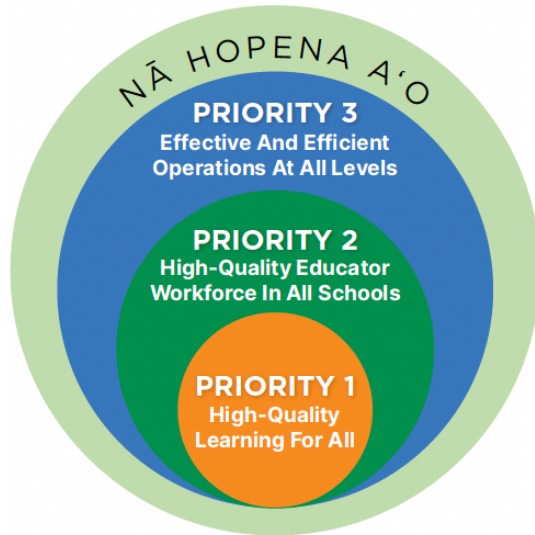
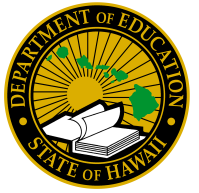


https://drive.google.com/file/d/1jp4vS35iKjuEEYGUm1W0zpPvJV3_aK7K/view



Lahainaluna High School Academic Plan SY 2026-2027

980 Lahainaluna Rd, Lahaina HI 96761
808-727-6400
www.lahainalunahs.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Richard Carosso	
<i>Richard Carosso</i>	Apr 10, 2026

Approved by Complex Area Superintendent Rebecca Winkie	
<i>Rebecca Winkie</i>	April 10, 2026

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

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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, 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
ELA - All Levels	'21 SpringBoard ▾	Select One ▾		
Algebra I, II & Geometry	Select One ▾	enVision A/G/A ▾		
Biology			LabAids SEPUP	
Chemistry			Pearson Chemistry	
Physical Science			CPO Science - Foundations of Physical Science	
Physics			Cutnell & Johnson - Physics 12th Edition	
Zoology Forensics			TPT Curriculum NGSS aligned	
US History				Teacher Developed
World History				Teacher Developed
MHH/PID				Teacher Developed

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.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
			Lab materials: Lab activities, Dissections, E-Coli	

			lab kits, SEPUP required AP bio labs. 10-12 grades	

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 **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.

Grade Level(s)/Course Name	English Language Arts	Mathematics
9th Grade	STAR Enterprise ▾	STAR Enterprise ▾
IDEA Identified	STAR Enterprise ▾	STAR Enterprise ▾
ELL	STAR Enterprise ▾	STAR Enterprise ▾
ELL	WIDA Screener ▾	

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:

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2026

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	Student Need: Metacognitive Self-Regulation Students need to learn and apply metacognitive self-regulation strategies, such as goal-setting, self-monitoring, and seeking help, to maintain focus and persevere through complex academic tasks. Root/Contributing Cause: A. Systemic Fragmentation of Instructional Coherence: The lack of a schoolwide system for instructional planning and pacing prevents the consistent reinforcement of specialized skills (scaffolding, analysis, and self-monitoring) across different content areas. This fragmentation means that high-leverage strategies, such as dialogue frames or self-regulation checklists, are used in isolation rather than as a schoolwide "functioning whole".
2	Student Need: Integrated Disciplinary Literacy and Evidence-Based Reasoning Students need to develop the ability to "read to learn" by decoding and analyzing complex, subject-specific materials—ranging from mathematical statements and scientific data to primary source documents, including Lahainaluna's archives, —to synthesize information, achieve procedural fluency, and construct evidence-based written arguments or procedural solutions. Root/Contributing Cause:

	A. Curricular Disconnection from Intellectual Heritage: A failure to bridge daily academic tasks—such as mathematical reasoning and scientific inquiry—with Lahainaluna’s historical legacy of intellectual excellence has contributed to a lack of perceived relevance and "valuing of school." This disconnect, validated by a low 41% classroom engagement rate, suggests that students lack the intrinsic motivation needed to persevere through the complex, multi-step tasks required for proficiency in all core content areas. B. Historical Prioritization of Operations Over Instructional Collaboration: Professional Learning Community (PLC) structures were historically designed for operational tasks rather than the collaborative "data team" work required to deconstruct standards and model rigorous instructional routines. Because the shift to instructional PLCs is recent, teachers across all departments have not yet had sufficient time to collectively design the specific scaffolds required to support complex student reasoning
3	<u>Student Need: Academic Dialogue and Reasoning (Special Education & English Learner Focus):</u> Students receiving special education services and English Learners need to learn how to use structured academic dialogue frames and self-monitoring checklists to engage in quality discourse, specifically elaborating, illustrating, and connecting ideas, to articulate their reasoning and evidence when analyzing complex informational texts. <u>Root/Contributing Cause:</u> A. Inconsistent Implementation of Evidence-Based Scaffolds: Adult instructional actions (Practice 3B) do not yet consistently integrate the rigorous scaffolds—such as "think-aloud" modeling, dialogue frames, and self-monitoring checklists—required for high-needs students to master complex tasks. a. Students receiving special education (SPED) services report feeling 11% less favorable regarding "Pedagogical Effectiveness" than their peers. b. ELA proficiency for SPED students dropped from 9% to 5%, and for English Learners from 35% to 27%, indicating that current instructional practices are not yet bridging the "Practice Gap" for these subgroups.

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

1	<u>Targeted Subgroup:</u> EL Students <u>Identified Student Need(s):</u> The percentage of English Learners increased from 12.3% in SY 2020-21 to 13.9% in SY 2024-25. This is notable because the population spiked to 16.3% in SY 2023-24 before dropping back to 13.9% the following year. EL students currently make up 14.7% of the student population at Lahainaluna in the 25-26 school year. 51% of ELL students provide favorable responses regarding school safety, nine points below the school average. ELA proficiency for High Needs students (including ELs) decreased from 35% in SY 2022-23 to 17% in SY 2024-25. This is notable because the achievement gap between High Needs and Non-High Needs students has widened to 26%. Math proficiency for High Needs students (including ELs) declined from 6% to 3% between SY 2022-23 and SY 2024-25. This is notable because the proficiency rate for this group is now half that of their Non-High Needs peers (6%).
2	<u>Targeted Subgroup:</u> IDEA Identified Students <u>Identified Student Need(s):</u> Students identified under IDEA report less favorable responses in all areas of the School Perception Survey compared to the school average. SQS Survey Safety: -7%, School Safety -10%, and Valuing of School: -3%. Students identified under IDEA report less favorable responses in all areas of the Classroom Perception Survey compared to the school average. Classroom Engagement: -2%, Teacher-Student Relationships -8%, and Pedagogical Effectiveness: -11%. Students identified under IDEA provide less favorable responses than their peers in almost every category than their non-disabled peers year after year on the Panorama SEL Survey. Some surveys from the time period indicate 1-2 areas where identified students answer above/beyond the favorable responses of the school average, but those are not consistent survey to survey. ELA proficiency for High Needs students (including IDEA identified) decreased from 35% in SY 2022-23 to 17% in SY 2024-25. This is notable because the achievement gap between High Needs and Non-High Needs students has widened to 26%. Math proficiency for High Needs students (including IDEA identified) declined from 6% to 3% between SY 2022-23 and SY 2024-25. This is notable because the proficiency rate for this group is now half that of their Non-High Needs peers (6%).
3	<u>Targeted Subgroup:</u> 9th Grade Students <u>Identified Student Need(s):</u> 24-25 data shows that the 9th-grade promotion rate (86.6%) remains significantly lower than the state average of 92.3%, failing to recover fully from a post-fire drop to 84.8%. Universal screening reinforces this academic concern, as winter results show only 45% of 9th graders are at or above benchmark for reading, a notable decline from 51% in

the fall. Furthermore, 9th graders specifically report lower social-emotional favorability than their school-wide peers in almost every category, most significantly in emotion regulation (-5%) and social awareness (-3%). This data suggests that students lack the self-management and perseverance strategies required to stay on track, leading to a situation where currently 58% of students are overall rated as "Critical" or "At Risk" in academics. Only 28% of 9th grade students are on-track for graduation. Consequently, these students need targeted, observable scaffolds—such as structured self-monitoring checklists for multi-step tasks and explicit instruction in executive functioning—to increase their "valuing of school" and academic self-efficacy.



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 2B 3A	PLC teams will: - Co-design standards-aligned units that explicitly integrate literacy analysis strategies for their content area. - Create student self-monitoring checklists and rubrics for discipline literacy tasks, facilitating teacher feedback and student-led tracking of mastery. - Integrate structured academic dialogue frames into core instruction to foster language development, responsible decision-making, and increase engagement. - Establish a four-six week PLC monitoring cycle where departments analyze student work samples—with focus on SPED and EL subgroups for practice gaps—to adjust instructional scaffolds in real-time. Administration, CC, Academic Departments	PLC/Department Team Minutes Scope & Sequence Documents / Pacing Guides	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1A	The 9th Grade team will - develop and implement student self-monitoring strategies for executive functioning and basic tasks to stay on track for 9th grade. - Utilize common practices and tools via Po‘okela and Transitions to High School to reinforce skills. 9th Grade Level Chair, Counselor & VP	9th Grade Promotion Rate -SY24-25: 86.6% SY25-26: -SY26-27: At Risk in Academics -End SY25-26: 58% -Mid SY26-27: -End SY26-27:	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **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?"	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 for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>		Operationalize LHS HMTSS attendance protocols within grade-level teams, using the common teaming time to coordinate interventions. Counselors, Grade-Level Chairs & VPs	% Regular Attendance -End SY25-26: -Mid SY26-27: -End SY26-27: Interventions -SY25-26: -SY26-27 Grade Level Team Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>		Operationalize LHS HMTSS behavioral protocols within grade-level teams, using the common teaming time to coordinate interventions. Utilize Grade-Level Teams & Grade-Level assemblies to recognize positive student behavior. Counselors, Grade-Level Chairs & VPs	# Behavioral Referrals -End SY25-26: -Mid SY26-27: -End SY26-27: Interventions -SY25-26: -SY26-27 Grade Level Team Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A 2A 2B	Encourage departments and Grade Level teams to align content and advisory curriculum with Lahainaluna's intellectual history (e.g., David Malo and historical archives) to increase "valuing of school" and "classroom engagement". Develop the Po'okela advisory curriculum to align with the Hā indicators and see increases for: ● <i>9th Grade - Belonging:</i> "Sense of Belonging" & "Social Awareness" ● <i>10th Grade - Total Well-Being:</i> "Sense of Belonging" & "Emotional Regulation" ● <i>11th Grade - Responsibility:</i> "Self-Efficacy" & "Self-Management" ● <i>12th Grade - Excellence:</i> "Perseverance" & "Growth Mindset" Administration, CC, DHs & Grade-Level Teams	% Favorable Responses <i>Valuing of School</i> -SY25-26: 56% -SY26-27: <i>Classroom Engagement</i> -SY25-26: 41% -SY26-27: <i>9th Sense of Belonging</i> -End SY25-26: 52% -Mid SY26-27: -End SY26-27: <i>9th Social Awareness</i> -End SY25-26: 56% -Mid SY26-27: -End SY26-27: <i>10th Sense of Belonging</i> -End SY25-26: 45% -Mid SY26-27: -End SY26-27: <i>10th Emotional Regulation</i> -End SY25-26: 54% -Mid SY26-27: -End SY26-27: <i>11th Self-Efficacy</i>	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			-End SY25-26: 44% -Mid SY26-27: -End SY26-27: <i>11th Self-Management</i> -End SY25-26: 61% -Mid SY26-27: -End SY26-27: <i>12th Perseverance</i> -End SY25-26: 60% -Mid SY26-27: -End SY26-27: <i>12th Growth Mindset</i> -End SY25-26: 50% -Mid SY26-27: -End SY26-27:	
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		Support co-curricular activities aimed at connecting standards-based content to career, community and civic opportunities. Require all seniors to complete a Senior Project or Performance-Based Assessment (PBA) to walk at Commencement. CC, CTE Coordinator, 12th Grade Level Chairs	% Students Completing Senior Project or PBA -SY25-26: -SY26-27:	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

1.3.3. All students graduate high school with a personal plan for their future.		Embed Personal Transition Plan (PTP) requirements into Po‘okela, providing students time to use metacognitive goal-setting to research and track their progress toward post-secondary aspirations. Grade Level Teams	Graduation Rate -SY24-25: 87% -SY25-26: -SY26-27: Enrollment in Post-Secondary Programs Immediately After High School -SY24-25: 77% -SY25-26: -SY26-27:	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
All teachers integrate strategies for high-need learners.	1A 2B 3A	Provide job-embedded professional development during PLC time and 21 hours to: - Support teachers in obtaining their Sheltered Instruction Qualification (SIQ). - Align instruction and co-create common units. - Learn and integrate content-aligned literacy strategies. - Develop structured academic dialogue frames. Administration, CC, DHs	% Teachers Meeting SIQ -End SY25-26: 60% -Mid SY26-27: -End SY26-27: Pacing Guides, Scope & Sequence Documents, Faculty, Department & PLC Minutes	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
All faculty are provided relevant Professional Development.		A yearlong Professional Development Plan is provided to faculty that includes alignment to Academic Plan. Administration, 12-month Support Staff	PLC & Faculty Minutes 21 Hours Sign-In	



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <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. <i>Required for all schools.</i>		The LHS School Community Council will guide the school via a shared Leadership model and: • Maintain full membership in the School Community Council (SCC). • Hold regular meetings. • Review the impact of the Academic Plan goals on student proficiency and growth data. Principal, SCC Chair	SCC Minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
The Leadership Team will serve as a driver of instructional planning, decision-making and communication.		The LHS Leadership Team will guide the school via a shared Leadership model and: • Be trained in the PLC process. • Regularly review schoolwide academic data and update school goals as needed. • Provide regular communication to stakeholders. • Conduct vertical and horizontal alignment review.	Leadership Minutes Planned Communication, i.e. School Messenger, Staff Homepage	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		- Ensure feedback from all stakeholders is gathered and reviewed to support decision making processes. - Support individual academic departments in meeting the goals of the Academic Plan. Administration, DHs, Support Staff		☐ Grant: __, \$ ☐ Other: __, \$
The HMTSS School Team will serve as a driver of student support planning, decision-making and communication.		The LHS HMTSS Team will guide the school via a shared Leadership model and: - Expand the LHS HMTSS School Team to also include Grade-Level Chairs and Counselors. - Be trained in the LHS Student Support Process and facilitate that training to Grade-Level Chairs & Teams. - Regularly review schoolwide SEL, behavioral and attendance data and update school goals as needed. - Provide regular communication to stakeholders. - Review and recommend tiered interventions in each HMTSS domain. HMTSS School Team		☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
The Operations Team will serve as the driver of day-to-day school management, operations and facilities.		The LHS Operations Team will guide the school via a shared Leadership model and: - Share critical information amongst different departments of school operations. - Communicate key information to respective departments or teams.		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		• Provide regular communication to all stakeholders. • Maintain processes for campus operations and safety protocols. Administration, SASA, Head Custodian, Cafe Manager, Athletic Director, Support Staff DH or Other Support Department Members as Needed, SRO		☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Families will be active in monitoring their students' academic progress.		Develop family engagement activities where core support or academic teams: • Train families on using school communication and instructional tools. • Share and gather feedback on school goals. • Provide opportunities to engage with community and post-secondary resources.	SQS Parent Survey Responses	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL 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 **Lahainaluna High School** 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 **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: **Date**

Attested:

Lahainaluna High School Principal	Signature	Date
Richard Carosso		Date

SCC Chairperson	Signature	Date
Tyler Tuipolotu		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:

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

Attested:

SCC Chairperson	Signature	Date
Tyler Tuipolotu		Date

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](#).

Total student instructional <u>hours per year</u> <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>	1101
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Lahainaluna High School Bell Schedule: 📅 Lahainaluna High Bell Schedule	