NĀ HOPENA A'O

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

MAUI HIGH SCHOOL
Academic Plan
SY 2025-2026

660 SOUTH LONO AVENUE 96732
808-727-4000
www.mauihigh.org

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

Submitted by Principal Ty Ogasawara	
[signature]	3/27/2025

Approved by Complex Area Superintendent Lori Yatsushiro	
[signature]	4/11/25

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 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
Grade 9	'20 Odell... ▾	**Pre-AP:** Collegeboard Pre-AP English	Carnegie Learning High... ▾		**Integrated Science:** *Conceptual Integrated Science, 3rd ed.* Pearson (June 24, 2019) © 2020	**US History:** *History Alive Pursuing American Ideals.* TCI-Teachers' Curriculum Institute, 2019 c
Grade 10	'20 Odell... ▾	**AP Seminar:** Collegeboard AP Seminar	Carnegie Learning High... ▾		**Biology:** *Miller&Levine Foundation Edition.*	**World History:** *History Alive World Connections.* CI-Teachers' Curriculum Institute
Grade 11	'20 Odell... ▾	**AP Language:** Collegeboard Advanced Placement English Language and Composition	Carnegi... ▾	**AP Courses:** Collegeboard AP curriculum & resources	**Marine Science:** https://manoa.hawaii.edu/exploringourfluidearth/ **Forensic Science:** *Forensic Science: Fundamentals & Investigations 2nd Ed.* by Anthony & Patricia Bertino	**MHH:** *A History of Hawaii.* CRDG **PID:** *MacGruder's American Government.* Prentice Hall, 2010.
Grade 12	'20 Odell... ▾	**AP Literature:** Collegeboard Advanced Placement English Literature and Composition	Carnegi... ▾	**AP Courses:** Collegeboard AP curriculum & resources	**Chemistry:** *Teacher Created* **Physics:** *Teacher Created* **Human Physiology:** *Essentials of Human Anatomy & Physiology* Elaine N Marieb Paperback	**Psych/Soc:** *Openstax* **AP Courses:** *Collegeboard* AP curriculum/resources

Also: Various dual credit courses from UHMC

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
9		Delta Math		
10		Delta Math		
11		Delta Math		
12	Senior Project Curriculum	Delta Math		

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 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
Grade 9	STAR Enterprise ▾ **Progress Monitoring:** Teacher Created Common Assessments and/or IAB/FIAB/ICA	STAR Enterprise ▾ **Progress Monitoring:** Teacher Created Common Assessments and/or IAB/FIAB/ICA
Grades 10, 11, 12	**Progress Monitoring:** Teacher Created Common Assessments and/or IAB/FIAB/ICA	**Progress Monitoring:** Teacher Created Common Assessments and/or IAB/FIAB/ICA

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: 2023
Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026
Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:
2029

WASC Self Study 2023: Schoolwide Growth Areas

1. The Leadership Team will continue to develop innovative, school-wide structures and programs based on student voice and post-secondary goals, which include supporting and addressing the needs of the whole child so the students become responsible for their own learning.

2. The school will provide teachers with professional development that covers understanding, correlating, and measuring student achievement in order to deepen teachers' knowledge of how their curricular and instructional choices impact student learning. In addition, the school will provide PD that teaches the engagement and social-emotional strategies that are relevant to Maui High's students.

3. The school is committed to improving the multi-tiered system of support. Maui High will move forward with the analysis of both academic and behavioral data to address the needs of all students at the school. This includes the monitoring of student progress over time along with providing timely interventions and strategies.

4. The staff will increase students' understanding of how to express their individual concerns, needs, and priorities so the students feel like they have more say and responsibility for their school community.

5. Teachers and administration will consider a data coach/test coordinator which would be beneficial to support teachers in the collection of data and data teams to impact student achievement.

6. Maui High School and its feeder schools should strengthen the vertical alignment for successful transitions from grade to grade to graduation. This will support a systemic approach in preparing students to be "college and career ready". Maui High will work towards aligning the skills that are necessary for an MHS graduate.

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.

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1 | **Student Need:** *Increase student achievement in Math, English Language Arts, and Science, including for all targeted subgroups*

Root/Contributing Cause:
1A) Inconsistencies in the implementation of Math, ELA, Science standards-based curriculum, instruction, assessment
1B) Inconsistencies in equitable grading practices that are aligned to standards
1C) Inconsistencies in data analysis within content and academy teams as well as varying knowledge of how to use data to inform Instruction and next steps to help struggling learners
1D) Lack of schoolwide attention on the importance of Literacy, Numeracy, and Problem-Solving skills for all students
1E) Lack of student engagement in the classroom

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	57.6%	59.6%	70.4%	24.9%	26.4%	24.1%	27.5%	38.9%	30.6%
Disadvantaged	50.0%	50.8%	59.1%	14.2%	17.7%	20.0%	20.8%	26.1%	22.3%
Special Education	18.1%	14.7%	18.7%	3.7%	2.9%	0.0%	4.6%	4.0%	8.5%
English Learner + Exits	18.7%	11.7%	30.0%	5.1%	0.0%	0.0%	25.0%	4.7%	2.4%
Male	55.4%	50.5%	63.8%	26.3%	25.8%	22.7%	26.0%	37.4%	29.1%
Female	60.0%	70.4%	76.5%	23.4%	27.2%	25.3%	29.3%	40.3%	32.0%
High Needs	42.1%	44.0%	55.3%	12.7%	15.0%	17.1%	18.9%	23.6%	18.7%
Non-High Needs	68.7%	70.5%	79.3%	34.7%	34.5%	28.2%	33.7%	51.1%	42.9%
Achievement Gap	26.6%	26.5%	24.0%	22.0%	19.5%	11.1%	14.8%	27.5%	24.2%

2	**Student Need:** *Increase the number of students attending 90% or more days of instruction*

Root/Contributing Cause:
2A) Lack of engagement in the classroom and low student sense of belonging
2B) High numbers of unprepared/unqualified teachers in the classroom
2C) Inconsistent implementation of Tier 1 instructional and behavioral strategies

ATTENDANCE	SCHOOL YEAR		
	2021-22	2022-23	2023-24
Average Daily Attendance	86.1%	86.9%	87.1%

3	**Student Need:** *Increase student social-emotional learning, sense of belonging, and connection to adults on campus*

Root/Contributing Cause:
3A) Varying degrees of attention to social-emotional learning in the classrooms
3B) Varying degrees of student connection to adults on campus
3C) Lack of students' voice in classroom and school decisions
3D) Little student understanding of how to express their concerns, needs, and priorities

Maui High School
"Winter 24-25 - SEL 3-12 Student SEL Self Assessment, Grades 6-12"

Sense of Belonging
How much students feel that they are valued members of the school community.

49%
▲ 2
since last survey

46% Baldwin-Kekaulike-Kulanihakoi-Maui
51% Hawaii Department of Education

Supportive Relationships
How supported students feel through their relationships with adults at school.

77%
▲ 5
since last survey

78% Baldwin-Kekaulike-Kulanihakoi-Maui
81% Hawaii Department of Education

In order 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	**Targeted Subgroup:** Special Education (SPED) students **Identified Student Need(s):** Decrease the student achievement gap in Math, ELA, and Science
2	**Targeted Subgroup:** English Learner (EL) students **Identified Student Need(s):** Decrease the student achievement gap in Math, ELA, and Science Increase attendance/ decrease chronic absenteeism
3	**Targeted Subgroup:** Ninth-grade students **Identified Student Need(s):** Increase attendance/ decrease chronic absenteeism Decrease the number of Fs earned/ decrease the freshman retention rate
4	**Targeted Subgroup:** At-Promise Learners **Identified Student Need(s):** Increase achievement, earned credits, and graduation rates

★ **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/ 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?"*

Reading Proficiency
 Required by CAS for all BKKM schools
 	
 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient
 	
 Maui High's 1.1.2 Desired Outcome: *SBA ELA scores will increase by 0.39% this* **school year**
 	
 [WASC GA #2 #3 #5]
 [NSOP #7 #9]
	ALL	**EA 1.1.2**
		 Continue to implement with fidelity the new ELA state-approved, standards-based curriculum [Rosario]
		 • Provide teachers with professional development, support, and technology needed to confidently teach with the new curriculum
		 • Ensure long-term substitutes and new teachers receive the support they need to teach lessons that are aligned with the pacing guides
		 • Structure time for teachers to observe lessons taught by colleagues using the new curriculum
		 Implement effective ELA content data team practices using updated pacing guides and common assessments [Rosario/Tatman]
		 • Continue to create/update course pacing guides for the new curriculum. Begin to create Master Google Classrooms
		 • Create a data team meeting calendar and implement a data team process for all teachers
		    ○ Identify skills and knowledge students must acquire
		    ○ Create common assessments and data teams around student results
		    ○ Monitor progress to ID students who need additional support to become proficient
		    ○ Create and track a system of interventions for struggling students
		    ○ Collaborate on possible common and equitable grading practices within instructional data teams
			Teacher Feedback Data on PDs and Tech Needs
			
			 Grading Practices Data
			
			 9th Grade Screener Data
			
			 DT and/or Academy Team Progress Monitoring Data
			
			 PGs/Master Classrooms
			
			 SBA ELA Proficiency Scores
			
			 School-wide Strategies Implementation Data/Surveys
				☑ WSF, $
				 ☐ Title I, $
				 ☐ Title II, $
				 ☐ Title III, $
				 ☑ Title IV-A, $
				 ☐ Title IV-B, $
				 ☐ IDEA, $
				 ☐ SPPA, $
				 ☐ Homeless, $
				 ☐ Grant:__, $
				 ☑ Other:__, $
				
				 Continued...

1.1.2 Continued...		**Provide non-proficient readers with the support they need to increase their reading skills [Tatman/APs]**		
		- Ensure teachers have the tech, resources, and strategies to support struggling readers. Allow students access to appropriate tools - Engage with families to encourage students to attend Saber Sessions and Office Hours to get the help they need from teachers - Provide tutoring to students who need help with reading on grade level: In-person, Tutor.com, peer-peer etc. **Implement school-wide literacy strategies as recommended by the Academy Model [Rosario/ALT]** - Train all staff, in their academies, on one to two literacy strategies per quarter based on four ELA Anchor Standards: Vocabulary, Speaking, Listening, and Collaboration, Determining the Main Idea, and Writing Clearly and Coherently for an Intended Audience. - Conduct ongoing collection of data on school-wide implementation of literacy strategies. Assist those teachers who may need support. Collect data to help determine any effect on student learning		

| Mathematics Proficiency **Required by CAS for all BKKM schools** 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive the necessary and timely support to become proficient **Maui High's 1.1.3 Desired Outcome:** *SBA Math scores will increase by 2.93% this school year* [WASC GA #2 #3 #5] [NSOP #7 #9] | ALL | **EA 1.1.3** **Continue to implement, with fidelity, the new Math state-approved, standards-based curriculum [Kunimitsu]** • Provide teachers with professional development, support, and technology needed to confidently teach with the new curriculum • Ensure long-term substitutes and new teachers receive the support they need to teach lessons that are aligned with the pacing guides • If appropriate, structure time for teachers to observe lessons taught by colleagues using the new curriculum **Implement effective Math content data team practices using updated pacing guides and common assessments [Kunimitsu/Tatman]** • Continue to create/update course pacing guides for the new curriculum. Begin to create Master Google Classrooms • Create a data team meeting calendar and implement a data team process for all teachers ○ Identify skills and knowledge students must acquire ○ Create common assessments and data team around student results ○ Monitor progress to ID students who need additional support to become proficient ○ Create and track a system of interventions for struggling students ○ Collaborate on possible common and equitable grading practices within instructional data teams **Implement school-wide strategies based on numeracy skills and mathematical practices as recommended by the Academy Model [Kunimitsu/ALT]** • Develop "problem of the week" slides for Math teachers that include a problem, the solution, and detailed work. These problems will be based on mathematical practice standards and content standards. The purpose will be to increase numeracy and basic algebraic skills, as well as, reasoning and constructing viable arguments | Teacher Feedback Data on PDs and Tech Needs Grading Practices Data 9th Grade Screener Data DT and/or Academy Team Progress Monitoring Data PGs/Master Classrooms SBA Math Proficiency Scores School-wide Strategies Implementation Data/Surveys | ☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Continued... |

1.1.3 Continued...		• Train all content area teachers on how to roll out the "problem of the week", to be implemented twice per quarter • Go over "problem of the week" detailed explanations in math classes with students, connecting it to the math curriculum • Conduct ongoing collection of data on school-wide implementation of these math strategies. Assist those teachers who may need support. Collect data to help determine any effect on student learning **Provide non-proficient math students with the support they need to increase their math skills [Tatman/APs]** • Ensure teachers have the tech, resources, and strategies to support struggling students in math. Allow students access to appropriate tools as well • Engage with families to encourage students to attend Saber Sessions and Office Hours to get the help they need from teachers • Provide tutoring to students who need help with math skills or homework: In-person, Tutor.com, peer-peer etc.		

Required for all schools **1.1.4.** All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances **Maui High's 1.1.4 Desired Outcome:** Increase academic growth for all student groups. The math gap will stay steady (or decrease) at 9% & ELA gap will decrease 2% to 22% [WASC GA #1 #3] [NSOP #2 #5 #9]	All	**EA 1.1.4** **Continue our focus on increasing effective classroom and school practices in order to better meet the academic, regardless of background and circumstances. [APs/CC/ACs]** ● Provide teachers, via departments or academies, with professional development for standards-based, evidence-based Tier 1 instructional strategies, effective engagement strategies, and project-based instructional strategies ● Provide teachers with technology and strategies that support their ability to effectively differentiate instructional content, process, and assessment ● Research possible additional Tier 2 targeted support programs for struggling students not fully supported by Tier 1 instruction ● Continue to implement the Academy Model structure with programs based on student voice and post-secondary goals ● Support our "at-promise" students with the specific structures and interventions needed for their success ● Continued implementation of both the academy data team meetings and instructional data team meetings to identify student needs, provide targeted support and interventions, and to monitor progress in both behavior and learning ● Collaborate on possible common and equitable grading practices within instructional data teams	Grades State Assessment & Gap Data 9th Grade Screener Data SEL Survey Data Teacher Feedback Data on PDs Walkthrough Data NCAC Academy Review Rubric Ratings Academy and Instructional Data Team Minutes and Progress Monitoring	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__ $ ☐ Other:__ $

Required for all schools **1.1.5.** All students transition successfully at critical points, particularly from middle school to high school **Maui High's 1.1.5 Desired Outcome:** No more than 8.2% of 'Ahinahina students will be retained at the end of the 2025-2026 school year (Academy **Goal)** [WASC GA #3 #4 #6] [NSOP #6 #7 #9]	3A 3B 3C	**EA 1.1.5** **Ensure that all incoming freshman students transition to Maui High School successfully and increase the number of 9th graders who are promoted to 10th grade to 91.8% [Fukuroku/Tatman]** 1. Communicate early and consistently with incoming freshmen and families about Registration, Academies, Policies, and Support Programs 2. Continue to grow the Summer Bridge program so its reach and effectiveness increase 3. Organize a successful Freshman Orientation Day that will allow students to acclimate to their new school comfortably 4. Provide parent nights for incoming 9th graders about registration and family orientation 5. Continue to support and build the *Transition to High School* course to help 9th graders develop the skills they need to be successful 6. Develop transition IEPs for incoming students in the summer 7. Develop and sustain a Freshman Academy Advisory Board with a diverse membership that incorporates its members' viewpoints in its decisions 8. Implement a student portfolio that will be maintained by students throughout their high school career. 9. With the support of our academic coaches, create and implement data team processes for both the freshman academy teams and the freshman core instructional teams. These processes will allow us to identify student needs, provide targeted support and interventions, and to monitor progress in both behavior and learning	Summer Bridge Outcomes & Surveys 9th-Grade Retention Rate Parent Surveys Student Surveys Grades Academy Minutes & Reviews Advisory Board Minutes Student Portfolio Completion Academy Data Team Intervention Tracker Instructional Data Team Minutes	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ 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?"*

Required for all schools
 	
1.2.1. All students desire to and attend school regularly (All students desire to attend school and do so regularly.)
 	
Maui High's 1.2.1 Desired Outcome:
The percentage of students who attend 90% or more days of instruction will increase by 2% from 69% to 71%
 	
[WASC GA #1 #2 #3 #4]
[NSOP #5 #6 #9]
	2A
	2B
	2C
	3A
	3B
	3C
	3D
		EA 1.2.1
		Improve student attendance with our HMTSS process and by implementing a variety of effective strategies [ALT, DHs]
		• In Academy Teams, regularly monitor the attendance of all academy students and,
		  ○ Identify at-risk students
		  ○ Intervene early with targeted supports, resources, and communication
		  ○ Track interventions and communications consistently
		• Provide professional development on and implement Tier 1 instructional and behavioral strategies in all classrooms.
		• Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements
		• Address barriers to attendance by providing resources, counseling services, and community outreach contacts as needed
		• Engage students outside the classroom by providing a variety of extracurriculars, co-curriculars, athletics, and leadership opportunities
			Intervention Tracker Data
			
			Daily Attendance Rates
			
			SEL Surveys
			
			Student Surveys
			
			PD Agendas and Feedback Surveys
			
			Walkthrough Data
			
			Student Participation in Extracurricular Opportunities
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☑ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

Required for all schools	1E 2C 3A 3B 3C 3D	EA 1.2.2	Intervention Tracker Data	☑ WSF, $
		Improve student behavior with our HMTSS process and by implementing a variety of effective strategies [APs]	SEL Surveys	☐ Title I, $
1.2.2. All students demonstrate positive behaviors at school		• Within each Academy, establish and communicate clear student expectations and norms so that students, staff, and families understand them	Student Surveys	☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $
Maui High's 1.2.2 Desired Outcome:		• In Academy Teams, regularly monitor the behavior of all academy students and,	SQS Survey	☐ IDEA, $ ☐ SPPA, $
90% of teachers and staff report consistent positive student behavior		○ Identify at-risk students ○ Intervene early with targeted supports, resources, and communication ○ Track behavior interventions and communications consistently	PD Agendas and Feedback Surveys	☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
[WASC GA #1 #2 #3 #4 #5] [NSOP #5 #6 #9]		• Within academies, investigate the creation of an employability skills rubric that is aligned with HIDOE GLOs to address and encourage positive professional behaviors • Provide professional development on and implement Tier 1 behavioral strategies in all classrooms • Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements • Engage students outside the classroom by providing a variety of extracurriculars, co-curriculars, athletics, and leadership opportunities	Walkthrough Data Student Participation in Extracurricular Opportunities	

Required for all schools
 	
1.2.3. All students experience a Nā Hopena A'o environment for learning.
 	
Maui High's 1.2.3 Desired Outcome:
All teachers and staff have a solid understanding of how integrating Hawaiian cultural values, practices, and perspectives into the learning environment benefits all Maui High students
 	
[WASC GA #1 #2]
[NSOP #5 #6 #8]
	2A
	2B
	3A
	3B
	3C
	3D
		EA 1.2.3
		Expand our knowledge and implementation of the Nā Hopena A'o framework and outcomes in order to create the HĀ learning environment [Grando]
		• Start of the school year by familiarizing teachers and staff with the Nā Hopena A'o framework and outcomes
		  ○ Use our first waiver day to create 6 learning stations that demonstrate each of the HĀ competencies
		  ○ Allow teachers to brainstorm and share ideas for integrating HĀ into their instruction and classrooms
		• Co-create and implement with teachers a plan to integrate the tenets of Nā Hopena A'o into the Saber experience. Strategies will include,
		  ○ Culturally relevant curriculum and instruction, including place-based education
		  ○ Culturally responsive teaching practices
		  ○ Community and family partnerships and engagement
		  ○ Promotion of total well-being
		  ○ Promotion of Hawaiian cultural values, pride, and cultural identity: Word of the Month, etc., and promote sharing of values ie: in Saber Weekly/Maui High FYI
		  ○ Alignment of the competencies with students' graduation profile
			PD Agendas & Attendance
			
			PD Feedback & Reflections
			
			Walkthrough Data
			
			Student Portfolios
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

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

Desired Outcome "What do we plan to accomplish?"	Root/ 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?"
Required for all schools **1.3.1.** All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. **Maui High's 1.3.1 Desired Outcome:** Maui High will continue to increase and diversify student career, community, and civic opportunities [WASC GA #1 #6] [NSOP #5 #6 #8 #9]	N/A	**EA 1.3.1** **Provide all students with learning opportunities that prepare them for success in their future careers, active citizenship, and meaningful community engagement [Joaquin/Abafo/Anitema]** • Continue to support and evolve our career pathways and CTE courses and align their curricula with industry standards • Provide students with opportunities for career exploration, job shadowing, internships, career fairs and industry-sponsored events • Grow and strengthen the 4 existing academy advisory boards and create a Freshman Academy advisory board. Continue to engage community stakeholders in school initiatives to ensure relevance, sustainability, and impact • Broaden opportunities for accelerated students' attainment of college credits and industry-valued certificates • Continue to support, evolve, and expand our Senior Project requirement for all seniors • Expand our college and career counseling, financial aid workshops, college visits, and test prep to help students navigate the college application process and explore post-secondary options	CTE Pathway Completer Rate Advisory Board Minutes Number of College Credits Earned Number of Industry Certs Earned Number of SP Completed College Going Rate	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $

| K-12 Alignment
Required by CAS for all BKKM schools

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.

Maui High's 1.3.2 Desired Outcome:
Students will benefit from strengthened relationships and clearer alignment of goals and initiatives between the Maui Complex Schools

[WASC GA #1 #6]
[NSOP #5 #7 #9] | N/A | **EA 1.3.2**
Collaborate with our complex schools to help ensure that incoming Maui High students enter high school prepared [Principal/Admin Team]
• Plan a complex-wide waiver day session for all complex teachers to gather together and visit each of our schools to share and gain a common understanding of our complex's K-12 continuum
  ○ Agree on a common waiver day for next year
    ■ (Oct 31, 2025)
  ○ Plan the day (or half-day) with complex principals
• Initiate conversations with Maui complex school leadership to plan for vertical alignment of standards-based curriculum, instruction, and assessment in Math and ELA
• Assist complex schools with the creation/support of HIDOE CTE Pathway initiatives
• Continue to provide the Summer Bridge program for incoming freshmen | Course Alignment Deliverables

Complex Day Agenda and Survey

Minutes On Curriculum & Instruction Conversations

Summer Bridge Student Numbers and Feedback | ☑ 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.

Maui High's 1.3.3 Desired Outcome:

90% of students will graduate with a personal plan for their future

[WASC GA #1 #6]
[NSOP #6 #7 #8 #9] | N/A | **EA 1.3.3 Continue the work of exposing all students to a variety of post-secondary opportunities available to them upon graduation. Provide support and guidance so each student has a plan and goals for the future [Joaquin/Anitema]**

● Prepare for the implementation of the State's redesigned PTP requirements
  ○ Include financial literacy
  ○ Map out when and where requirements will be completed
● Train new students and staff on our online college and career planning platform [Maia Learning]
● Provide academic counseling and tools to track academic progress, career goals, post-secondary options, and possible barriers to success
  ○ Provide counseling during summer as well
● Assist with resume, cover letter, and portfolio building so students can showcase their achievements, strengths, work experience, extracurriculars, and leadership skills
● Provide college planning, financial aid assistance, scholarships, job opportunities, career fairs, etc.
● Provide internships, job shadowing, and work-based learning that allow students to gain hands-on exposure to different career fields
● Continue to support the Dream School and the Work-Place Readiness program so our special education students are prepared for their post-secondary futures
● Provide targeted post-secondary support to our EL students with college visits, family informational nights, and other resources | PTP Completion

Maia Learning Usage Data

Student Surveys

SPED and EL Parent Surveys & Attendance Numbers

Student Portfolios | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Priority 2
High-Quality Educator Workforce in All Schools

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

Desired Outcome "What do we plan to accomplish?"	Root/ 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?"
Maui High's 2.1.2 Desired Outcome: **All Maui High teachers are effective or receive the support to become effective** [WASC GA #1] [NSOP #5]	N/A	**2.1.2 Increase and support the effectiveness of teachers [APs/CC]** ● Provide easy access to induction and mentoring support for all first and second-year teachers 　○ Continue to hold collaborative and informational New Teacher Support Team meetings 　○ Continue to implement a teacher "buddy system" pairing them with veteran teachers ● Seek out and provide current, research-based professional development on AI and other online resources ● Continue to build and strengthen the academy structure with internal Academy aligned professional development ● Support teachers' attainment of the SIQ requirement ● Provide our long-term and day-to-day substitutes with clear communication, technology resources, and timely attention to their requests for assistance 　○ Celebrate our dedicated substitute teachers	# Mentored New Teachers NTST Minutes Surveys	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome "What do we plan to accomplish?"	**Root/ 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?"
Required for all schools. **3.3.1.** All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. **Maui High's 3.3.1 Desired Outcome:** The SCC will work collaboratively and diligently to help MHS move forward while keeping the mission, vision, and strategic objectives in mind [WASC GA #4]	N/A	**EA 3.3.1** **Support and strengthen Maui High's School Community Council (SCC) [Tatman]** • Develop a proactive recruitment plan to ensure full SCC membership representing diverse stakeholder groups • Utilize multiple communication channels to promote membership and encourage participation • Attend training and access to resources to help SCC members understand their roles, responsibilities, and the decision-making process • Establish regular meeting schedules ensuring that meetings are held at convenient times and locations to maximize participation. Offer alternative meeting formats • Develop clear agendas, meeting protocols, and procedures to facilitate productive discussions, and collaborative decision-making • Facilitate regular communication and engagement with Principal Ogasawara and encourage him to provide updates on Maui High initiatives, goals, and needs • Recognize, appreciate, and celebrate the contributions of our SCC members in fostering a positive school community and enhancing student learning outcomes	Number of Stakeholders on SCC SCC Self Assessment SCC Calendar Agendas Minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ 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?"*
Maui High's 3.3.2 Desired Outcome: **MHS community members, families, and staff can easily learn about and participate in feedback processes that inform decision-making at the school level.** **[WASC GA #4]** **[NSOP #6]**	N/A	**3.3.2** **Maui High's school community will have opportunities to participate in feedback processes that inform decision-making [APs]** • Provide open and clear channels of two-way communication 　○ Update the school website for accuracy and clarity 　○ Use social media, newsletters, etc consistently 　○ Fully implement the use of the Talking Points app for messaging communication between school and families so that home languages are respected • Invite the community to join SCC, WASC meetings, PTSA, Advisory Boards • Conduct outreach to our EL community in their places of worship and other community spaces • Inform students of how they can express their concerns, needs, and priorities easily and effectively	Website Visit Numbers Parent Surveys Membership of Various Boards and Associations Talking Points Usage Numbers	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcome "What do we plan to accomplish?"	Root/ 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?"
Maui High's 4.1.1 Desired Outcome: **Maui High will increase the effective and ethical use of technology by students and teachers** **[WASC GA #1 #2]**	1E 2A 3C	**4.1.1** **Support academic achievement by ensuring our staff and students are able to use technology effectively and safely** **[Tatman/Nomura]** • Provide technology based on teacher and student needs and positive student outcomes • Provide training to teachers and staff on online collaboration tools, educational apps, multimedia resources, and data privacy regulations to support teachers in leveraging technology effectively in the classroom • Provide training on AI ethics, policies, and use cases for students and teachers	Tech needs survey Tech Coord's Technology Plan Departments' Technology Plans	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___

Maui High's 4.1.2 Desired Outcome:
Maui High School will increase safety for all students and staff
	N/A	**4.1.2**
		Safety plan implementation and goals will continue so that all Sabers feel safe on campus [Fukuroku]
		• Continue to implement, and train the staff and students in utilizing the "I Love U Guys" Standard Response Protocol for emergency responses
		  ○ Review maps and protocols during drills and revise them as needed
		• Establish clear expectations and norms for all students
		  ○ Ensure that all staff, families, and students know the expectations by communicating them clearly and often in a variety of ways
			Safety Drill Calendar and Feedback Data
			
			CrisisGo Use Data and Feedback
			
			SQS
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___
				
				Continued...

4.1.2 Continued...		• Continue to provide training to all staff on the CrisisGo safety communication app, as needed ○ Collect feedback and data on the usefulness and effectiveness of CrisisGo to inform Maui High's future use of the app • Continue to train all school managers in utilizing and understanding the safety protocols and Emergency Action Plan • Provide Blue Lines' Active Shooter Protocol with MPD training to all staff by the end of the year		

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APPENDIX A: SCHOOL BELL SCHEDULE

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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 Maui 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)*	1098
Did your school submit a SCC Waiver Request Form? Please explain.	NO
Bell Schedule: Maui High Bell Schedule	