NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kealakehe High School Academic Plan SY 2025-2026

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

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

Submitted by Principal Cassandra Macatiag		Approved by Complex Area Superintendent Janette Snelling	
Signature	Date 4/15/2025	Signature	Date APR 15 2025

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/ Course Name	**English Language Arts**	**Mathematics**	Science	Social Studies
9th grade	Select One ˅ My Perspectives by Savvas	Algebra 1 Select One ˅ McGraw Hill Reveal Math	Conceptual Physics: Other: ˅ Conceptual Physics by Prentice Hall	Civics: Other: ˅ Civics-Responsibility and Citizenship, Glencoe McGraw Hill Modern History of Hawaii: Other: ˅ Modern History of Hawaii Bess Press
10th grade	Select One ˅ My Perspectives by Savvas	Geometry Select One ˅ McGraw Hill Reveal Math	Chemistry: Other: ˅ Living by Chemistry by W. H. Freeman	World History: Other: ˅ Modern World History: Patterns of Interaction by Houghton Mifflin Harcourt
11th grade	Select One ˅ My Perspectives by Savvas	Algebra 2 Select One ˅ McGraw Hill Reveal Math	Biology: Other: ˅ Biology by Prentice Hall	US History: Other: ˅ The Americans by McDougal Littell
12th grade	Select One ˅ My Perspectives by Savvas			

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Reading Intervention	Read180			

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the <u>universal screener(s)</u> **used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.**

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
ELA and Math screener grades 9-12	iXL ▾	iXL ▾

IDENTIFIED SCHOOL NEEDS

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

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2021, Next Full Self-Study: 2027
- ☐ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1 **Student Need:** Students are often arriving in the 9th grade without necessary academic skills, specifically in literacy and math, to access content and opportunities at the high school level.
   - We need to continue to grow students' literacy (reading, writing, speaking, academic, technology vocabulary) and content-based literacy to allow all students to access the full-curriculum as well as become community contributors.
   - We need to continue to develop students' mathematical proficiency (fluency, understanding, application) and mathematical literacy to ensure all students can access the full curriculum and contribute meaningfully to their communities.

   Root/Contributing cause(s): Inconsistent school attendance , Gaps in academic abilities, Lack of consistent implementation of intervention systems.

2 **Student Need:** Student absenteeism has been identified as a major factor in students not finishing high school.

   Root/Contributing cause(s): There is consistent correlation between strong student attendance and success in school. In essence, student absenteeism at Kealakehe High School, and in general, is driven by a complex interplay of factors including:
   - Logistical barriers: such as transportation difficulties
   - Socioeconomic hardships: that force students to prioritize work or family obligations.
   - Health concerns: encompassing both physical and mental well-being.

3 **Student Need:** Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success.

To give students purpose in their education in high school through student engagement and setting them up for success beyond high school graduation, through the development of multiple Career/College curricular pathways, ensuring every student graduates with attainable and possible options for the future.

Root/Contributing cause(s): Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways.

To meet the diverse post secondary needs of students in both college and career, there is a need to prioritize student purpose, engagement, and Career/College pathways due to: community demands for relevant education, diverse student needs, equity gaps, student disengagement, and a growing recognition of disparities in post-secondary success.

In order to provide a clear framework for the academic plan, Kealakehe High School has categorized its initiatives into three primary areas (buckets), which are referenced throughout this document.

1

Bucket 1: Instruction (Focused on Core Academic Development)

Rationale: This bucket addresses the core academic mission of the school, focusing on improving teaching and learning directly within the classroom.

PLC (Professional Learning Communities):

- Emphasis on data-driven collaboration to analyze student work, refine instructional strategies, and ensure alignment with standards (especially math and literacy).
- Regular reviews of curriculum and assessments to address learning gaps.
- Teacher training on effective instructional practices, including scaffolding and differentiation.

Literacy:

- Implementation of the Science of Reading principles across all subjects.
- Targeted interventions for struggling readers (Tier 2 and Tier 3 RtI).

- Whole-school focus on building academic vocabulary and comprehension skills.

Math:

- Development of mathematical fluency and problem-solving skills.
- Use of formative and summative assessments to track student progress.
- Targeted interventions for students struggling with specific mathematical concepts.
- Academic placement within the master schedule to allow for scaffolding towards grade level standards.

2

Bucket 2: School Community Engagement (Building Relationships and Support)

Rationale: This bucket emphasizes the importance of building strong relationships with students, families, and the wider community to support student success.

- Building and sustaining community partnerships to provide students with real-world learning experiences (work-based learning, field trips, industry exposure).
- Incorporating local culture and values into the curriculum and school activities.
- Creating an alumni association to provide feedback and support.
- Connecting students with industry through community partnerships.
- Fostering strong relationships with parents and families, and keeping them informed.

3

Bucket 3: Academies (Providing Holistic Support and Pathways)

Rationale: This bucket focuses on providing students with personalized support, career exploration, and social-emotional learning to ensure they are prepared for success beyond high school.

Advisory:

- Providing students with personalized guidance and support.
- Facilitating the development of personal transition plans.

SEL (Social-Emotional Learning):

- Creating a positive and supportive school climate.
- Teaching students essential social and emotional skills (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).

MTSS (Multi-Tiered System of Supports):

- Implementing a data-driven system to provide tiered interventions and supports for students with academic and behavioral needs.
- HMTSS-R training for GC/Leadership.

College and Career Experiences:

- Providing students with opportunities to explore different career pathways through early college courses, industry partnerships, and work-based learning.
- Tracking and documenting industry credentials and experiences.
- Ensuring all students complete a 4-year sequenced program with industry recognized credentials and culminating in a WBL program.

Attendance:

- Addressing the root causes of absenteeism.
- Implementing strategies to improve student attendance and engagement.
- Creating a positive school environment that encourages attendance.

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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1

Targeted Subgroup: EL Students

Identified Student Need(s): We are enhancing student outcomes in literacy, oral communication, and numeracy through differentiated instruction and targeted support, while actively addressing attendance challenges. Key initiatives include:

- Strategic staff development focused on SSP goals and instructional best practices.
- Collaborative student support meetings.
- Specialized ELL instruction.
- Data-driven interventions for high-need ELL students, informed by WIDA and MTSS data, to maximize engagement.

2   **Targeted Subgroup:** Special Education Students

Identified Student Need(s): We are dedicated to creating inclusive learning environments where all students, in accordance with their IEPs, learn in the least restrictive setting alongside their peers. Key actions include:

- Training teachers on effective co-teaching models for inclusion.
- Allocating structured planning time for co-teacher collaboration.
- Providing ongoing professional development on specialized instruction for students with unique learning needs.

3   **Targeted Subgroup:** Disadvantaged Students

Identified Student Need(s): We are improving student outcomes through high-quality learning and research-based RTI, with a focus on equitable access for disadvantaged students. Key actions:

- Staff development on research-based RTI programs for disadvantaged students.
- Ensuring consistent technology access for disadvantaged students.
- Implementing school-wide SEL and advisory systems.

4   **Targeted Subgroup:** Migrant Students

Identified Student Need(s): We are addressing educational disruptions caused by transient work demands to ensure student success. Key actions:

- Targeted reading and math interventions to close achievement gaps.
- Early identification of eligible students.
- Supplemental support for migrant students.
- Consistent monitoring of student academic progress.

5   **Targeted Subgroup:** Homeless Students

Identified Student Need(s): We are providing critical support to students and families facing resource challenges in multifamily settings or homelessness. Key actions:

- Enhanced RTI programs and student access.
- Consistent technology access for all students.
- Hands-on and place-based learning programs.
- Regular access to social services and SEL resources.

6   **Targeted Subgroup:** Gifted and Talented Students

Identified Student Need(s): We are maximizing learning opportunities for GT students through enriched, rigorous experiences. Key actions:

- Expanded access to Advanced Placement and Honors courses.
- We are enhancing the instructional capacity of our teachers to effectively serve advanced students through targeted, school-based professional development and access to national training programs.
- Flexible, open-ended learning opportunities beyond the standard curriculum, including Science Fair, Ocean Bowl, We the People, agricultural activities, FCCLA, and STEM programs.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.* **Bucket Addressed** **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Enabling Activities** *"How will we achieve the desired outcome?"*		**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*

Reading Proficiency 1.1.2 All students read proficiently and those who do not receive necessary support to become proficient. * WASC Recommendation #3 to develop a common instructional expectations * WASC Recommendation #6 to adopt a school-wide RTI system	**Student Need:** Students are often arriving in the 9th grade without necessary academic skills, specifically in literacy and math, to access content and opportunities at the high school level. **Root/Contributing cause(s):** Gaps in academic abilities, Lack of consistent implementation of intervention systems. **Buckets:** - Instruction - Academies **Leads:** - Principal - Vice Principals - Joyce Kasper- Literacy Coordinator - Debra Yoshimura- Academy Director - Clemens, R. Weir, Williams- Academy Teacher Leads - MTSS Team - Counseling Cadre	SY25-26 Literacy Plan - Quarterly review of literacy standards by departments/PLCs to implement and be reviewed through student work analysis protocols -- Tier 1 - whole school literacy work around how to scaffold for literacy instruction for all students. Outcomes measured through ELA IXL universal screening and ELA SBA scores. -- Tier 2 - Whole school literacy work around scaffolding for struggling readers. According to Panorama in SY24-25, 423 students are critical in their ELA academic data. By strengthening Tier 2 supports, we will lower that by 20% (338 students). -- Tier 3 - One on one assessment, progress monitoring, instruction planning for students reading multiple grade levels below. Implementation of a data-informed RTI model (Reading Intervention classes, Push-In Supports, Credit Recovery Modules in science and math classes) that includes both formative and summative assessments. -- Formative Assessments: CFAs, Read180, IXL progress monitoring -- Summative Assessments: IXL Universal Screening, Semester Exams, End of Year Exams, SBA	65% of students meeting proficiency on ELA SBA	☑ WSF, $ ☑ Title I, $96,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:CLSD, $ TBD

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. | <u>Student Need:</u> Students are often arriving in the 9th grade without necessary academic skills, specifically in literacy and math, to access content and opportunities at the high school level.

<u>Root/Contributing cause(s):</u> Gaps in academic abilities, Lack of consistent implementation of intervention systems.

Buckets:
- Instruction
- Academies

Leads:
- Principal
- Vice Principals
- Leilani Bierman- Math Department Facilitator
- Debra Yoshimura- Academy Director
- Clemens, R. Weir, Williams- Academy Teacher Leads
- MTSS Team
- Counseling Cadre | Quarterly review of mathematics standards by PLC

-- Tier 1 - Whole school mathematics work around how to scaffold for mathematics instruction for all students. Outcomes measured through Math IXL universal screening and Math SBA scores.

-- Tier 2 - Whole school mathematics work around scaffolding for students struggling with specific mathematical concepts. According to Panorama in SY24-25, 384 students are critical in their Math academic data. By strengthening Tier 2 supports, we will lower that by 20% (307 students).

-- Tier 3 - One-on-one assessment, progress monitoring, and instruction planning for students demonstrating significant gaps in mathematical understanding

Implementation of a data-informed RtI (Response to Intervention) model that includes both formative and summative mathematics assessments

-- Formative Assessments: CFAs and, IXL progress monitoring

--Summative Assessments: IXL Universal Screening, Semester Exams, End of Year Exams, SBA | 45% of students meeting proficiency on Math SBA | ☑ WSF, $
☑ Title I, $$96,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:Gear Up, $TBD
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | **Student Need:** Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success.

Root/Contributing cause(s): Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways.

Buckets:
- Instruction
- Academies
-School Community Engagement

Leads:
- Principal
- Vice Principals
- Academy Director
- Migrant Ed Coordinator
- EL Coordinator
- MTSS Team | **Provide differentiated instruction to address literacy, oral communication, and numeracy skills.**
Literacy:
--The percentage of students scoring below proficient on benchmark literacy assessments will decrease by 10% by the end of the academic year.
Oral Communication:
--Teachers will provide at least one structured opportunity per week for students to engage in accountable talk or presentation related to content, documented in lesson plans.
Numeracy:
--The percentage of students scoring below proficient on benchmark math assessments will decrease by 10% by the end of the academic year.

Professional development focused on different models of teaching to support high need populations, including EL, SPED, Migrant, etc.
--Conduct three targeted professional development sessions per semester, with at least 80% staff participation, focusing on specific instructional models (e.g., SIOP for ELs, co-teaching models for SPED, culturally responsive teaching for migrant students).

Structured planning time by Department, PLC and across co-teacher teams.
--Teacher surveys will indicate an 80% satisfaction rate with the effectiveness of the structured planning time in supporting their instructional practices.

Consistent monitoring of individual student academic progress.
--Teachers will review individual student progress data | 65% ELA/45% Math SBA Proficiency Data

85% On-time graduation | ☑ WSF, $
☑ Title I, $96,000
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Migrant
☑ Grant: CLSD, $TBD
☑ Grant: Gear Up $TBD
☐ Other:__, $ |

and document any necessary instructional adjustments or interventions for students not meeting expected growth at least twice per month.

Continue to strengthen RtI programs, literacy and math.
--Implement a Tier 1 literacy and math program with evidence-based core instruction, reaching at least 95% of all students, as evidenced by curriculum alignment documents and classroom observations.
-- Develop a system for Tier 2 and Tier 3 interventions for ELA and Math aligned to the MTSS model

Ensure that every student is appropriately placed in the least restrictive environment based on their IEP/SSP.
--Document the rationale for any placement outside of the general education setting in the student's IEP/SSP, including evidence of consideration of less restrictive options.

Continue to provide staff with professional development that provides specialized instruction for high needs student populations.
--Offer at least two professional development workshops per semester specifically focused on evidence-based strategies for supporting EL, SPED, and migrant students, with a target participation rate of 80% of relevant staff.

Structure the master schedule to offer academic placements that provide students with the necessary support to reach grade-level standards.

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | **Student Need:** Students are often arriving in the 9th grade without necessary academic skills, specifically in literacy and math, to access content and opportunities at the high school level.

Root/Contributing cause(s): Gaps in academic abilities, Lack of consistent implementation of intervention systems.

Buckets:
- Instruction
- Academies
- PLC

Leads:
- Principal
- Vice Principals
- Counseling Cadre | **Implementation of RtI programs that are timely and research based.**

Provide additional counseling support for 9th grade students.
-- **Targeted Individual Meetings:** 100% of 9th-grade students will have at least two individual counseling sessions per year focused on academic planning, goal setting, and social-emotional well-being, documented in counselor logs.
--**Quarterly Data Tracking:** Counselor logs will document the date and focus of each student interaction (individual or group), allowing for quarterly reporting on the percentage of 9th-grade students seen by a counselor.

Implementation of Summer Bridge Program.
--**Credit Earning Impact:** Track the credit accumulation of Summer Bridge participants compared to non-participants at the end of the 9th grade, aiming for a statistically significant higher percentage of Summer Bridge participants earning 5 or more credits.

Tier II SEL support for transitioning students.
--**Behavioral Outcomes:** Track observable behavioral indicators (e.g., attendance, discipline referrals, participation in class) for students receiving Tier II SEL support, aiming for a 15% reduction in negative behavioral incidents compared to the baseline data collected prior to intervention.

Cohorting 9th grade students into career academies with teacher support teams.
--**Academy Structure:** Establish at least three distinct | Quarterly counseling data all students will see their counselors on a Quarterly basis

85% of 9th grade students will earn 5 or more credit by the end of their freshman year. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☑ Grant: Gear Up, $
☐ Other:__, $ |

		career academies for 9th-grade students, each with a clearly defined career theme and a dedicated team of 3-4 core subject teachers (English, Math, Science, Social Studies). --**Integrated Curriculum:** Each career academy teacher support team will develop and implement at least two interdisciplinary projects or units per semester that connect core academic content to the career theme, documented in lesson plans.		

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.* **Bucket Addressed** **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Enabling Activities** *"How will we achieve the desired outcome?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	**Student Need:** Student absenteeism has been identified as a major factor in students not finishing high school. **Student Need:** Students need engaging, purpose-driven education with clear Career/College	**Accurately monitor individual student daily attendance data and ensure consistent and timely communication with students and family.** **Continue to provide strong EL support with counseling, home visits, and classroom support.** **Consistent implementation of the school Attendance Policy.** –**Policy Enforcement:** Attendance staff will consistently follow the outlined procedures in the attendance policy for addressing unexcused absences (e.g., automated notifications, parent conferences, truancy referrals), documented in the attendance system.	95% Daily attendance data Student survey data participation rate 80% Quarterly counseling data all students will see their counselors on	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	pathways for post-graduation success. **Buckets:** -Instruction -Academies -School Community Engagement **Leads:** - Principal - Vice Principals - Counseling Cadre - Academy Director	**Implementation of Rituals and Routines to provide a positive and supporting school environment (meet your students at the door, SEL awareness)** --**Safe and Supportive Climate Survey:** Administer a student survey twice per year to measure perceptions of school safety and supportiveness, with results used to inform adjustments to rituals and routines. **Strong Advisory Period that promotes student safety and school spirit.** --**Advisory Curriculum:** Implement a structured advisory period curriculum with weekly lesson plans focused on student safety (e.g., anti-bullying, conflict resolution) and school spirit (e.g., participation in events, peer mentoring). --**Advisory Attendance:** Track student attendance in advisory period, aiming for 95% average daily attendance, consistent with the school-wide goal. --**Advisory Period Feedback:** Conduct student and teacher surveys at the end of each semester to gather feedback on the effectiveness of the advisory period in promoting safety and school spirit. **School-wide SEL program to support all students.** --**SEL Data Tracking:** Track key indicators related to SEL, such as student behavior (e.g., discipline referrals), attendance, and academic performance, and analyze the data quarterly to assess the impact of the SEL program.	a Quarterly basis	

| 1.2.2. All students demonstrate positive behaviors at school.

WASC Recommendation #1 to develop a common vision | **Student Need:**
Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success.
Root/Contributing cause(s):
Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways.

Buckets:
-Academies
-School Community Engagement

Leads:
- Principal | **Continued development and implementation of a strong Advisory Program.**
–**Advisory Effectiveness Survey:** Administer a student survey at the end of each semester to assess the perceived effectiveness of the advisory program in fostering a positive school climate and student connectedness.

Reinforcement with all students and families and community stakeholders of the vision of a Waverider Graduate.
--**Vision Communication Plan:** Develop and implement a comprehensive communication plan to articulate the "Waverider Graduate" vision to all stakeholders, including students, families, and community members. This plan should include multiple communication channels (e.g., school website, newsletters, social media, presentations).
–**Student Recognition:** Implement a system to recognize and celebrate students who exemplify the attributes of a "Waverider Graduate," with a documented increase in student recognitions by 15% compared to the previous year.

Provide all students timely academic counseling and SEL support.
--**Proactive Counseling:** Ensure that all students have a scheduled meeting with their counselor at least once per semester to review academic progress, post-secondary planning, and social-emotional well-being, documented in counselor logs.
–**SEL Support Tiers:** Implement a tiered system of SEL support (Tier 1: universal, Tier 2: targeted, Tier 3: intensive), with clear criteria for identifying students at each tier and providing appropriate interventions. | 70% of students who indicate they feel positive about their school.

60% of parents who feel positive about their child's school | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:
Gear Up, $ TBD
☐ Other:__, $ |

	- Vice Principals -Advisory Team - Academy Director - Early College Coordinator			

| 1.2.3. All students experience a Nā Hopena A'o environment for learning. | **Student Need:** Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success. **Root/Contributing cause(s):** Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways. **Buckets:** -Academies -School Community Engagement **Leads:** -Principal | **The school is partnering with Queen's Trust to expand culture based/aina based learning experiences through Alternative Learning Center for students who are not thriving in a traditional setting.** --**Program Evaluation:** Evaluate the effectiveness of the ALC program in improving student engagement, academic outcomes, and social-emotional well-being, using pre- and post-assessments, student surveys, and attendance data. **All 9th-grade students have an opportunity for field trips that are Aina based and support the Modern History of Hawaii Curriculum.** -- **Field Trip Planning:** Plan and schedule at least one āina-based field trip per 9th-grade class per year that directly supports the Modern History of Hawai'i curriculum, with detailed itineraries and learning objectives. --**Curriculum Alignment:** Ensure that the field trip activities are aligned with specific learning standards in the Modern History of Hawai'i curriculum, with alignment documented in lesson plans and field trip materials. **Integrate the HA framework into our Positive Behavior Support System to engage staff and students in reflection around instruction and social and emotional learning.** **Continued implementation of the 3Rs and the and Profile of a Waverider Graduate aligned to school goals of educating the whole child in alignment with our school vision.** -- **3Rs and Profile Integration:** Ensure that the 3Rs (Relationships, Respect and Responsibility) and the Profile of a Waverider Graduate are explicitly integrated into all aspects of the school, including curriculum, instruction, and school culture. | 100% of all freshmen in will be invited to the academy field trip to QLT 95% of freshmen will participate in the QLT field trip The MTSS protocols will be used for 100% of all students who transition to an alternative learning setting. Hallmark experiences will be developed for all students based on grade level | ☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: Gear Up, $ TBD ☑ Other: ALPS, $ |

| | - Vice Principals
- Academy Director
- Social Studies Teachers
- 9th grade academy teachers | | | |

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

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

1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *highlighted:* * WASC Recommendation #2 to develop a common understanding of student engagement * WASC Recommendation #5 to move forward with Academies	**Student Need:** Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success. **Root/Contributing cause(s):** Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways. **Buckets:** -Instruction -Academies -School Community Engagement **Leads:** - Principal - Vice Principals - Academy Director - CTE Coordinator	**Continue with the development and implementation of becoming a wall-to-wall academy school.** –**Resource Allocation:** Allocate resources (e.g., budget, staffing, facilities) to support the implementation of the academy model, with a detailed budget and resource allocation plan. –**Stakeholder Communication:** Develop and implement a communication plan to inform students, families, and the community about the wall-to-wall academy model, with documentation of communication activities. **Cohorting all students 9-11 grade into academies and chosen pathways with teacher support teams.** --**Student Progress Monitoring:** Implement a system for teacher support teams to monitor student progress within their academies, with regular data review and intervention planning. **Well-organized and engaged Student Government promoting student voice.** –**Initiative Tracking:** Track the number of Student Government initiatives and projects implemented each year, with documentation of the purpose, activities, and outcomes of each initiative. –**Student Feedback Mechanisms:** Establish multiple mechanisms for students to provide feedback to Student Government (e.g., surveys, suggestion boxes, open forums), with evidence of student feedback being used to inform Student Government actions. **A highly engaged Advisory program supported by a strong student media production cohort and Advisory Council.** --**Advisory Program Curriculum:** Implement a structured advisory program with a defined curriculum that	Number of students completing WBL experiences will increase by 10% Master schedule cohorting will be present in 80% of 9-11 grade core/CTE courses Increase in student activities program Continued development of ASB and Advisory Program	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: Gear Up, $ TBD ☐ Other:__, $

| - Student Activity Coordinator
- Advisory Team
- College Career Coordinator | addresses academic, social-emotional, and college/career readiness skills, with weekly lesson plans.
--Advisory Engagement: Measure student and teacher engagement in the advisory program through surveys and observations, with a goal of increasing engagement by 10%.

Strong CTE Curriculum with active and engaged Community Partners and Student Intern Programs.
--CTE Curriculum Alignment: Ensure that the CTE curriculum is aligned with industry standards and labor market needs, with documentation of curriculum alignment with industry advisory boards.
--Community Partnerships: Establish partnerships with local businesses and organizations to provide work-based learning opportunities for students, with a documented list of active community partners.
--Student Internship Programs: Develop and implement student internship programs in each CTE pathway, with a goal of increasing the number of students completing WBL experiences by 10%. | | |

K-12 Alignment	Student Need:	Apply proven strategies to ensure students are prepared for post-program success.	Continue to use school collected data to monitor and modify. Data sources to include:	☑ WSF, $
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.	Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success.	**Employability Skills Development:** Integrate explicit instruction in employability skills (e.g., resume writing, interviewing, teamwork) into all CTE courses, with a documented curriculum and assessment of these skills.		☑ Title I, $
				☐ Title II, $
				☐ Title III, $
	Root/Contributing cause(s): Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways.	**Industry Partnerships:** Establish and maintain active partnerships with local businesses and industries to provide students with real-world experiences and ensure curriculum relevance, with a target of at least 10 active partnerships per Academy.	- Senior exit data - Teacher reflection data Develop and implement a scalable system for WBL.	☐ Title IV-A, $
				☐ Title IV-B, $
		Optimize school systems to support seamless student progression in CTE.		☐ IDEA, $
		Data System Integration: Integrate CTE student data (e.g., enrollment, grades, certifications) into the school's student information system to track student progress and identify areas for improvement.	Continue alignment with middle school teacher PD	☐ SPPA, $
				☐ Homeless, $
	Buckets:	**CTE Program Evaluation:** Conduct regular evaluations of CTE programs to assess their effectiveness and identify areas for improvement, using data such as student outcomes, employer feedback, and student satisfaction surveys.		☑ Grant:Gear Up, $ TBD
	-Instruction			
	-Academies			☑ Other: Castle Grant, $ TBD
	-School Community Engagement	**Course Enrollment Data Analysis:** Analyze student course enrollment data to determine the alignment between student course choices and career aspirations, and use this data to inform program planning and student advising.		
		Student Advising: Provide proactive academic and career advising to students to ensure they are making informed course selections that align with their career goals		
	Leads:			
	- Principal			
	- Vice Principals	**Expand opportunities for students to earn college credit**		
	- Academy Director			
	- CTE Coordinator			

	- Leadership Team	**and industry skills.** **--Dual Enrollment:** Expand dual enrollment opportunities in CTE courses, allowing students to earn both high school and college credit, with a target increase of 15% in dual enrollment participation. **--Industry Certifications:** Offer industry-recognized certifications in CTE programs, with a documented list of certifications offered and the number of students earning each certification. **--Work-Based Learning (WBL) Expansion:** Expand work-based learning opportunities for students, including internships, apprenticeships, and clinical experiences, and develop a scalable system for WBL, aligning with your goal. **--Articulation Agreements:** Establish agreements with post-secondary institutions to articulate CTE courses for college credit. **--CTE Program Alignment:** Align CTE programs with industry standards and post-secondary requirements to ensure students are earning relevant skills and credits.		

| 1.3.3. All students graduate high school with a personal plan for their future. | **Student Need:** Students need engaging, purpose-driven education with clear Career/College pathways for post-graduation success.

Root/Contributing cause(s): Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways.

Buckets:
-Instruction
-Academies
-School Community Engagement

Leads:
- Principal
- Vice Principals | **Ensure all students develop personalized post-secondary plans.**
--**Dashboard Integration:** Integrate the post-secondary plan template into the new school dashboard, ensuring user-friendly access for students, teachers, and counselors.
--**9th Grade Introduction:** Introduce the post-secondary planning process and the dashboard to all 9th-grade students within the first semester, with documented lesson plans and student logins to the dashboard.

Connect students with industry through community partnerships and work-based learning.
--**WBL Module in Dashboard:** Develop a Work-Based Learning (WBL) module within the new school dashboard to track student participation in internships, apprenticeships, and job shadowing experiences.
--**WBL Tracking:** Use the dashboard to track student hours, evaluations, and learning outcomes for all WBL experiences, with reports generated quarterly.

Enhance curriculum with project-based learning and industry credential opportunities.
--**Credential Tracking in Dashboard:** Integrate a system within the dashboard to track industry credentials earned by students, including the type of credential, date earned, and expiration date.

Prepare teachers to guide students toward successful post-graduation outcomes.
--**Dashboard Training for Teachers:** Provide comprehensive training to 100% of teachers on how to use the new school dashboard to support post-secondary planning, WBL, and credential tracking, | Development of a new school dashboard to include PTP type modules - decide on and adopt the new dashboard programming

Training for teachers and students on the dashboard program

Integrate the new dashboard into 9-12 instruction and post secondary preparation | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

	- Leadership Team - Academy Director -CTE Coordinator - Student Activity Coordinator	as documented by training sign-in sheets and post-training assessments. --**Counseling Integration in Dashboard:** Integrate counseling resources and tools into the dashboard, such as career assessments, college search tools, and financial aid information, for teachers to use with students.		

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.* Bucket Addressed Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Enabling Activities *"How will we achieve the desired outcome?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the	Highly effective teachers collaborate around student learning, student outcomes, and student behavioral supports. Buckets:	**Ensure all students develop personalized post-secondary plans.** --**Annual Plan Updates:** Require students in grades 9-12 to update their post-secondary plans within the dashboard annually, with a completion rate of 100% documented in the dashboard. --**Counselor Review:** Establish a system for counselors to review and provide feedback on	All teachers will have a period of collaboration built into the master schedule DFs will become instructional leaders aware of	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $

four critical questions as the road map for student success. * WASC Recommendation #4 to address consistency in implementation of PLCs.	-Instruction **Leads:** -Principal -Vice Principals -Leadership Team -Mentoring Coach	student post-secondary plans within the dashboard, with documentation of counselor reviews for at least 90% of student plans. **All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data.** **Academic; All teacher teams will work from a PLC menu and a data analysis menu to develop:** **--Quarterly Unit Plans** **--Priority Standards Identification** **--Pacing Guides** **--Success Criteria and Learning Targets:** Teacher teams will define clear success criteria and learning targets for each lesson, aligned with the proficiency scales, with these posted in classrooms and included in lesson plans. **--Student Data Analysis:** Teacher teams will analyze student data from common assessments at least once per unit, using the data analysis menu, and document their findings and any resulting instructional adjustments. **--Intervention Development:** Teacher teams will develop and implement interventions for students who are not meeting proficiency, with these interventions documented, and student progress monitored.	the gains in their departments' PLCs The leadership team will receive training to facilitate conversations around PLC growth and areas of need	☐ Homeless, $ ☑ Grant:CLSD and Gear Up, $TBD ☐ Other:___, $
2.1.2 All teachers are effective or receive the necessary support to become effective.	Highly effective teachers collaborate around student learning, student outcomes, and	**All staff will participate in professional development provided designed based on the CLSD grant**	Observe classroom implementation of learned strategies.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $

student behavioral supports. **Buckets:** -Instruction **Leads:** -Principal -Vice Principals -Leadership Team -Mentoring Coach -Literacy Coach	**All teachers, in their first three years of employment will have access to high quality mentoring around school systems and instructional coaching to support their growth as an effective teacher at Kealakehe High School** **--New Teacher Evaluation:** Evaluate the effectiveness of the mentoring program through feedback from both mentors and new teachers, as well as through new teacher evaluations and student achievement data. **--Instructional Coaching:** Provide new teachers with access to instructional coaching, with a defined coaching cycle that includes observation, feedback, and goal setting, and document coaching activities. **GC/Leadership: HMTSS-R** **HMTSS-R Training:** Provide training to Guidance Counselors (GC) and school leaders on the implementation of the HMTSS-R framework, including its components, data collection, and problem-solving process. **HMTSS-R Implementation Plan:** Develop a school-wide HMTSS-R implementation plan, outlining the roles and responsibilities of GCs and leaders, timelines, and resources needed. **Data Collection:** Establish a system for collecting and analyzing data related to student behavior, academics, and social-emotional learning, as required by the HMTSS-R framework (e.g., discipline referrals, attendance records, academic grades, screening data).	Analyze student reading progress. Track implementation of HMTSS-R components. Measure effectiveness of student interventions. Observe changes in teacher practice.

☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:CLSD, $TBD
☐ Other:___, $

Collect data on the fidelity of implementation of HMTSS-R components (e.g., percentage of teachers implementing Tier 1 supports with fidelity, documented use of problem-solving protocols).

Literacy Coach: HIDOE coaching sessions

Coaching Plan: Develop a coaching plan for the Literacy Coach in collaboration with HIDOE, outlining the goals, focus areas, and schedule for the coaching sessions.

Coaching Session Documentation: Require the Literacy Coach to document each coaching session, including the topics discussed, strategies shared, and action steps.

Teacher Support:

The Literacy Coach will provide support to teachers based on the HIDOE coaching sessions, with documentation of the support provided, such as lesson planning assistance, modeling, or co-teaching.

Track the number of teachers receiving support from the Literacy Coach and the types of support provided.

Data Impact:

Track the impact of the Literacy Coach's support on teacher practice and student outcomes, using data such as classroom observations, student assessment results, and teacher feedback.

		Measure changes in teacher practice through classroom observations and teacher self-reflection, and correlate these changes with student reading progress. **Feedback on Coaching:** Gather feedback from the Literacy Coach and teachers on the effectiveness of the HIDOE coaching sessions, and use this feedback to improve future coaching.		

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.* **Bucket Addressed** **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Enabling Activities** *"How will we achieve the desired outcome?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are	**Student Need:** Students need engaging, purpose-driven education with	The SCC will hold at least three joint working sessions with the principal each year to review and provide specific, written feedback on drafts of the Academic and Financial Plan, ensuring at least 80% of the SCC's recommendations are	Positive Assurances and Recommendation Principal Evaluation	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $

| engaged with their respective school principal. | clear Career/College pathways for post-graduation success. **Root/Contributing cause(s):** Community demands, equity concerns, student disengagement, and post-secondary disparities necessitate a focus on purposeful, engaging Career/College pathways. **Buckets**: -Academies -School Community Engagement **Leads:** Principal SCC Chair | explicitly addressed in the final version, as documented in meeting minutes. The SCC will participate in all stages of the principal selection process where community input is requested by the DOE, including reviewing candidate applications, participating in interview panels, and providing a written summary of their top three ranked candidates with specific justifications based on alignment with the school's vision and identified community needs. The monthly SCC meeting agenda will include a standing item for discussion and updates related to the Academic and Financial Plan. The meeting minutes will document all decisions, recommendations, and action items related to the plan, including specific feedback provided to the principal and the principal's responses. The monthly SCC meeting agenda will include a regular item (at least quarterly) for the review of relevant school data (e.g., achievement, climate, demographics). The meeting minutes will explicitly record the data reviewed, the SCC's analysis, and any resulting recommendations for the Academic and Financial Plan or other school initiatives. The monthly SCC meeting agenda will include an annual item dedicated to discussing feedback gathered on the principal's performance. The meeting minutes will document the key themes and specific recommendations arising from this discussion, as well as any agreed-upon follow-up actions. | Monthly Mtg Agenda/Minutes SCC Membership roster | ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ |

APPENDIX A: SCHOOL BELL SCHEDULE

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

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

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*   1095

Did your school submit a SCC Waiver Request Form? Please explain.   No

Bell Schedule: Website Link