# Lahainaluna High School Academic Plan SY 2025-2026

**980 Lahainaluna Rd
808-727-6400
www.lahainalunahs.org**

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

| **Submitted by Principal** Richard Carosso | | **Approved by Complex Area Superintendent** Rebecca Winkie | |
|---|---|---|---|
| *Richard Carosso* | April 9, 2025 | *Rebecca Winkie* | 04/13/2025 |

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

| VIABLE QUALITY CURRICULUM |
|---|

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

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| Algebra I | | enVision A/G/A ˅ | | |
| Geometry | | enVision A/G/A ˅ | | |
| Algebra II | | enVision A/G/A ˅ | | |
| ELA 9 | '21 SpringBoard ˅ | | | |
| ELA 10 | '21 SpringBoard ˅ | | | |
| Expo 1 / American Literature | '21 SpringBoard ˅ | | | |
| Expo 2 / World Literature | '21 SpringBoard ˅ | | | |
| | Select One ˅ | Select One ˅ | | |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

| How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain. |
| --- |
| ☑ Panorama ☐ School-created template ☐ Other: |

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name | English Language Arts | Mathematics |
| --- | --- | --- |
| 9th Grade | STAR Enterprise ⌄ | STAR Enterprise ⌄ |

## IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2022                    Year of Next Action: 2025                    Year of Next Self-Study:
Type of Last Visit: Full Self-Study  ▾      Type of Next Action: Progress Report & Visit  ▾          2028

| | |
|---|---|
| **Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized.** <br> **"***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?***"** <br><br> Please number the student need and root/contributing cause for ease of cross-referencing. | |
| **1** | **<u>Student Need:</u>**  Academic Support through Quality Tier 1 Instruction <br><br> **<u>Root/Contributing Cause:</u>** <br> 57% of 789 students at Lahainaluna rate as "Critical" in Academics as of the end of Q3 in the 2024-25 school year. This is down from 67% from the year prior. An additional 13% of students are labeled "At Risk", bringing the number of students that deserve intervention up to 70% of the population at Lahainaluna in the 2024-25 school year. This far exceeds our high-need population and indicates the general population of students is losing ground in academic success. <br><br> Furthermore, the Achievement Gap at Lahainaluna declined significantly from the 22-23 to 23-24 Strive HI Reports. Though normally a cause for celebration, the decline in the Achievement Gap is attributed to overall test scores dropping by about 50%. 23-24 data shows only 5% of all students at Lahainaluna proficient in Math (down from 10% in SY 22-23) and 28% proficient in ELA (down from 49% in SY 22-23). 9th Grade promotion rates dropped from 98.6% in SY 22-23 to 84.8% in SY 23-24. <br><br> The Panorama Classroom Perception Survey also indicates student responses are 5% lower than the average in the HIDOE in all areas, as well as a decline from the last year students were surveyed in 2022-23. Survey results show that Lahainaluna students have strong relationships with adults on campus and feel their teachers are knowledgeable in their content areas, staying consistent for years prior. However, classroom engagement and student excitement around learning is below the State average. |

| | |
|---|---|
| | Causes for the drop in academic performance can be attributed to a variety of factors including but not limited to:<br>● Loss of instructional time in the 2023-24 school year.<br>● Non-HQ teachers provide classroom instruction in core content areas.<br>● Varied implementation of standards across content areas.<br>● Lack of collaboration or review of instructional efficacy in subject area disciplines.<br>● Lack of appropriate curricular materials or resources. |
| **2** | **Student Need:** Support for High-Need Students<br><br>**Root/Contributing Cause:**<br>Current demographic data indicates that of the 789 students at Lahainaluna, 15.72% are classified as English Learners (EL), 7.98% are identified under IDEA, and 50.32% are labeled disadvantaged. Noting the Achievement Gap in the prior Academic Plan, Lahainaluna has established protocols and systems to support high-need students, but there is more to be done.<br><br>Currently, there are no English Language Development (ELD) courses at Lahainaluna. The majority of faculty (67%) are in the process of earning their SIQ Qualification. According to Panorama Data, 69% of students identified as EL are rated "Critical" in Academics. 60% of students identified under IDEA rate "Critical" in Academics, and 83% of students dual-identified as EL and under IDEA rate "Critical" in Academics. 60% of Disadvantaged students rate "Critical" in Academics as well.<br><br>While the Achievement Gap is down, performance on the SBA dropped for both Math & ELA for high-need students. A review of the Winter SEL Survey also indicates that students identified under IDEA answer questions favorably at a rate of about 10% less than their non-identified peers. EL and Disadvantaged students rate much closer to their non-identified peers on the Panorama SEL Survey. The Classroom Perception survey also shows that students identified under IDEA responded to questions favorably at lower rates than their non-identified peers in the areas of Classroom Engagement and Pedagogical Effectiveness. This translates to the School Perception Survey, where IDEA-identified students have lower favorable response rates in every category of question compared to their non-identified peers. |
| **3** | **Student Need:** Whole Child Support<br><br>**Root/Contributing Cause:**<br>Data from the Panorama SEL Survey administered in Fall '24 indicated slight gains in all areas of the survey. The follow-up Winter SEL survey saw most, if not all, of the gains from the Fall lost. Lahainaluna's favorability in all categories of the SEL survey fall below the averages for the State. While not significantly behind the rest of the State, Lahainaluna aims to provide a supportive learning environment for all students. |

| | |
|---|---|
| | The Panorama Student Perception survey also shows Lahainaluna students responded at rates below the State average in the Safety Dimension of the School Quality Survey and the Valuing of School. The categories relating to School Safety also show a drop since the last time the School Perception Survey was administered at Lahainaluna in SY 22-23. |
| 4 | **Student Need:** Attendance<br><br>**Root/Contributing Cause:**<br>Lahainaluna has seen an increase in overall daily attendance in SY 24-25. Outreach to families and a recent school-level policy change support a concerted effort to help students improve attendance. While gains have been made, many factors continue to impact students' and families' transportation to school in West Maui. Lahainaluna will continue to make daily attendance a priority and continue to address this need as we attempt to move all students away from the "Chronically Absent" label. |

| | In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs. |
|---|---|
| 1 | **<u>Targeted Subgroup:</u>** IDEA-Identified<br><br>**<u>Identified Student Need(s):</u>** These students need additional support in their academic classrooms. Lahainaluna continues to use the inclusion model for all students with disabilities, aside from those identified for community-based instruction and workplace readiness. Only 4% of high-need students are achieving proficiency on the Mathematics portion of the SBA so pull-out mathematics may continue to be a necessity for this group. |
| 2 | **<u>Targeted Subgroup:</u>** English Learners<br><br>**<u>Identified Student Need(s):</u>** Lahainaluna's EL population is a significant portion of the student population, currently sitting at 15.70% of the entire population of Lahainaluna. Lahainaluna has made significant changes to the structure of the school to include an English Language Development (ELD) course and structured time for teachers to earn their SIQ qualification. Continued professional development and monitoring will need to occur in the 25-26 school year to determine impact and efficacy of structural changes. Currently, only |
| 3 | **<u>Targeted Subgroup:</u>** McKinney-Vento Identified<br><br>**<u>Identified Student Need(s):</u>** Due to the Lahaina wildfire, close to 40% of the student population was identified as homeless. This is a significant increase from the prior year. We expect this population of students to need additional support for the coming school year. We will likely expect to need to provide wrap-around services for students, ranging from mental health support to college and career counseling to academic tutoring. |
| 4 | **<u>Targeted Subgroup:</u>** 9th & 10th Grade Students<br><br>**<u>Identified Student Need(s):</u>** Significant decline in academic performance on the SBA exam, as well as below-national average performance on the ACT for 11th grade students indicate students at Lahainaluna are not demonstrating college-readiness. Lahainaluna needs to better analyze the performance of 9th and 10th grade students to provide support when necessary as well as identify areas in which to improve instruction.<br><br>The Strive HI report from SY 23-24 also shows a decline in the promotion of 9th grade students from years prior, almost mirroring the drop seen in 2020-21 during COVID. 9th grade students need targeted support for their transition to high school to bring the 9th grade promotion rate back to prior numbers. |

# Priority 1
## High-Quality Learning For All

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

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

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | **Need #1**<br>Lahainaluna students are not meeting State or National averages on assessments. | Restructure teacher PLC's to allow academic teachers to collaborate on instruction in Content Area teams.<br><br>Provide professional development for Tier 1 strategies to support all learners, emphasizing techniques designed for high-need learners that are applicable in the General Education Classroom.<br><br>Provide professional development on software, curriculum, and other instructional tools available at Lahainaluna.<br><br>Develop common assessments, pacing, and/or materials to provide quality Tier I instruction.<br><br>Conduct data reviews within departments, Grade Level Teams, and content-specific teams to determine the efficacy of instruction.<br><br>Create and continue opportunities for academic support in the school day through the Poʻokela program and outside school hours through tutoring.<br><br>**Accountable Leads**: Administrative Team, Curriculum Coordinator, Leadership Team, Teachers | **State Exams**<br>*-At least 50% of students will demonstrate proficiency in ELA*<br>*-At least 25% of students will demonstrate proficiency in Math*<br>*-At least 35% of students will demonstrate proficiency in Biology*<br>*- At least 50% of students achieve PSAT scores of 460–470 for reading and 25% achieve 510–520 in math.*<br>*- At least 35% of students achieve PreACT scores in the 18-23 range across subjects.*<br>*- At least 50% achieve SAT scores in 480–800 range for reading and 25% achieve scores in the 530–800 range for math.* | ☑ WSF, $<br>☑ Title I, $<br>☑ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | | |
|---|---|---|---|---|
| | | | *- At least 35% of student achieve ACT scores in the mid-to-upper-20s range across subjects*<br><br>*Department Meeting Minutes* | |
| 1.1.5.  All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.* | **Need #1**<br>9th Grade promotion rates dropped from 98.6% in SY 22-23 to 84.8% in SY 23-24. | Restructure teacher PLC's to allow core academic teachers to collaborate in Grade Level and Content Area teams.<br><br>Develop protocols for Grade Level 9 and 10 meetings to ensure appropriate interventions are provided to 9th grade students as they transition to High School.<br><br>Create time for vertical articulation between the High School and the Intermediate School.<br><br>Continue to develop the Poʻokela program and student check-in's so that all students receive Tier 1 support for academic, behavioral, emotional, and physical support / interventions.<br><br>**Accountable Leads**: 9th & 10th Grade Vice Principal, 9th & 10th Grade Counselor, 9th & 10th Grade Level Team | *Increase 9th Grade Promotion Rates to >90%*<br><br>*Maintain promotion from 9th to 10th grade at >90%*<br><br>*Reduce the number of 9th grade students flagged as "Critical" for Academics to <25%*<br><br>**STAR Assessment Data**<br>*-50% or more of 9th grade students will be at or above the benchmark for reading and math*<br>*-At least 90% of students will demonstrate growth from the Fall to Spring assessment* | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"*<br>*Reference the Identified School Needs section.* | **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 Progress**<br>**(Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 1.2.1.  All students desire to and attend school regularly.<br><br>*Required for all schools.* | **Need #4**<br>Only 34% of students at Lahainaluna are considered low-risk for attendance. | Implement Lahainaluna attendance policy.<br><br>Provide Professional Development for faculty on attendance data and communication tools to reach out to parents.<br><br>**Accountable Leads**: Grade-Level Vice Principals, Grade-Level Counselors, Grade-Level Teams, Poʻokela Teachers | **Improve Attendance Data**<br>-Q1: 95%<br>-Q2: 93%<br>-Q3: 91%<br>-Q4: 91% | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.2. All students demonstrate positive behaviors at school.<br><br>*Required for all schools.* | **Need #3** | Provide opportunities for positive recognition of students each quarter through Grade Level Assemblies.<br><br>Provide collaboration time for Grade Levels and the Counseling team to develop appropriate Positive Behavior Interventions and Supports.<br><br>Develop more opportunities for students to showcase their work through events open to other students and the community like Open House, the Student Showcase, the Electives Fair and Senior Project.<br><br>**Accountable Leads**: Grade-Level Vice Principals, Grade-Level Counselors, Grade-Level Teams, Poʻokela Teachers | **Panorama Survey SEL Results**<br>*-Increase favorable responses in the following areas: Self-Management, Social Awareness, and Emotion Regulation*<br><br>**Panorama School Perception Survey**<br>*-Increase favorable responses for "Valuing of School"* | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.3.  All students experience a Nā Hopena Aʻo environment for learning.<br><br>*Required for all schools.* | **Need #3** | Continue to develop the Lahainaluna Poʻokela program, focusing each grade-level on one component from the Nā Hopena Aʻo framework and integrating Hawaiʻi, Lahainaluna and SEL based lesson plans.<br><ul><li>9th - Belonging</li><li>10th - Total Well-Being</li><li>11th - Responsibility</li><li>12th - Excellence</li><li>Schoolwide: Aloha & Hawaiʻi</li></ul><br>Expand the Lā Kūʻokoʻa, Founding Day, La Davida Malo Day events and identify other important events in Hawaiian and Lahainaluna history to integrate across the campus.<br><br>Expand opportunities for interdisciplinary collaboration amongst faculty.<br><br>Provide culturally relevant professional development for faculty.<br><br>**Accountable Leads**: Student Activities Coordinator, Curriculum Coordinator, Poʻokela Teachers | **Panorama Survey SEL Results**<br>*-Increase participation to >85%*<br>*-Increase lowest 3 areas (Sense of Belonging, Growth Mindset, and Self-Efficacy) to >50% favorable across all administered surveys* | ☑ WSF, $<br>☑ Title I, $<br>☑ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| ★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br>***and** Name of Accountable Lead(s)*<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>**(Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*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.<br><br>*Required for all schools.* | **Need #3** | Continue the Senior Project or PBA for all graduating Seniors.<br><br>Provide opportunities for guest speakers and community organizations to meet with students during the school day.<br><br>Expand opportunities for students to engage with higher education representatives and industry leaders, especially those aligned to CTE Pathways.<br><br>Continue and seek opportunities to expand the young voter program to all grade levels.<br><br>**Accountable Leads**: Senior Grade Level Team, Curriculum Coordinator, CTE Coordinator, Student Activities Coordinator, College & Career Counselor | -% of Seniors will complete a Senior Project or PBA<br><br>-% of students registered through the Young Voter Program | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant: LHSF, $<br>☑ Other:CTE Perkins, $ |

| 1.3.3. All students graduate high school with a personal plan for their future. | **<u>Need #1, 3</u>**<br>Last year, post-secondary enrollment and training immediately after high school dropped to 40%, down from 54% in 2019. | Embed the current PTP requirements into the Poʻokela program and ensure all students are provided time to research post-secondary options.<br><br>Provide all students the opportunity to participate in College Entrance Exams, Dual-Credit courses, or Advanced Placement courses.<br><br>Provide all students the opportunity to participate in advanced CTE courses, aligned work-based learning or internships, PBAs, dual-credit CTE courses, or other related CTE opportunities.<br><br>**Accountable Leads**: Poʻokela Teachers, College & Career Counselor, Early College Coordinator, CTE Coordinator | *Student PTP Portfolios*<br><br>*-% participation in advanced courses and college entrance exams*<br><br>*% of students will enroll in a post-secondary program*<br><br>*% of students completing PBAs or becoming CTE completers* | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

## Priority 2
### High-Quality Educator Workforce In All Schools

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

| Desired Outcome *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section. | Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity. |
|---|---|---|---|---|
| All teachers will meet their SIQ requirement. | **Need #2** 35% of LHS teachers held their SIQ qualification in 2024-25. | Provide professional development opportunities for teachers to earn their Sheltered Instruction Qualification during the paid work day.  **Accountable Leads**: EL Department VP, EL Coordinator, Curriculum Coordinator, Faculty | *% of Teachers meeting SIQ* | ☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ |
| All students will be taught by highly qualified teachers in all subject areas. | **Need #1, 2** | Provide mentoring to any teacher new to the profession or in the process of obtaining licensure. | *% of HQ teachers on Staff* | ☑ WSF, $ ☑ Title I, $ ☑ Title II, $ |

| | | Create and support opportunities for targeted professional development and curricular training by content area.<br><br>**Accountable Leads**: Administration, Curriculum Coordinator, Department Heads | *% of faculty attending PD throughout the year* | ☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
| --- | --- | --- | --- | --- |

## Priority 3
### Effective and Efficient Operations At All Levels

| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **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 Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br>*Required for all schools.* | | Promote membership on the SCC through school communications to ensure all seats are filled and meetings are held regularly throughout the year.<br><br>**Accountable Leads**: Principal, SCC Chair | SCC Minutes | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| ★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **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 Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| Increase parent engagement in student academic performance and academic school events. | **Need #1, 2, 3, 4**<br>Lahainaluna has a strong and involved school community, but it is difficult to transition that into parent or guardian attendance at academic events. | Continue to encourage check-ins for Poʻokela teachers with parents concerning attendance, grades, and behavioral issues to establish regular communication with families.<br><br>Continue to use TalkingPoints (TP) software and Infinite Campus for regular structured communication.<br><br>Develop strategies to improve parent/guardian attendance at academic school events.<br><br>Develop ideas for parent/guardian engagement activities that train families on school communication tools.<br><br>**Accountable Leads**: Administration, Poʻokela Teachers, Leadership Team, Curriculum Coordinator | Communication Analytics from:<br>*-Email*<br>*-Talking Points*<br>*-Infinite Campus*<br>*-Grade Checks*<br><br>Sign-in sheets & attendance records at school events. | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## ★ Other Systems of Support

| Desired Outcome *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.* | Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| | | | | ☐ WSF, $ <br> ☐ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:___, $ <br> ☐ 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 Lahainaluna's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#). | |
| **Total student instructional <u>hours per year</u>** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* | 1,101hours |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | Lahainaluna submitted through the SCC a request for 4 additional waiver days in SY 25-26. |
| **Bell Schedule:** [Lahainaluna Daily Bell Schedule](#) | |