



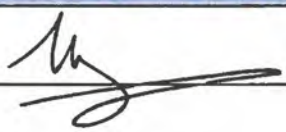
# MAUI HIGH SCHOOL

## Academic Plan

### SY 2026-2027

660 LONO AVENUE, 96732  
808-727-4000  
[www.mauihigh.org](http://www.mauihigh.org)

- ☐ Title I School  
☒ Non-Title I School

|                                                                                     |                |
|-------------------------------------------------------------------------------------|----------------|
| Submitted by Principal Ty Ogasawara                                                 |                |
|  | Date<br>4/2/26 |

|                                                                                       |        |
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| Approved by Complex Area Superintendent Lori Yatsushiro                               |        |
|  | 4/7/26 |

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

Also: various dual credit courses with UHMC



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

| <b>Grade Level(s)/Course Name</b> | <b>English Language Arts</b> | <b>Mathematics</b> | <b>Science</b> | <b>Social Studies</b> |
|-----------------------------------|------------------------------|--------------------|----------------|-----------------------|
| Grade 9                           |                              | Delta Math         |                |                       |
| Grade 10                          |                              | Delta Math         |                |                       |
| Grade 11                          |                              | Delta Math         |                |                       |
| Grade 12                          | Senior Project Curriculum    | Delta Math         |                |                       |

## 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                    | <b>Universal Screener:</b> STAR Enterprise ▾<br><br><b>Progress Monitoring:</b><br>Teacher Created Common Assessments and/or IAB/FIAB/ICA | <b>Universal Screener:</b> STAR Enterprise ▾<br><br><b>Progress Monitoring:</b><br>Teacher Created Common Assessments and/or IAB/FIAB/ICA |
| Grades 10, 11, 12          | <b>Progress Monitoring:</b><br>Teacher Created Common Assessments and/or IAB/FIAB/ICA                                                     | <b>Progress Monitoring:</b><br>Teacher Created Common Assessments and/or IAB/FIAB/ICA                                                     |
| All IDEA Students          | <b>Universal Screener:</b> STAR Enterprise ▾                                                                                              | <b>Universal Screener:</b> STAR Enterprise ▾                                                                                              |

## 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 identifying 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** -

### **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.

### **WASC Mid-cycle 2026: Additional Schoolwide Growth Areas**

To be added following the April 01, 2026 mid-cycle visit



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:** *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, and 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 |         |         |
|-------------------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                         | 2022-23       | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 | 2022-23 | 2023-24 | 2024-25 |
| All Students            | 59.6%         | 70.4%   | 65.0%   | 26.4%   | 24.1%   | 21.5%   | 38.9%   | 30.6%   | 37.9%   |
| Disadvantaged           | 50.8%         | 59.1%   | 60.9%   | 17.7%   | 20.0%   | 17.9%   | 26.1%   | 22.3%   | 27.9%   |
| Special Education       | 14.7%         | 18.7%   | 15.3%   | 2.9%    | 0.0%    | 0.0%    | 4.0%    | 8.5%    | 0.0%    |
| English Learner + Exits | 11.7%         | 30.0%   | 28.3%   | 0.0%    | 0.0%    | 1.8%    | 4.7%    | 2.4%    | 4.7%    |
| Male                    | 50.5%         | 63.8%   | 60.7%   | 25.8%   | 22.7%   | 20.4%   | 37.4%   | 29.1%   | 38.2%   |
| Female                  | 70.4%         | 76.5%   | 69.3%   | 27.2%   | 25.3%   | 22.7%   | 40.3%   | 32.0%   | 37.6%   |
| High Needs              | 44.0%         | 55.3%   | 53.5%   | 15.0%   | 17.1%   | 14.4%   | 23.6%   | 18.7%   | 20.9%   |
| Non-High Needs          | 70.5%         | 79.3%   | 74.7%   | 34.5%   | 28.2%   | 27.5%   | 51.1%   | 42.9%   | 55.5%   |
| Achievement Gap         | 26.5%         | 24.0%   | 21.2%   | 19.5%   | 11.1%   | 13.1%   | 27.5%   | 24.2%   | 34.6%   |

**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

| SUBGROUP                | SCHOOL YEAR |         |         |
|-------------------------|-------------|---------|---------|
|                         | 2022-23     | 2023-24 | 2024-25 |
| All Students            | 67.1%       | 68.6%   | 71.8%   |
| Disadvantaged           | 56.3%       | 60.2%   | 64.7%   |
| Special Education       | 52.6%       | 56.7%   | 58.3%   |
| English Learner + Exits | 48.7%       | 58.0%   | 61.5%   |
| Female                  | 65.6%       | 68.9%   | 70.4%   |
| Male                    | 68.5%       | 68.4%   | 73.2%   |
| High Needs              | 56.0%       | 60.3%   | 64.3%   |
| Non-High Needs          | 77.4%       | 76.7%   | 79.0%   |

**Percent of students attending 90% or more of instructional days that year**

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

**Sense of Belonging**

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

**55%**

▲ 5  
since last survey

54% Hawai'i State  
Department of...

48% Baldwin-Kekaulike-  
Kūlanihāko'i-Maui

**up from 49% the year before**

**Supportive Relationships**

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

**81%**

▲ 5  
since last survey

83% Hawai'i State  
Department of...

80% Baldwin-Kekaulike-  
Kūlanihāko'i-Maui

**up from 77% the year before**



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 | <p><b><u>Targeted Subgroup:</u></b> Special Education (SPED) students</p> <p><b><u>Identified Student Need(s):</u></b><br/>Decrease the student achievement gap in Math, ELA, and Science</p>                               |
| 2 | <p><b><u>Targeted Subgroup:</u></b> English Learner (EL) students</p> <p><b><u>Identified Student Need(s):</u></b><br/>Decrease the student achievement gap in Math, ELA, and Science<br/>Increase regular attendance</p>   |
| 3 | <p><b><u>Targeted Subgroup:</u></b> Ninth-grade students</p> <p><b><u>Identified Student Need(s):</u></b><br/>Increase regular attendance<br/>Decrease the number of Fs earned<br/>Decrease the freshman retention rate</p> |
| 4 | <p><b><u>Targeted Subgroup:</u></b> At-Promise Learners (ALPSS)</p> <p><b><u>Identified Student Need(s):</u></b><br/>Increase achievement<br/>Increase the number of credits earned<br/>Increase graduation rates</p>       |

## 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                                                                                                         | Root Cause | Enabling Activities<br>and Name of Accountable Lead(s) | Monitoring of Progress | Anticipated Source of Funds |

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Reading Proficiency</b><br/>Required by CAS for all BKKM schools</p> <p><b>1.1.2.</b> 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</p> <p><b>Maui High's 1.1.2 Desired Outcome:</b><br/><i>SBA ELA scores will remain at 65% (state's 2029 target) or increase</i></p> <p>[WASC GA #2 #3 #5]<br/>[NSOP #7 #9]</p> | ALL | <p><b>EA 1.1.2</b><br/><b>Continue to implement with fidelity a standards-based curriculum [Rosario/AP]</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development, support, resources, and the technology they need to be effective</li> <li>• Request Waiver Days that will support the time and environment needed for quality PD for teachers</li> <li>• Ensure long-term substitutes and new teachers receive the support they need to teach lessons that are aligned with the pacing guides</li> <li>• Plan time for teachers to observe master teachers</li> <li>• Deepen the department's understanding of state and national assessments and provide relevant test prep opportunities for students</li> </ul> <p><b>Implement effective ELA content data team practices using updated pacing guides and common assessments [Rosario/AP]</b></p> <ul style="list-style-type: none"> <li>• Continue creating and updating course pacing guides</li> <li>• Create and implement a data team process to ensure data-driven decision-making <ul style="list-style-type: none"> <li>◦ Identify skills and knowledge students must acquire</li> <li>◦ Create common assessments and data teams around student results</li> <li>◦ Monitor progress to ID students who need additional support to become proficient</li> <li>◦ Create and track a system of interventions for struggling students</li> <li>◦ Collaborate on possible common and equitable grading practices within instructional data teams</li> </ul> </li> </ul> <p><b>Provide non-proficient readers with the support they need to increase their reading skills [Tatman/APs]</b></p> <ul style="list-style-type: none"> <li>• Ensure teachers have the tech, resources, and strategies to support struggling readers. Allow students access to appropriate tools</li> <li>• Engage with families to encourage students to attend Saber Sessions and Office Hours to get the help they need from teachers</li> <li>• Provide tutoring to students who need help with reading on grade level: In-person, Tutor.com, peer-peer etc.</li> </ul> <p><b>Implement school-wide literacy strategies as recommended by the Academy Model [Rosario/ALT]</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conduct ongoing data collection on school-wide implementation of literacy strategies. Assist those teachers who may need support. Collect data to help determine any effect on student learning</li> </ul> | <p>Teacher Feedback Data on PDs and Tech Needs</p> <p>Grading Practices Data</p> <p>9th Grade Screener Data</p> <p>DT and/or Academy Team Progress Monitoring Data</p> <p>PGs/Master Classrooms</p> <p>SBA ELA Proficiency Scores</p> <p>School-wide Strategies Implementation Data/Surveys</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other</p> |
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| <p><b>Mathematics Proficiency</b><br/> <b>Required by CAS for all BKKM schools</b></p> <p><b>1.1.3.</b><br/> 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</p> <p><b>Maui High's 1.1.3 Desired Outcome:</b><br/> <i>SBA Math scores will increase by 9.5% to hit the state's 50% target by 2029 this school year</i></p> <p>[WASC GA #2 #3 #5]<br/> [NSOP #7 #9]</p> | <p>ALL</p> | <p><b>EA 1.1.3</b><br/> <b>Continue to implement with fidelity a standards-based curriculum [Kunimitsu/AP]</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development, support, resources, and the technology they need to be effective</li> <li>• Request Waiver Days that will support the time and environment needed for quality PD for teachers</li> <li>• Ensure long-term substitutes and new teachers receive the support they need to teach lessons that are aligned with the pacing guides</li> <li>• Plan time for teachers to observe master/innovative teachers</li> <li>• Deepen the department's understanding of state and national assessments and provide relevant test prep opportunities for students</li> </ul> <p><b>Implement effective Math content data team practices using updated pacing guides and common assessments [Kunimitsu/AP]</b></p> <ul style="list-style-type: none"> <li>• Continue creating and updating course pacing guides</li> <li>• Create and implement a data team process to ensure data-driven decision-making <ul style="list-style-type: none"> <li>◦ Identify skills and knowledge students must acquire</li> <li>◦ Create common assessments and data teams around student results</li> <li>◦ Monitor progress to ID students who need additional support to become proficient</li> <li>◦ Create and track a system of interventions for struggling students</li> <li>◦ Collaborate on possible common and equitable grading practices within instructional data teams</li> </ul> </li> </ul> <p><b>Implement school-wide strategies based on numeracy skills and mathematical practices as recommended by the Academy Model [Kunimitsu/ALT]</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Train all content area teachers on how to roll out the "problem of the week", to be implemented twice per quarter</li> <li>• Go over "problem of the week" detailed explanations in math classes with students, connecting it to the math curriculum</li> <li>• 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</li> </ul> <p><b>Provide non-proficient math students with the support they need to increase their math skills [Tatman/APs]</b></p> <ul style="list-style-type: none"> <li>• Ensure teachers have the tech, resources, and strategies to support struggling students in math. Allow students access to appropriate tools as well</li> </ul> | <p>Teacher Feedback Data on PDs and Tech Needs</p> <p>Grading Practices Data</p> <p>9th Grade Screener Data</p> <p>DT and/or Academy Team Progress Monitoring Data</p> <p>PGs/Master Classrooms</p> <p>SBA Math Proficiency Scores</p> <p>School-wide Strategies Implementation Data/Surveys</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                   |     | <ul style="list-style-type: none"> <li>Engage with families to encourage students to attend Saber Sessions and Office Hours to get the help they need from teachers</li> <li>Provide tutoring to students who need help with math skills or homework: In-person, Tutor.com, peer-peer etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Required for all schools</b></p> <p><b>1.1.4.</b> All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances</p> <p><b>Maui High's 1.1.4 Desired Outcome:</b><br/>Increase academic growth for all student groups</p> <p>[WASC GA #1 #3]<br/>[NSOP #2 #5 #9]</p> | ALL | <p><b>EA 1.1.4</b><br/><b>Continue our focus on improving effective classroom and school practices to better meet the academic needs of students, regardless of background or circumstances. [APs/CC/ACs]</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Request Waiver Days that will support the time and environment needed for quality PD for teachers and staff</li> <li>Provide teachers with technology and strategies that support their ability to effectively differentiate instructional content</li> <li>Research possible additional Tier 2 targeted support programs for struggling students not fully supported by Tier 1 instruction</li> <li>Continue implementing and revising, if necessary, the Academy Model structure, with programs aligned with students' post-secondary goals</li> <li>Support our "at-promise" students with the specific structures and interventions needed for their success by growing our ALPSS program</li> <li>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</li> <li>Collaborate on possible common and equitable grading practices within instructional data teams</li> </ul> | <p>Grades</p> <p>State Assessment &amp; Gap Data</p> <p>9th Grade Screener Data</p> <p>SEL Survey Data</p> <p>Teacher Feedback Data on PDs</p> <p>Walkthrough Data</p> <p>NCAC Academy Review Rubric Ratings</p> <p>Academy and Instructional Data Team Minutes and Progress Monitoring</p> | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |



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| <p>Required for all schools</p> <p>1.1.5. All students transition successfully at critical points, particularly from middle school to high school</p> <p><b>Maui High's 1.1.5 Desired Outcome:</b><br/>No more than 8.2% of 'Ahinahina students will be retained at the end of the 2025-2026 school year (Academy Goal)</p> <p>[WASC GA #3 #4 #6]<br/>[NSOP #6 #7 #9]</p> | <p>3A<br/>3B<br/>3C</p> | <p><b>EA 1.1.5</b><br/><b>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 and Academy Team]</b></p> <p style="text-align: center;"><b>'Ahinahina Freshman Academy</b></p> <ol style="list-style-type: none"> <li>1. Communicate early and consistently with incoming freshmen and families about Registration, Academies, Policies, and Support Programs</li> <li>2. Continue to offer the Summer Bridge program so students feel more connected on campus and have a voice based on their experiences.</li> <li>3. Organize a successful Freshman Orientation Day that will allow students to acclimate to their new school comfortably</li> <li>4. Provide parent nights to inform about registration and school orientation</li> <li>5. Continue to support and build the <i>Transition to High School</i> course to help 9th graders develop the skills they need to be successful</li> <li>6. Provide core subject teachers with a collaboration period that is common among each of the three mini-teams (Papa, Wakea, Lono)             <ol style="list-style-type: none"> <li>a. With the support of academic coaches (if they exist), create and implement a data analysis process using the Panorama Student Success Dashboard and its tools. These processes will allow us to identify student needs, provide targeted support and interventions, and monitor progress in both behavior and learning</li> <li>b. Participate in the Panorama Solara AI tool pilot</li> </ol> </li> <li>7. Develop transition IEPs for incoming students in the summer</li> <li>8. Develop and sustain a Freshman Academy Advisory Board with a diverse membership that incorporates its members' viewpoints in its decisions</li> <li>9. Implement a student portfolio that students maintain throughout their high school career.</li> <li>10. Centralize classroom assignments so that freshman teachers are located in the same building. This will help reduce navigation stress and allow freshmen to have a "home base" where they feel comfortable on our large campus. It should also reduce friction points between older and younger students and foster a sense of community and belonging among peers. For our Freshman Academy staff, we hope it will simplify supervision, encourage resource sharing, and increase targeted student support and teacher collaboration.</li> </ol> | <p>Summer Bridge Outcomes &amp; Surveys</p> <p>9th-Grade Retention Rate</p> <p>Parent Surveys</p> <p>Student Surveys</p> <p>Grades</p> <p>Academy Minutes &amp; Reviews</p> <p>Advisory Board Minutes</p> <p>Student Portfolio Completion</p> <p>Academy Data Team Intervention Tracker</p> <p>Instructional Data Team Minutes</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| Desired Outcome                                                                                                                                                                                                                                                                                                                                                                                               | Root Cause                                          | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring of Progress                                                                                                                                                                                                                | Anticipated Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Required for all schools</b></p> <p><b>1.2.1.</b> All students attend school regularly (original HDOE verbiage: All students desire to attend school and do so regularly)</p> <p><b>Maui High's 1.2.1 Desired Outcome:</b><br/>The percentage of students who attend 90% or more days of instruction will increase by 2% from 71.8 to 73.8 percent</p> <p>[WASC GA #1 #2 #3 #4]<br/>[NSOP #5 #6 #9]</p> | <p>2A<br/>2B<br/>2C<br/>3A<br/>3B<br/>3C<br/>3D</p> | <p><b>EA 1.2.1</b><br/><b>Improve student attendance with our HMTSS process and by implementing a variety of effective strategies [ALT, DHs]</b></p> <ul style="list-style-type: none"> <li>In Academy Teams, regularly monitor the attendance of all academy students and, <ul style="list-style-type: none"> <li>Identify at-risk students</li> <li>Intervene early with targeted supports, resources, and communication</li> <li>Track interventions and communications consistently using the Panorama Student Success Dashboard</li> </ul> </li> <li>Provide professional development on and implement Tier 1 instructional and behavioral strategies in all classrooms.</li> <li>Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements</li> <li>Address barriers to attendance by providing resources, counseling services, and community outreach contacts as needed</li> <li>Engage students outside the classroom by providing a variety of extracurriculars, co-curriculars, athletics, and leadership opportunities</li> </ul> | <p>Intervention Tracker Data</p> <p>Daily Attendance Rates</p> <p>SEL Surveys</p> <p>Student Surveys</p> <p>PD Agendas and Feedback Surveys</p> <p>Walkthrough Data</p> <p>Student Participation in Extracurricular Opportunities</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

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| <p><b>Required for all schools</b></p> <p><b>1.2.2.</b> All students demonstrate positive behaviors at school</p> <p><b>Maui High's 1.2.2 Desired Outcome:</b><br/>90% of teachers and staff report consistent positive student behavior</p> <p>[WASC GA #1 #2 #3 #4 #5]<br/>[NSOP #5 #6 #9]</p> | <p>1E<br/>2C<br/>3A<br/>3B<br/>3C<br/>3D</p> | <p><b>EA 1.2.2</b><br/><b>Improve student behavior with our HMTSS process and by implementing a variety of effective strategies [APs]</b></p> <ul style="list-style-type: none"> <li>• Within each Academy, establish and communicate clear student expectations and norms so that students, staff, and families have a clear understanding of them</li> <li>• In Academy Teams, regularly monitor the behavior of all academy students and, <ul style="list-style-type: none"> <li>◦ Identify at-risk students</li> <li>◦ Intervene early with targeted supports, resources, and communication</li> <li>◦ Track behavior interventions and communications consistently</li> </ul> </li> <li>• Academies will start the process of creating an employability skills rubric that is aligned with HDOE GLOs and workforce professionalism needs specific to the academy <ul style="list-style-type: none"> <li>◦ Students will reflect on their employability rating twice a year</li> <li>◦ Employability skills will be communicated to students and families via the common academy syllabus</li> </ul> </li> <li>• Provide professional development on and implement Tier 1 behavioral strategies in all classrooms</li> <li>• Foster a positive school climate and a sense of belonging for all students by encouraging student voice and recognizing student achievements</li> <li>• Engage students outside the classroom by providing a variety of extracurriculars, co-curriculars, athletics, and leadership opportunities</li> </ul> | <p>Intervention Tracker Data</p> <p>SEL Surveys</p> <p>Student Surveys</p> <p>SQS Survey</p> <p>PD Agendas and Feedback Surveys</p> <p>Walkthrough Data</p> <p>Student Participation in Extracurricular Opportunities</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
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| <p><b>Required for all schools</b></p> <p><b>1.2.3.</b> All students experience a Nā Hopena A'o environment for learning.</p> <p><b>Maui High's 1.2.3 Desired Outcome:</b><br/>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</p> <p>[WASC GA #1 #2]<br/>[NSOP #5 #6 #8]</p> | <p>2A<br/>2B<br/>3A<br/>3B<br/>3C<br/>3D</p> | <p><b>EA 1.2.3</b><br/><b>Expand our knowledge and implementation of the Nā Hopena A'o framework and outcomes in order to create the HĀ learning environment [Grando]</b></p> <ul style="list-style-type: none"> <li>• Begin the school year by familiarizing teachers and staff with the Nā Hopena A'o framework and outcomes <ul style="list-style-type: none"> <li>◦ Use our first waiver day to immerse teachers in the HĀ competencies, while enjoying place-based learning</li> <li>◦ Allow teachers to brainstorm and share ideas for integrating HĀ into their instruction and classrooms</li> </ul> </li> <li>• Co-create and implement with teachers a plan to integrate the tenets of Nā Hopena A'o into the Saber experience. Strategies will include, <ul style="list-style-type: none"> <li>◦ Culturally relevant curriculum and instruction, including place-based education</li> <li>◦ Culturally responsive teaching practices</li> <li>◦ Instill a sense of place through the Nā Hopena A'o framework in the Summer Bridge program.</li> <li>◦ Community and family partnerships and engagement</li> <li>◦ Promotion of total well-being</li> <li>◦ 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</li> <li>◦ Alignment of the competencies with students' graduation profile</li> </ul> </li> </ul> | <p>PD Agendas &amp; Attendance</p> <p>PD Feedback &amp; Reflections</p> <p>Walkthrough Data</p> <p>Student Portfolios</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

| Desired Outcome                                                                                                                                                                                                                                                                                                                                                                        | Root Cause | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Monitoring of Progress                                                                                                                                                                                 | Anticipated Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Required for all schools</b></p> <p><b>1.3.1.</b> All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><b>Maui High's 1.3.1 Desired Outcome:</b><br/>Maui High will continue to increase and diversify student career, community, and civic opportunities</p> <p>[WASC GA #1 #6]<br/>[NSOP #5 #6 #8 #9]</p> | N/A        | <p><b>EA 1.3.1</b><br/><b>Provide all students with learning opportunities that prepare them for success in their future careers, active citizenship, and meaningful community engagement [Joaquin/Abafu/Anitema]</b></p> <ul style="list-style-type: none"> <li>Continue to support and evolve our career pathways and CTE courses, and align their curricula with industry standards</li> <li>Provide students with opportunities for career exploration, job shadowing, internships, career fairs, and industry-sponsored events</li> <li>Grow and strengthen 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</li> <li>Broaden opportunities for accelerated students' attainment of college credits and industry-valued certificates</li> <li>Continue to support, evolve, and expand our Senior Project requirement for all seniors, including service hours and opportunities</li> <li>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</li> <li>Begin planning for implementing project-based learning in each academy. Provide training and resources to teacher teams as needed</li> <li>If possible, fund student opportunities to attend professional and leadership conferences and competitions</li> </ul> | <p>CTE Pathway Completer Rate</p> <p>Advisory Board Minutes</p> <p>Number of College Credits Earned</p> <p>Number of Industry Certs Earned</p> <p>Number of SP Completed</p> <p>College Going Rate</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |



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| <p><b>K-12 Alignment</b><br/> <b>Required by CAS</b><br/> <b>for all BKMM</b><br/> <b>schools</b></p> <p><b>1.3.2.</b> All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p><b>Maui High's 1.3.2 Desired Outcome:</b><br/> Students will benefit from strengthened relationships and clearer alignment of goals and initiatives between the Maui Complex Schools</p> <p>[WASC GA #1 #6]<br/> [NSOP #5 #7 #9]</p> | <p>N/A</p> | <p><b>EA 1.3.2</b><br/> <b>Collaborate with our complex schools to help ensure that incoming Maui High students enter high school prepared [Principal/Admin Team]</b></p> <ul style="list-style-type: none"> <li>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 <ul style="list-style-type: none"> <li>Agree on a common waiver day for next year</li> <li>Plan the day (or half-day) with the complex principals</li> </ul> </li> <li>Initiate conversations with Maui complex school leadership to plan for vertical alignment of standards-based curriculum, instruction, and assessment in Math and ELA</li> <li>Assist complex schools with the creation/support of HDOE CTE Pathway initiatives</li> <li>Continue to provide the Summer Bridge program for incoming freshmen</li> </ul> | <p>Course Alignment Deliverables</p> <p>Complex Day Agenda and Survey</p> <p>Minutes On Curriculum &amp; Instruction Conversations</p> <p>Summer Bridge Student Numbers and Feedback</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
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| <p><b>1.3.3.</b> All students graduate from high school with a personal plan for their future.</p> <p><b>Maui High's 1.3.3 Desired Outcome:</b><br/>90% of students will graduate with a personal plan for their future</p> <p>[WASC GA #1 #6]<br/>[NSOP #6 #7 #8 #9]</p> | N/A | <p><b>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]</b></p> <ul style="list-style-type: none"> <li>• Prepare for the implementation of the State's redesigned PTP requirements <ul style="list-style-type: none"> <li>◦ Include financial literacy</li> <li>◦ Map out when and where requirements will be completed</li> </ul> </li> <li>• Train new students and staff on our online college and career planning platform Maia Learning</li> <li>• Provide academic counseling and tools to track academic progress, career goals, post-secondary options, and possible barriers to success <ul style="list-style-type: none"> <li>◦ Provide counseling during the summer</li> </ul> </li> <li>• Assist with resume, cover letter, and portfolio building so students can showcase their achievements, strengths, work experience, extracurriculars, and leadership skills</li> <li>• Provide college planning, financial aid assistance, scholarships, job opportunities, career fairs, etc.</li> <li>• Provide internships, job shadowing, and work-based learning that allow students to gain hands-on exposure to different career fields</li> <li>• Continue to support the Dream School and the Work-Place Readiness program, so our special education students are prepared for their post-secondary futures</li> <li>• Provide targeted post-secondary support to our EL students with college visits, family informational nights, and other resources</li> <li>• Continue to provide high-stakes testing (ACT &amp; SBA) during waiver days to ensure our 11th graders have a testing environment conducive to testing and that we have sufficient personnel to proctor the tests.</li> </ul> | <p>PTP Completion</p> <p>Maia Learning Usage Data</p> <p>Student Surveys</p> <p>SPED and EL Parent Surveys &amp; Attendance Numbers</p> <p>Student Portfolios</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul> |
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## PRIORITY 2: High-Quality Educator Workforce In All Schools

| ★ GOAL 2 All students are taught by effective teachers. All schools are staffed by effective support staff. All schools are led by effective school administrators. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Desired Outcome                                                                                                                                                     | Root Cause | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monitoring of Progress                                     | Anticipated Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Maui High's 2.1.2 Desired Outcome:</b><br>All Maui High teachers are effective or receive the support to become effective<br><br>[WASC GA #1]<br>[NSOP #5]       | N/A        | <b>2.1.2 Increase and support the effectiveness of teachers [APs/CC]</b> <ul style="list-style-type: none"> <li>Provide easy access to induction and mentoring support for all first and second-year teachers               <ul style="list-style-type: none"> <li>Continue to hold collaborative and informational New Teacher Support Team meetings</li> <li>Continue to implement a teacher "buddy system," pairing them with veteran teachers</li> </ul> </li> <li>Form a teacher leader team to research the policies, ethics, and educational implementation of artificial intelligence. Seek out and provide current, research-based professional development on AI and other online resources</li> <li>Continue to build and strengthen the academy structure with internal Academy-aligned professional development</li> <li>Support teachers' attainment of the SIQ requirement</li> <li>Provide our long-term and day-to-day substitutes with clear communication, technology resources, and timely attention to their requests for assistance               <ul style="list-style-type: none"> <li>Celebrate our dedicated substitute teachers</li> </ul> </li> </ul> | # Mentored New Teachers<br><br>NTST Minutes<br><br>Surveys | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: ____, \$<br><input type="checkbox"/> Other: ____, \$ |

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

| ★ GOAL 3 Families and staff are informed of and engaged in planning and decision-making processes.                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome                                                                                                                                                                                                                                                                                                                                                                                                 | Root Cause | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Monitoring of<br>Progress                                                                                  | Anticipated<br>Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Required for all schools.</b></p> <p><b>3.3.1.</b> All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><b>Maui High's 3.3.1 Desired Outcome:</b><br/>The SCC will work collaboratively and diligently to help MHS move forward while keeping the mission, vision, and strategic objectives in mind</p> <p>[WASC GA #4]</p> | N/A        | <p><b>EA 3.3.1</b><br/><b>Support and strengthen the Maui High School Community Council (SCC) [Tatman]</b></p> <ul style="list-style-type: none"> <li>• Develop a proactive recruitment plan to ensure full SCC membership, representing diverse stakeholder groups</li> <li>• Utilize multiple communication channels to promote membership and encourage participation</li> <li>• Attend training and have access to resources to help SCC members understand their roles, responsibilities, and the decision-making process</li> <li>• Establish regular meeting schedules, ensuring that meetings are held at convenient times and locations to maximize participation. Offer alternative meeting formats</li> <li>• Develop clear agendas, meeting protocols, and procedures to facilitate productive discussions and collaborative decision-making</li> <li>• Facilitate regular communication and engagement with Principal Ogasawara and encourage him to provide updates on Maui High initiatives, goals, and needs</li> <li>• Recognize, appreciate, and celebrate the contributions of our SCC members in fostering a positive school community and enhancing student learning outcomes</li> </ul> | <p>Number of Stakeholders on SCC</p> <p>SCC Self Assessment</p> <p>SCC Calendar</p> <p>Agendas Minutes</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |



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

| Desired Outcome                                                                                                                                                                                                                                 | Root Cause | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Monitoring of<br>Progress                                                                                                                   | Anticipated<br>Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Maui High's 3.3.2 Desired Outcome:</b><br/>MHS community members, families, and staff can easily learn about and participate in feedback processes that inform decision-making at the school level.</p> <p>[WASC GA #4]<br/>[NSOP #6]</p> | N/A        | <p><b>3.3.2</b><br/><b>Maui High's school community will have opportunities to participate in feedback processes that inform decision-making [APs]</b></p> <ul style="list-style-type: none"> <li>• Provide open and clear channels of two-way communication <ul style="list-style-type: none"> <li>○ Update the school website for accuracy and clarity</li> <li>○ Use social media, newsletters, etc, consistently</li> <li>○ Fully implement the use of the Talking Points app for messaging communication between the school and families so that home languages are respected</li> </ul> </li> <li>• Invite the community to join SCC, WASC meetings, PTSA, and Advisory Boards</li> <li>• Conduct outreach to our EL community in their community spaces</li> <li>• Inform students of how they can express their concerns, needs, and priorities easily and effectively</li> </ul> | <p>Website Visit Numbers</p> <p>Parent Surveys</p> <p>Membership of Various Boards and Associations</p> <p>Talking Points Usage Numbers</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

| ★ Goal 4: Other Systems of Support                                                                                                                               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome                                                                                                                                                  | Root Cause     | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Monitoring of<br>Progress                                                                  | Anticipated<br>Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Maui High's 4.1.1 Desired Outcome:</b><br>Maui High will increase the effective and ethical use of technology by students and teachers<br><br>[WASC GA #1 #2] | 1E<br>2A<br>3C | <b>4.1.1</b><br><b>Support academic achievement by ensuring our staff and students are able to use technology effectively and safely</b><br><b>[Tatman/Nomura]</b> <ul style="list-style-type: none"> <li>Provide technology based on teacher and student needs and positive student outcomes</li> <li>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</li> <li>Create a teacher team to inform AI policies, training, data collection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | Tech needs survey<br><br>Tech Coord's Technology Plan<br><br>Departments' Technology Plans | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input checked="" type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __          |
| <b>Maui High's 4.1.2 Desired Outcome:</b><br>Maui High School will increase safety for all students and staff                                                    | N/A            | <b>4.1.2</b><br><b>Safety plan implementation and goals will continue so that all Sabers feel safe on campus [Fukuroku]</b> <ul style="list-style-type: none"> <li>Continue to train the staff and students in utilizing the "I Love U Guys" Standard Response Protocol for emergency responses</li> <li>Establish clear expectations and norms for all students               <ul style="list-style-type: none"> <li>Ensure that all staff, families, and students know the expectations by communicating them clearly and often in a variety of ways</li> </ul> </li> <li>Continue to provide training to all staff on the CrisisGo safety communication app, as needed               <ul style="list-style-type: none"> <li>Collect feedback and data on the usefulness and effectiveness of CrisisGo to inform Maui High's future use of the app</li> </ul> </li> <li>Continue to train all school managers in utilizing and understanding the safety protocols and Emergency Action Plan</li> </ul> | Safety Drill Calendar and Feedback Data<br><br>CrisisGo Use Data and Feedback<br><br>SQS   | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __<br><br>Continued... |



## 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.

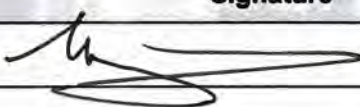
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **MAUI 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 **November 18** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **March 24** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☒ Other (list): Maui High Leadership Team
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:

| MAUI HIGH SCHOOL Principal | Signature                                                                             | Date     |
|----------------------------|---------------------------------------------------------------------------------------|----------|
| Ty Ogasawara               |  | March 30 |

| SCC Chairperson | Signature                                                                             | Date     |
|-----------------|---------------------------------------------------------------------------------------|----------|
| Bronwyn Tatman  |  | March 30 |



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

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

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

| SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process. |
|---------------------------------------------------------------------------------------------------------------|
| N/A                                                                                                           |

**Attested:**

| SCC Chairperson | Signature                                                                          | Date     |
|-----------------|------------------------------------------------------------------------------------|----------|
| Bronwyn Tatman  |  | March 30 |

## APPENDIX B: BELL SCHEDULE

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

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

|                                                                                                                                                                                                                             |                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional <u>hours per year</u></b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | 1098                                                                                                                      |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                                   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A, we meet the requirement |
| <b>MAUI HIGH SCHOOL Bell Schedule:</b> <a href="#">Maui High Bell Schedule</a>                                                                                                                                              |                                                                                                                           |



# Maui High School

## Student Bell Schedule

| MONDAY        |          |          |        |
|---------------|----------|----------|--------|
| START         | END      | PERIOD   | LENGTH |
| 7:45 AM       | 8:00 AM  | Opening  | 15 MIN |
| 8:00 AM       | 9:15 AM  | Period 1 | 75 MIN |
| PASSING 5 MIN |          |          |        |
| 9:20 AM       | 10:35 AM | Period 2 | 75 MIN |
| 10:35 AM      | 10:50 AM | Recess   | 15 MIN |
| PASSING 5 MIN |          |          |        |
| 10:55 AM      | 12:10 PM | Period 3 | 75 MIN |
| 12:10 PM      | 12:40 PM | Lunch    | 30 MIN |
| PASSING 5 MIN |          |          |        |
| 12:45 PM      | 2:00 PM  | Period 4 | 75 MIN |

| TUESDAY       |          |                      |        |
|---------------|----------|----------------------|--------|
| START         | END      | PERIOD               | LENGTH |
| 7:45 AM       | 8:00 AM  | Opening              | 15 MIN |
| 8:00 AM       | 8:20 AM  | Teacher Office Hours | 15 MIN |
| 8:20 AM       | 9:35 AM  | Period 5             | 75 MIN |
| 9:35 AM       | 9:50 AM  | Recess               | 15 MIN |
| PASSING 5 MIN |          |                      |        |
| 9:55 AM       | 11:10 AM | Period 6             | 75 MIN |
| 11:10 AM      | 11:40 AM | Lunch                | 30 MIN |
| PASSING 5 MIN |          |                      |        |
| 11:45 AM      | 1:00 PM  | Period 7             | 75 MIN |
| 1:00 PM       | 1:15 PM  | Closing              | 15 MIN |

| TUESDAY (OPTIONAL) |         |                                                          |        |
|--------------------|---------|----------------------------------------------------------|--------|
| 1:15 PM            | 2:00 PM | Saber Sessions<br><small>(Technology/Study Hall)</small> | 45 MIN |

| WEDNESDAY     |          |          |        |
|---------------|----------|----------|--------|
| START         | END      | PERIOD   | LENGTH |
| 7:45 AM       | 8:00 AM  | Opening  | 15 MIN |
| 8:00 AM       | 9:15 AM  | Period 1 | 75 MIN |
| PASSING 5 MIN |          |          |        |
| 9:20 AM       | 10:35 AM | Period 2 | 75 MIN |
| 10:35 AM      | 10:50 AM | Recess   | 15 MIN |
| PASSING 5 MIN |          |          |        |
| 10:55 AM      | 12:10 PM | Period 3 | 75 MIN |
| 12:10 PM      | 12:40 PM | Lunch    | 30 MIN |
| PASSING 5 MIN |          |          |        |
| 12:45 PM      | 2:00 PM  | Period 4 | 75 MIN |

| THURSDAY      |          |                      |        |
|---------------|----------|----------------------|--------|
| START         | END      | PERIOD               | LENGTH |
| 7:45 AM       | 8:00 AM  | Opening              | 15 MIN |
| 8:00 AM       | 8:20 AM  | Teacher Office Hours | 15 MIN |
| 8:20 AM       | 9:35 AM  | Period 5             | 75 MIN |
| 9:35 AM       | 9:50 AM  | Recess               | 15 MIN |
| PASSING 5 MIN |          |                      |        |
| 9:55 AM       | 11:10 AM | Period 6             | 75 MIN |
| 11:10 AM      | 11:40 AM | Lunch                | 30 MIN |
| PASSING 5 MIN |          |                      |        |
| 11:45 AM      | 1:00 PM  | Period 7             | 75 MIN |

| FRIDAY        |          |          |        |
|---------------|----------|----------|--------|
| START         | END      | PERIOD   | LENGTH |
| 7:45 AM       | 8:00 AM  | Opening  | 15 MIN |
| 8:00 AM       | 8:40 AM  | Period 1 | 40 MIN |
| PASSING 5 MIN |          |          |        |
| 8:45 AM       | 9:25 AM  | Period 2 | 40 MIN |
| PASSING 5 MIN |          |          |        |
| 9:30 AM       | 10:10 AM | Period 3 | 40 MIN |
| 10:10 AM      | 10:25 AM | Recess   | 15 MIN |
| PASSING 5 MIN |          |          |        |
| 10:30 AM      | 11:10 AM | Period 4 | 40 MIN |
| PASSING 5 MIN |          |          |        |
| 11:15 AM      | 11:55 AM | Period 5 | 40 MIN |
| 11:55 AM      | 12:25 PM | Lunch    | 30 MIN |
| 12:25 PM      | 12:30 PM | Recess   | 5 MIN  |
| PASSING 5 MIN |          |          |        |
| 12:35 PM      | 1:15 PM  | Period 6 | 40 MIN |
| PASSING 5 MIN |          |          |        |
| 1:20 PM       | 2:00 PM  | Period 7 | 40 MIN |