Kaiapuni.</p> <p><b>Alaka'i kuleana: Nā Kumu Kaiapuni, Department Head</b></p> |                                  |  |

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

| <b>Desired Outcome</b><br>"What do we plan to accomplish?"                                         | <b>Root/Contributing Cause</b><br>"Why are we doing this?" | <b>Enabling Activities</b><br>"How will we achieve the desired outcome?"<br><br><b>and Name of Accountable Lead(s)</b><br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                   | <b>Monitoring of Progress</b><br>"How will we know progress is being made?"                                  | <b>Anticipated Source of Funds</b><br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                     |
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| 1.2.1. All students desire to and attend school regularly.<br><br><i>Required for all schools.</i> | <b>ENGLISH-MEDIUM PROGRAM</b><br><br>3a, WASC #5           | EA 1.2.1 (1) Refine processes and programs to improve chronic absenteeism/ <u>tardiness</u> .<br><b>Accountable Lead: Attendance SIT Lead (Tuifua)</b>                                                                                                                                                                                                                                                                                                               | (1) Attendance data; Panorama Notes data; Attendance Incentive (% students who qualify); Talking Points data | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$<br><input checked="" type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input checked="" type="checkbox"/> Grant: __, \$ |
|                                                                                                    | <b>HAWAIIAN-MEDIUM PROGRAM</b>                             | EA 1.2.3 (1):<br><br>E ho'olaha i nā papahana a me nā hana e ho'ōikaika ana i ka no'ono'o 'ahupua'a ma ke 'ano he wahi a'o Hawai'i, i mea e ho'onui ai i ka mana'o pili a me ka ha'aheo kula, e like me nā hanana HĀ kula ākea e like me Welo, ka mo'o Lā 'Ōpio, a me nā huaka'i, i mea e ho'ōikaika ai i ka komo pū 'ana o nā haumāna a e ho'oponopono ai i ka hele pinepine 'ole a me ka lohi mau<br><br><b>Alaka'i kuleana: Nā Kumu Kaiapuni, Department Head</b> |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>            | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>3a, b, c</p> | <p>EA 1.2.2 (1) Refine processes and programs to improve positive behaviors (<a href="#">i.e. RCD process</a>).</p> <p><b>Accountable Lead: VP (Lee)</b></p> <p>EA 1.2.2 (2) Refine opportunities to recognize students at quarterly school-wide assemblies and or events.</p> <p><b>Accountable Lead: SAC (Sahara)</b></p>                                                                                                                                                                                                                                                                                                      | <p>(1) Quarterly discipline data, Panorama SEL Survey results; Fac Mtg min/agendas; Learning Walk data</p> <p>(2) SBA Meeting Minutes and student/staff surveys</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Grant: __, \$</p>                                                         |
|                                                                                                                         | <p><b>HAWAIIAN-MEDIUM PROGRAM</b></p>                | <p>EA 1.2.3 (1):<br/>E ho'olaha i nā papahana a me nā hana e ho'oikaika ana i ka no'ono'o 'ahupua'a ma ke 'ano he wahi a'o Hawai'i, i mea e ho'onui ai i ka mana'o pili a me ka ha'aheo kula, e like me nā hanana HĀ kula ākea e like me Welo, ka mo'o Lā 'Ōpio, a me nā huaka'i.</p> <p>EA 1.2.2 (1):<br/>E ho'omaika'i a ho'oponopono i nā ka'ina hana a me nā papahana i mea e ho'onui ai i nā 'ano hana kūpono a maika'i o nā haumāna (e like me ke ka'ina RCD).</p> <p>EA 1.2.2 (2):<br/>E ho'omaika'i i nā manawa kūpono e mahalo a ho'omaika'i ai i nā haumāna ma nā 'aha kula ākea hapahā a i 'ole nā hanana 'ē a'e.</p> |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p> | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>1b, 3c</p>   | <p>EA 1.2.3 (1) Promote programs and activities that increase the sense of belonging and school pride, such as <a href="#">Wayfinder</a>.</p> <p><b>Accountable Lead: Counseling DH (Pasion)</b></p> <p>EA 1.2.3 (2) Continue to have school-wide events such as Welo, Lā 'Ōpio series, and huaka'i</p> <p><b>Accountable Lead: Hawaiian Studies (Nakamaejo)</b></p>                                                                                                                                                                                                                                                             | <p>(1) Event attendance and surveys, SEL Panorama Survey; Wayfinder data</p> <p>(2) Event flyers, attendance, and surveys.</p>                                      | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: __, \$</p> |

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|  |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <input checked="" type="checkbox"/> Other: __, \$ |
|  | <b>HAWAIIAN-MEDIUM PROGRAM</b> | <p>EA 1.2.3 (1):<br/>E ho'olaha i nā papahana a me nā hana e ho'oikaika ana i ka no'ono'o 'ahupua'a ma ke 'ano he wahi a'o Hawai'i, i mea e ho'onui ai i ka mana'o pili a me ka ha'aheo kula, e like me ka papahana Wayfinder.</p> <p>EA 1.2.3 (2):<br/>E ho'omau i ka mālama 'ana i nā hanana kula ākea e like me Welo, ka mo'o Lā 'Ōpio, a me nā huaka'i.</p> <p><b>Alaka'i kuleana: OHE, Nā Kumu Kaiapuni, 'Aha Kauleo, Hawaiian Studies</b></p> |  |                                                   |

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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                        | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                             | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                            | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                  |
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| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>1a, b, c</p>                       | <p>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.<br/> <b>Accountable Lead: CTE Coordinator (Ho)</b></p> <p>EA 1.3.1 (2) Every student will experience at least one <u>high-quality PBL</u> project (Gold Standard Project Design) (<i>Required KK Complex Goal</i>)<br/> <b>Accountable Lead: VP (Lee)</b></p> | <p>(1) CTE, AP, early college level data; Eduprise agenda and minutes</p> <p>(2) PBL unit plans, PBL Hyperdoc</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

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|                                                                                                                                                                                                                     | <b>HAWAIIAN-MEDIUM PROGRAM</b>                              | <p>EA 1.3.1 (1):</p> <p>E ho'onui i nā manawa kūpono no nā haumāna e komo i nā 'ike a'o pili-hana i ho'olālā 'ia , me nā manawa e loa'a ai nā 'ai'ē kulanui a me nā palapala hō'ōia i mahalo 'ia e ka 'oihana. E hā'awi i nā 'ike WBL a me nā palapala hō'ōia 'oihana/ho'omākaukau hana ma loko o nā papa ala.</p> <p><b>Alaka'i kuleana:</b> Nā Kumu Kaiapuni, Luna Ho'okele CTE (Ho)</p> <p>EA 1.3.1 (2):</p> <p>E loa'a i kēlā me kēia haumāna ka 'ike ma ka li'ili'i ho'okahi papahana PBL kulanā ki'eki'e (Gold Standard Project Design). (<i>Pahuhopu koi 'ia no ka KK Complex</i>)</p> |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                     |                                                             | <b>Alaka'i kuleana:</b> Hope Luna (Lee), Nā Kumu Kaiapuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>K-12 Alignment</b></p> <p>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.</p> | <p><b>ENGLISH-MEDIUM PROGRAM</b></p> <p>3a, 3c, WASC #5</p> | <p>EA 1.3.2 (1) Continue to vertically articulate with feeder intermediate schools and within KHS classes to align CTE pathways and advanced level content-area coursework.</p> <p><b>Accountable Lead: CTE Coordinator (Ho) and DHs</b></p> <p>EA 1.3.2 (2) Continue to refine the Career Pathways curriculum within the Freshmen Academy.</p> <p><b>Accountable Lead: KMM Academy Lead (Peters)</b></p> <p>EA 1.3.2 (3) Collaborate with feeder schools to align SURF's Centers for certificate track students.</p> <p><b>Accountable Lead: R2S Academy Coordinator (Tolu)</b></p>          | <p>(1) Meeting minutes and agendas</p> <p>(2) Career Pathways curriculum; NCAC Freshmen Academy Rubric</p> <p>(3) Meeting minutes/notes</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p> |

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|  | <p><b>HAWAIIAN-MEDIUM PROGRAM</b></p> | <p>EA 1.3.2 (1):</p> <p>E ho'omau i ka ho'opili kū pololei 'ana me nā kula hānai ha'aha'a a me nā kula waena Kaiapuni, a pēlā pū me nā papa ma loko o KHS, i mea e ho'opololei ai i ke kumuhana a'o kumu, nā ala CTE, a me nā papa ki'eki'e ma nā māhele 'ike like 'ole, e pili ana i ka ho'ohana maoli 'ana o ka 'ōlelo Hawai'i ma ke a'o 'ana, ka 'oihana, nā hana lima , nā lawelawe, a me ka 'oihana kālepa.</p> <p><b>Alaka'i kuleana: Nā Kumu Kaiapuni, OHE, 'Aha Kauleo</b></p> |  |  |
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| 1.3.3. All students graduate from high school with a personal plan for their future. | <b>ENGLISH-MEDIUM PROGRAM</b><br><br>1a, 1b, 1c, 3a, 3c, WASC #1 | EA 1.3.3 (1) Refine PTP curriculum to increase relevance; ensure grade-level consistency in curriculum implementation with PTP teachers.<br><b>Accountable Leads: PTP Coordinator (Pasion)</b><br><br>EA 1.3.3 (2) Research other possibilities for completion of PTP requirements.<br><b>Accountable Leads: PTP Coordinator (Pasion)</b> | (1) PTP Grade Level Minutes and Agenda, Work Samples<br><br>(2) Meeting notes/minutes | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$<br><input checked="" type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input checked="" type="checkbox"/> Homeless, \$<br><input checked="" type="checkbox"/> Grant: __, \$<br><input checked="" type="checkbox"/> Other: __, \$ |
|                                                                                      | <b>HAWAIIAN-MEDIUM PROGRAM</b>                                   | EA 1.3.3 (1):<br>E ho'omaika'i a ho'opololei i ke kumuhana a'o PTP i mea e ho'onui ai i kona pili kūpono; e hō'ōia i ka kūlike ma nā papa pae (grade-level consistency) i ka ho'okō 'ana o ke kumuhana a'o me nā kumu PTP.<br><br>EA 1.3.3 (2):<br>E noi'i i nā ala 'ē a'e e hiki ai ke ho'opau pono i nā koi o ka PTP.                   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## PRIORITY 2: High-Quality Educator Workforce In All Schools

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

| Desired Outcome<br>"What do we plan to accomplish?"         | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                   | Monitoring of<br>Progress<br>"How will we know progress is being made?"         | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                    |
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| 2.1.1 All teacher positions are filled with qualified hires | ENGLISH-MEDIUM PROGRAM<br>3b, c, d                         | EA 2.1.1 (1): Meet monthly with non-HQ teachers to provide support towards HQ status.<br><b>Accountable Lead: AC (Cummings)</b>                                                                                                                                                                                                                                                                                                                                                        | (1) Percent of teachers highly qualified at the end of SY; NHQT Meeting Minutes | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$<br><input checked="" type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$ |
|                                                             | HAWAIIAN-MEDIUM PROGRAM                                    | <p>E kāko'o i ka ulu 'ana o nā ala komo kumu 'ōlelo Hawai'i e ho'onui ai i ka helu o nā kumu hiki ke 'ōlelo Hawai'i; e hana pū me ke kaiāulu e ho'onui i nā manawa kūpono no nā 'ōpio makua i mea e ho'oikaika ai i nā kaiapuni 'ōlelo Hawai'i ma ke kaiāulu.</p> <p>EA 2.1.1 (1): E hālāwai mahina me nā kumu non-HQ i mea e hā'awi ai i ke kāko'o a me ke alaka'i 'ana e kōkua iā lākou e loa'a ka kūlana HQ.<br/><b>Alaka'i kuleana: AC, OHE, Nā Kumu Kaiapuni, 'Aha Kauleo</b></p> |                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| 2.1.2 All teachers are effective or receive the necessary support to                                                                                | <b>ENGLISH-MEDIUM PROGRAM</b><br>2a, b, c, 3b, d;<br>WASC #1 | EA 2.1.2 (1) Provide continued training and support in implementing effective teaching practices, align priority standards and curriculum, and provide coaching and                                                                                                                                                                                                                                                                                                                                                                                     | (1) Curriculum maps; proficiency scales; training; attendance sheets;                                                                                       | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$                                                                                                                                                                                    |
|  <b>PRIORITY 2: High-Quality Educator Workforce In All Schools</b> |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                       |
| become effective. (SW6)                                                                                                                             |                                                              | <p>data-aligned differentiated supports in all content areas. For example, ILT and data teams process, professional development, and new teacher mentorship.<br/> <b>Accountable Lead: AC (Cummings)</b></p> <p>EA 2.1.2 (2) Continue participating in the district Induction and Mentoring program for brand-new teachers.<br/> <b>Accountable Lead: Principal (LaBoy)</b></p> <p>EA 2.1.2 (3) Continue quarterly co-teaching meetings and PD to refine the co-teaching program.<br/> <b>Accountable Lead: Co-Teaching Coordinator (Matsukawa)</b></p> | <p>PD agendas, Exit Passes; Reflections; Learning Walk data<br/> (2) Quarterly meeting notes</p> <p>(3) Co-teaching learning walk data, minutes/agendas</p> | <input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:____, \$<br><input type="checkbox"/> Other:____, \$ |

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|                                                                                                                                                     | <b>HAWAIIAN-MEDIUM PROGRAM</b>                      | <p>E kāko'o i ka ulu 'ana o nā ala komo kumu 'ōlelo Hawai'i e ho'onui ai i ka helu o nā kumu hiki ke 'ōlelo Hawai'i; e hana pū me ke kaiāulu e ho'onui i nā manawa kūpono no nā 'ōpio makua i mea e ho'ōikaika ai i nā kaiapuni 'ōlelo Hawai'i ma ke kaiāulu.</p> <p><b>EA 2.1.2 (1):</b></p> <p>E hā'awi mau i ka ho'oma'ama'a a me ke kāko'o i ka ho'okō 'ana i nā hana a'o kūpono, ka ILT, ka ho'opololei 'ana i nā kūlana ko'iko'i a me ke kumuhana a'o, a me ka hā'awi 'ana i ke a'o alaka'i (coaching) a me nā kāko'o ho'oka'awale 'ia e pili ana i ka 'ikepili ma nā māhele a'o a pau.</p> <p><b>Alaka'i kuleana: AC, OHE, Nā Kumu Kaiapuni, 'Aha Kauleo</b></p> <p>E kūkulu i kahi ala komo i ho'olālā pono 'ia e ho'onui ai i ka pū'ulu o nā mea 'ōlelo Hawai'i e lilo i kumu, e ho'omaka ana me ka ho'olako 'ana i nā puka kula Kaiapuni me nā mākau kumu ma o nā hana ho'oma'ama'a ma loko o ke kula a me nā manawa kūpono Early College.</p> |                                                                                 |                                                                                                                                                                                                                                          |
|  <b>PRIORITY 2: High-Quality Educator Workforce In All Schools</b> |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                 |                                                                                                                                                                                                                                          |
|                                                                                                                                                     |                                                     | <p>EA 2.1.2 (2): E ho'omau i ke komo 'ana i ka papahana Induction and Mentoring o ka 'āpana no nā kumu hou loa.</p> <p><b>Alaka'i kuleana: Principal (LaBoy), Nā Kumu Kaiapuni</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |                                                                                                                                                                                                                                          |
| 2.2.1 All support staff positions are filled with qualified hires                                                                                   | <b>ENGLISH-MEDIUM PROGRAM</b><br>2a, c, 3d; WASC #5 | <p>EA 2.2.1 (1): Meet monthly with EAs to provide continued support.<br/><b>Accountable Lead: VP (Lee)</b></p> <p>EA 2.2.1 (2) Meet monthly with Classified staff to provide continued support.<br/><b>Accountable Lead: VP (Tuifua)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>(1) Meeting notes and attendance</p> <p>(2) Meeting notes and attendance</p> | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$ |

|                                                                                                                                                      |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                           |                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                      | <b>HAWAIIAN-MEDIUM PROGRAM</b>                      | <p>E kūkulu i kahi ala komo i ho'olālā pono 'ia e ho'onui ai i ka pū'ulu o nā mea 'ōlelo Hawai'i e lilo i EA a me nā limahana classified, e ho'omaka ana me ka ho'olako 'ana i nā puka kula Kaiapuni me nā mākau a'o ma o nā hana ho'oma'ama'a ma loko o ke kula (internships) a me nā manawa kūpono Early College.</p> <p><b>EA 2.2.1 (1):</b> E hālāwai mahina me nā EA i mea e hā'awi mau ai i ke kākō'o.</p> <p><b>EA 2.2.2 (2):</b> E ho'omau i ka hā'awi 'ana i nā manawa kūpono no nā limahana classified e ho'omau a ho'onui i ko lākou mākaukau a me ka pono ma ka hana.</p> |                                                           |                                                                                                                                                                                                                                                                                                                             |
| 2.2.2 All school support staff are effective or receive the necessary support to become effective.                                                   | <b>ENGLISH-MEDIUM PROGRAM</b><br>2a, c, 3d; WASC #5 | <p>EA 2.2.2 (1) Provide ongoing PD for EAs to sustain and enhance their instructional effectiveness.</p> <p><b>Accountable Lead: VP (Lee)</b></p> <p>EA 2.2.2 (2) Continue to provide opportunities for Classified staff to sustain and enhance their effectiveness.</p> <p><b>Accountable Lead: VP (Tuifua)</b></p>                                                                                                                                                                                                                                                                  | <p>(1) Attendance Sheets</p> <p>(2) Attendance Sheets</p> | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$ |
|  <b>PRIORITY 2: High-Quality Educator Workforce In All Schools</b> |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                           |                                                                                                                                                                                                                                                                                                                             |

|  |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
|--|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <b>HAWAIIAN-MEDIUM PROGRAM</b> | <p>E kūkulu i kahi ala komo i ho'olālā pono 'ia e ho'onui ai i ka pū'ulu o nā mea 'ōlelo Hawai'i e lilo i EA a me nā limahana classified, e ho'omaka ana me ka ho'olako 'ana i nā puka kula Kaiapuni me nā mākau a'o ma o nā hana ho'oma'ama'a ma loko o ke kula (internships) a me nā manawa kūpono Early College.</p> <p><b>EA 2.2.2 (1):</b><br/>E hā'awi mau i ka ho'omohala 'oihana (PD) no nā EA i mea e ho'omau a ho'onui i ko lākou mākaukau a me ka pono ma ka a'o 'ana.</p> <p><b>EA 2.2.2 (2):</b><br/>E ho'omau i ka hā'awi 'ana i nā manawa kūpono no nā limahana classified e ho'omau a ho'onui i ko lākou mākaukau a me ka pono ma ka hana.</p> |  |  |
|--|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|



## PRIORITY 3: Effective and Efficient Operations At All Levels

| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.                                                                       |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                |                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                                                                                                 | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                             | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                      |
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for all schools.</i> | ENGLISH-MEDIUM PROGRAM                                            | 3.3.1 (1) Continue to hold SCC meetings in a hybrid format to encourage increased membership.<br><b>Accountable Lead: SCC Chair (Grimble)</b><br><br>EA 3.3.1 (2) Continue ensuring SCC monthly meetings are advertised via newsletter, social media, website, school marquee, and text blasts.<br><b>Accountable Lead: PCNC (Baldwin)</b>                                                                                                                                                                                                                                                                     | (1) SCC Data (membership, agendas, minutes)<br><br>(2) SCC Advertisements      | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$ |
|                                                                                                                                                                            | HAWAIIAN-MEDIUM PROGRAM                                           | EA 3.3.1<br><br>E ho'omau i ka mālama 'ana i nā hālāwai SCC ma ke 'ano hybrid i mea e ho'onui ai i ka komo 'ana o nā lālā, a e hō'ōia i ka ho'olaha mau 'ia o nā hālāwai mahina ma o ka nūpepa kula, pāpaho kaiāulu, pūnaewe kula, papa ho'olaha (marquee), a me nā leka pōkole (text blasts) i mea e ho'oikaika ai i ka 'ike a me ke komo 'ana o ke kaiāulu kula.<br><br>E hana pū nō ho'i i kahi ho'olālā e ho'oikaika ai i ka lālā kaiapuni e komo a loa'a he kūlana kūhelu ma luna o ka SCC, i mea e hō'ōia ai i ka leo a me ke kūlana o ka papahana kaiapuni ma loko o nā kūkākūkā a me nā ho'oholo 'ana. |                                                                                |                                                                                                                                                                                                                                                                                                                     |

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

| Desired Outcome<br>“What do we plan to accomplish?”                                              | Root/<br>Contributing<br>Cause<br>“Why are we doing this?” | Enabling Activities<br>“How will we achieve the desired outcome?”<br><br>and Name of Accountable Lead(s)<br>“Who is responsible to oversee and monitor implementation and progress?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monitoring of<br>Progress<br>“How will we know progress is being made?”                                                                         | Anticipated<br>Source of Funds<br>“What funding source(s) should be utilized?”<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3.2 Families, students, and staff can participate in the decision-making & feedback processes. | ENGLISH-MEDIUM PROGRAM<br><br>WASC #3                      | EA 3.3.2 (1) Continue to fund the Parent Community Network Coordinator (PCNC)<br><b>Accountable Lead: Principal (LaBoy)</b><br><br>EA 3.3.2 (2) Strengthen family engagement and communication by advertising events through multiple channels (email, marquee, newsletter, and FRC PAC meetings) to drive programming based on continuous stakeholder feedback.<br><b>Accountable Lead: PCNC (Baldwin)</b><br><br>EA 3.3.2 (3) Continue to <a href="#">hold weekly Steering meetings</a> using an “accordion” model, where leadership gathers feedback and input from departments.<br><b>Accountable Lead: Principal (LaBoy)</b><br><br>EA 3.3.2. (4) Continue monthly Student Senate meetings with representatives from each PTP class to strengthen student connection to the school and provide meaningful input into the decision-making process.<br><b>Accountable Lead: SAC (Sahara)</b> | (1) WSF funding data<br><br>(2) Advertisements; PAC meeting minutes<br><br>(3) Steering agenda/minutes<br><br>(4) Senate meeting agenda/minutes | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |
|                                                                                                  | HAWAIIAN-MEDIUM PROGRAM                                    | EA 3.3.2 (2) E ho’oikaika i ka pili a me ka kama’ilio pū ‘ana me nā ‘ohana ma ka ho’olaha ‘ana i nā hanana ma o nā ala like ‘ole (Ieka uila, papa ho’olaha mālamalama, nūpepa kula, a me nā hālāwai FRC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                      |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      |                                                  | PAC) i mea e alaka'i 'ia ai ka papahana ma muli o ka pane mau a nā mea kuleana.<br><b>Alaka'i Kuleana: Nā Kumu Kaiapuni</b>                                                                                                                                                                                                                                                                                       |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3.3.3 School community engages in events to showcase and celebrate student learning. | <b>ENGLISH-MEDIUM PROGRAM</b><br><br>3b; WASC #3 | EA 3.3.3. (1) Continue to showcase and celebrate student learning with the school community (e.g., Surfrider Showcase, Welo, band concerts, etc.) to build school spirit, connectivity, pride, and sense of belonging.<br><b>Accountable Lead: Event Leads</b>                                                                                                                                                    | (1) Event survey results; Event meeting minutes | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input checked="" type="checkbox"/> Title II, \$<br><input checked="" type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input checked="" type="checkbox"/> Title IV-B, \$<br><input checked="" type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input checked="" type="checkbox"/> Homeless, \$<br><input checked="" type="checkbox"/> Grant:__, \$<br><input checked="" type="checkbox"/> Other:__, \$ |
|                                                                                      | <b>HAWAIIAN-MEDIUM PROGRAM</b>                   | EA 3.3.3. (1) E ho'omau i ka hō'ike 'ana a me ka ho'olaule'a 'ana i ka a'o 'ana o nā haumāna me ke kaiāulu kula (la'ana: Surfrider Showcase, Welo, nā 'aha mele a ka pū kani, ka komo 'ana i nā hui kō'oko'a 'ole, a me ka hō'ike 'ana i nā hālāwai papa kaiāulu) i mea e ho'oikaika ai i ka 'uhane kula, ka pilina, ka ha'aheo, a me ka mana'o pili.<br><br>Alaka'i Kuleana: Nā Alaka'i Hanana, Nā Kumu Kaiapuni |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| ★ Other Systems of Support                                                                             |                                                                   |                                                                                                                                                                                                                                                                     |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                             | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                  | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                           |
| 3.3.4. Facilities and electrical capacity is maintained and updated to meet the needs of our learners. | <b>ENGLISH-MEDIUM PROGRAM</b><br><br>WASC #4, and #6              | EA 3.3.4 (1) Continue to monitor the maintenance of the facilities and the upgrading of electrical and network capacity to meet the needs of all of our learners.<br><br><b>Accountable Lead: VP (Tuifua)</b>                                                       | (1) Meeting notes                                                              | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |
|                                                                                                        | <b>HAWAIIAN-MEDIUM PROGRAM</b>                                    | EA 3.3.4 (1) E ho'omau i ka nānā 'ana i ka mālama pono 'ana i nā hale a me nā wahi, a me ka ho'omaika'i 'ana i ka hiki uila e hālāwai me nā pono e hō'oiā'io i ke a'o 'ana e kāko'o ana i nā pou kānaka, pou 'āina a me pou ho'omana o kā kākou mau keiki kaiapuni. |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

## Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kailua High School/Ke Kula Kaiapuni ‘o Kailua** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

☒ A School Community Council Meeting was conducted on **Oct 21, 2025** to share the school data and gather input on student priorities.

☒ A School Community Meeting was conducted on **Feb 17, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

☒ Other (list): School Leadership Team, KK Complex Area Peer Review

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 10, 2026**

**Attested:**

|                                                         |                                                                                    |                           |
|---------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------|
| Kailua High School/Ke Kula Kaiapuni 'o Kailua Principal | Signature                                                                          | Date                      |
| Jill Spry                                               | Signature: <u>Jill Spry</u><br><small>Jill Spry (Apr 7, 2026 10:27:16 HST)</small> | Apr 6, 2026               |
| SCC Chairperson                                         | Signature                                                                          | Date                      |
| Angelica Grimble                                        |                                                                                    | <input type="text"/> Date |





### SCC Recommendations to the Academic Plan and Financial Plan:

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

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| N/A                 |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

**SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**

### Attested:

| SCC Chairperson  | Signature | Date                      |
|------------------|-----------|---------------------------|
| Angelica Grumble |           | <input type="text"/> Date |

Angelica S. Grumble (Apr 7, 2026 10:35:51 HST)

## APPENDIX B: BELL SCHEDULE

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

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

|                                                                                                                                                                                                                      |                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | 1,176                                                                                                                     |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A, we meet the requirement |
| <b>Kailua High School/Ke Kula Kaiapuni 'o Kailua Bell Schedule:</b> <a href="#">SY 25-26 Bell Schedule LINK HERE</a> ; SY 26-27 Bell Schedule LINK HERE                                                              |                                                                                                                           |