NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Kūlanihākoʻi High School Academic Plan SY 2025-2026

**901 Piilani Highway
Kihei, HI 96753
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☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☐ Kaiapuni School (Shared School Site)

Submitted by TA Principal Paula Herbauch		Approved by Complex Area Superintendent Lori Yatsushiro	
signature	03/28/25	*signature*	4/14/25

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9 (ELA 9, Algebra I, Integrated Science, & US History)	'20 Odell Education High School L... ▾	Kendall Hunt's Illustrative Mathematics ▾	Teacher Created/	McGraw-Hill US History
Grade 10 (ELA 10, Geometry, Biology, & World History)	'20 Odell Education High School L... ▾	Kendall Hunt's Illustrative Mathematics ▾	Kendall Hunt Biology (Flourish)	McGraw-Hill World History
Grade 11 (Expository Writing, Algebra II, Chemistry, & PID/MHH)	Teacher Created ▾ (Working to secure California Expository Writing curriculum)	Kendall Hunt's Illustrative Mathematics ▾	Teacher Created/ Pre-AP Chemistry Resources (official curriculum under review)	Bess Press Modern History of Hawaii/ PID: Teacher Created (Official curriculum under review)
Grade 12	Under Review for SY 25-26	Select One ▾ Under Review for SY 25-26	Under Review for SY 25-26	Under Review for SY 25-26

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9 (ELA 9, Algebra I, Integrated Science, & US History)	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela
Grade 10 (ELA 10, Geometry, Biology, & World History)	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela
Grade 11 (Expository Writing, Algebra II, Chemistry, &	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela

PID/MHH)				

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☑ Panorama   ☐ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 9	STAR Enterprise ▾	STAR Enterprise ▾
Grade 10	STAR Enterprise ▾	STAR Enterprise ▾
Grade 11 (under consideration)	STAR Enterprise ▾	STAR Enterprise ▾

IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA) (SW1)

☐ Other current assessment/self-study report:

☑ Current Western Association of Schools and Colleges (WASC) report - Initial Report

Year of Last Visit: 2025

Type of Last Visit: Initial ▾

Year of Next Action: 2028

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:
2028

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 Instructional Effectiveness & Engagement in Learning**
- Provide students equitable access to highly-effective instruction (engaging, relevant, and rigorous).
- Provide teachers differentiated professional development based on individual needs and school goals.
- Provide professional development in small group instruction, targeted interventions, and additional differentiated instruction strategies.
- Closely monitor data for subgroups to support an increase in proficiency and close the achievement gap.
- Create a targeted intervention program that is integrated into content courses and strengthen MTSS processes to meet each individual student's unique learning needs.

Root/Contributing cause(s):
1A) Large percentage of students entering high school lacking in foundational math and reading skills.
1B) Noticeable achievement gap in both math and ELA as measured by intermediate SBA data and internal screening data.
1C) Frameworks and expectations for data teams, PLCs, MTSS, and other programs and processes are still under development.

2

Student Need: Increase Social & Emotional Supports and Programs
- Foster a sense of community and belonging through daily programs and activities.
- Create a robust system of support to meet the social and emotional needs of all students and staff.
- Integrate student feedback opportunities in both the classroom and school-wide practices.
- Complete the Student Voice Survey as an additional measure of student perceptual data.

Root/Contributing cause(s):
2A) As a new school, we are still building our school identity and culture.
2B) Students bring with them a wide range and variety of social and emotional backgrounds, trauma, and needs.

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3 | **Student Need: Prioritize Impactful Student Voice Opportunities**
- Provide differentiated professional development for teachers regarding Student Voice.
- Integrate student feedback opportunities in both the classroom and school-wide practices.
- Complete the Student Voice Survey as an additional measure of student perceptual data.
- Implement regular Student Focus Groups to gather more meaningful input from students.

Root/Contributing cause(s):
3A) Limited growth in positive student perceptions regarding a sense of belonging at school.
3B) Incoming students do not trust that their voice will impact decision-making for the school.

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4 | **Student Need: Improved Campus Communication**
- Improve communication with students regarding daily programs and activities to foster a stronger sense of community.
- Strengthen student handbook and behavior policy in a format that is easily communicated to both students and their families.

Root/Contributing cause(s):
4A) Lack of clearly communicated expectations.
4B) Student perceptions of school as "boring" and not engaging.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Learners (EL) **Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA), Mathematics, and Science.
2	**Targeted Subgroup:** Students who qualify for IDEA **Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA), Mathematics, and Science.
3	**Targeted Subgroup:** Native Hawaiian Students **Identified Student Need(s):** Reduce number of chronically absent Native Hawaiian students (currently 45% of Native Hawaiian students are classified as chronically absent).

Priority 1
High-Quality Learning For All

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

| Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.

SW6 | 1A & 1B | ☐ Provide high-quality professional development opportunities focused on engaging instructional strategies for all students. (eg. Standards-based grading, small group instruction, EL, differentiation, inclusion practices, etc.);

☐ Provide dedicated time for teachers to plan and collaborate to ensure students are afforded a learning environment which supports high growth and increased achievement. (Including, but not limited to, Standards-based grading, inclusion practices & data teams);

☐ Provide effective intervention/enrichment to students within all content areas to ensure students have opportunities to demonstrate high growth and increased achievement;

☐ Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways;

☐ Provide instructional materials and additional resources necessary for teachers and staff to support students' increased growth and achievement in all courses and programs.

Accountable Leads: L.D., J.S., J.T., & S.K.S | ☐ Universal Screener Data
☐ Content Area Formative Assessment Results
☐ Progress Monitoring Data
☐ PD Implementation Data
☐ Student Goal Setting and Reflections
☐ Data Team Meeting Minutes
☐ Conference/ Workshop attendance
☐ PLC Agendas/Mee ting Minutes
☐ Student Feedback | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Mathematics Proficiency	1A & 1B	☐ Provide high-quality professional development opportunities focused on engaging instructional strategies for all students. (eg. BTC, small group instruction, EL, differentiation, inclusion practices, etc.);	• Universal Screener Data • Content Area Formative Assessment Results • Progress Monitoring Data • PD Implementation Data • Student Goal Setting and Reflections • Data Team Meeting Minutes • Conference/Workshop attendance • PLC Agendas/Meeting Minutes • Student Feedback	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. SW6		☐ Provide dedicated time for teachers to plan and collaborate to ensure students are afforded a learning environment which supports high growth and increased achievement. (Including, but not limited to, Standards-based grading, inclusion practices & data teams); ☐ Provide effective intervention/enrichment to students within all content areas to ensure students have opportunities to demonstrate high growth and increased achievement; ☐ Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways; ☐ Provide instructional materials and additional resources necessary for teachers and staff to support students' increased growth and achievement in all courses and programs; ☐ Provide and maintain technology resources for teachers and staff to support students' increased growth and achievement in all courses and programs.		

		Accountable Leads: L.D., J.S., J.T., & S.K.S		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.* SW6	1A & 1B	☐ Provide high-quality professional development opportunities focused on engaging instructional strategies for all students. (eg. Standards-based grading, small group instruction, EL, differentiation, inclusion practices, etc.); ☐ Provide dedicated time for teachers to plan and collaborate to ensure students are afforded a learning environment which supports high growth and increased achievement. (Including, but not limited to, Standards-based grading, inclusion practices & data teams); ☐ Provide effective intervention/enrichment to students within all content areas to ensure students have opportunities to demonstrate high growth and increased achievement; ☐ Provide instructional materials and additional resources necessary for teachers and staff to support students' increased growth and achievement in all courses and programs. Accountable Leads: L.D. & J.G.L	• Universal Screener Data • Content Area Formative Assessment Results • Progress Monitoring Data • PD Implementation Data • Student Goal Setting and Reflections • Data Team Meeting Minutes • Conference/Work shop attendance • PLC Agendas/Meeting Minutes • Student Feedback	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

SW6 | 2A & 2B | ☐ Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways;

☐ Freshman & New Student orientation will be provided to all incoming freshmen to familiarize students with school procedures & routines, policies, schedules, etc.

☐ All Grade 9 students will be enrolled in the Transitions to High School semester course with the aim of supporting academic and social skills as students transition to the more rigorous expectations of the high school setting.

Accountable Leads: L.T. & V.G. | • Universal Screener Data
• Progress Monitoring Data
• Orientation agenda/feedback
• Student Goal Setting and Reflections
• Transitions to High marks and feedback
• Data Team Meeting Minutes
• Student Feedback | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

		★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.		
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.* SW6	3A & 4B	☐ Design and implement a highly-effective attendance monitoring procedure and support system to increase daily attendance; ☐ Establish and facilitate student-initiated programs to increase daily attendance rates and positive feelings regarding their personal well being (SEL) and extracurricular activities; Accountable Leads: K.H & J.G.L.	• Daily & Class Period Attendance Data • Student perceptual data • Student focus group data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.* SW6	2A, 2B, 3A, & 4B	☐ Design and implement a highly-effective Positive Behavioral Interventions and Supports framework. Accountable Leads: J.G.L, C.H., & K.H.	• Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Student Referral Data	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools.

SW6 | 2A, 3A, & 4B | ☐ Build a framework for HĀ integration and expectations with the support of the Hawaiian Studies Lead.

☐ Include opportunities for cultural development in weekly broadcasts and other PBIS processes, including Ray and Squadron programming, as well as staff professional development and communication.

☐ Intentionally highlight opportunities to participate in place-based learning and establish community partnerships to support aina-based service opportunities for all students.

Accountable Leads: K.F. & L.T. | • Professional Development Data
• Student Voice Survey Information
• Student Focus Group Feedback | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.* SW5 & SW6	3A & 4B	☐ Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways; ☐ Conduct student focus groups to gather and analyze insights; ☐ Prioritize the inclusion of student input as a regular and expected component of the school development and improvement process. Accountable Leads: C.P. & K.H.	• Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Daily Attendance Data	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

K-12 Alignment	1A, 3B, & 4A	☐ Provide opportunities for KHS teachers to collaborate with teachers at elementary and intermediate schools in the Kūlanihākoʻi complex to develop vertical alignment of power standards and common expectations for the success of all students as they progress from K-12. Accountable Leads: L.D., K.F., C.P. & K.H.	• Meeting Agendas/Minutes • Formative and Summative Assessment Results • Student Focus Groups Feedback • Teacher Feedback • Parent and Community Feedback • Universal Screening Data	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. SW5 & SW6				
1.3.3. All students graduate high school with a personal plan for their future. SW5 & SW6	2B & 4B	☐ Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways. Accountable Leads: K.H. & J.T.	• Universal Screener Data • Content Area Formative Assessment Results • Progress Monitoring Data • PD Implementation Data • Student Goal Setting and Reflections • Data Team Meeting Minutes • Student Feedback	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
Critical Area 1: Increase Instructional Effectiveness & Engagement in Learning & Critical Area 2: Prioritize Impactful Student Voice Opportunities SW6	1A, 1B, 1C, 3A, & 3B	☐ Provide high-quality professional development opportunities focused on engaging instructional strategies for all students. (eg. small group instruction, EL, differentiation, inclusion practices, etc.); ☐ Identify department priorities to align proposed PD offerings to departmental needs; ☐ Provide high-quality professional development opportunities focused on Student Voice to build teacher capacity regarding student voice practices to increase impactful student-driven opportunities;	• PD Implementation Data • PLC Meeting Minutes • Student Screening Data • Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		☐ Provide **differentiated** professional development opportunities, which may include: -EL -SPED -Inclusion practices -Engaging instructional strategies -Effective interventions -Small group instruction -Student Voice -Standards-based assessment & grading -Consistent use of academic & program language schoolwide Accountable Leads: L.D. & J.S.	• Student Focus Group Feedback • Daily Attendance Data • Formative and Summative Assessment Data

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.* SW2 & SW4	No root cause; requirement	☐ SCC Nomination procedures will be carried out in the spring according to SCC bylaws. ☐ All SCC meetings will be scheduled in advance to ensure regular engagement with the school principal. Accountable Leads: Principal & L.D.	• SCC Nomination forms • SCC Meeting Agendas & Minutes • SCC Assurances	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Foster a sense of community and belonging through daily programs and activities. SW2, SW4, & SW5	2A & 4B	☐ Encourage parent, family, and community involvement: -through regular communication between home and school -by promoting and supporting responsible parenting -by involving parents and community members in student learning activities -by welcoming parent/community volunteers -by requesting input when making school decisions -through collaboration with the community; [Title I] Accountable Leads: L.D. & L.T.	☐ Student Feedback ☐ Teacher Feedback ☐ Parent and Community Feedback ☐ SCC Meeting Minutes	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Critical Area 1: Increase Instructional Effectiveness & Engagement in Learning SW6	1A, 1B, & 1C	☐ Provide instructional materials and additional resources necessary for teachers and staff to support students' increased growth and achievement in all courses and programs; ☐ Provide and maintain technology resources for teachers and staff to support students' increased growth and achievement in all courses and programs; ☐ Ensure rigorous expectations of course standards (HCC, NGSS, HCSSS, etc) are embedded in course instructional planning and assessments. Accountable Leads: L.D., C.H., & J.T.	• Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Formative and Summative Assessment Data • Student Goal Setting and Reflections • Course Syllabi	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
Kūlanihākoʻi High School will develop and implement systems that build a sense of community and prioritizes that all resources are appropriately allocated	1C, 2A, 3B, & 4B	☐ The School Leadership Team (SLT) will meet, at minimum, once a quarter to analyze data, discuss student achievement, and monitor progress towards goals outlined in the Academic Plan;	• Memos to Principal • Data reviewed as part of the Academic Review & School Improvement Processes	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $

to ensure student success. SW 2, SW3, SW 4, & SW6		☐ Design and implement a school bell schedule and master schedule that supports all student and staff success goals. ☐ Provide opportunities for teachers, students, families, and the school community to reflect on, provide feedback, and participate in the creation of school-wide systems and procedures with meaningful and time-relevant implementation. Accountable Leads: J.G.L., S.K.S, & V.G.	• Perceptual Survey Information • Student Focus Group Feedback • Daily Attendance Data	☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

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

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,056 student hours per year.
Did your school submit a SCC Waiver Request Form? Please explain.	SCC Waiver Request was submitted for 4 days in SY 25-26. These days are intended to support the onboarding of new staff and provide time to continue building and strengthening our programs and processes. Requested dates include: 8/4/25; 8/5/25; 1/6/26; & 4/24/26.

Bell Schedule: 🟩 KHS SY 24-25 Bell Schedule (Publishable) (Under review for potential revisions)

Kūlanihāko'i High School Bell Schedule
School Year 2024-2025

Monday

Period	Start Time	End Time
Period 1	8:30	9:40
Passing	9:40	9:45
RAY	9:45	10:15
AM Break	10:15	10:30
Passing	10:30	10:35
Period 2	10:35	11:45
Lunch	11:45	12:30
Passing	12:30	12:35
SQUADRON	12:35	1:20
Passing	1:20	1:25
Period 3	1:25	2:35

Tuesday

Period	Start Time	End Time
Period 4	8:30	9:40
Passing	9:40	9:45
Period 5	9:45	10:55
AM Break	10:55	11:10
Passing	11:10	11:15
Period 6	11:15	12:25
Lunch	12:25	12:55
Passing	12:55	1:00
RAY	1:00	1:30
Passing	1:30	1:35
Period 7	1:35	2:45

Wednesday
(Early Release)

Period	Start Time	End Time
Period 1	8:30	9:40
Passing	9:40	9:45
RAY	9:45	10:15
AM Break	10:15	10:30
Passing	10:30	10:35
Period 2	10:35	11:45
Lunch	11:45	12:30
Passing	12:30	12:35
Period 3	12:35	1:45
Closing	1:45	1:55

Thursday

Period	Start Time	End Time
Period 4	8:30	9:40
Passing	9:40	9:45
Period 5	9:45	10:55
AM Break	10:55	11:10
Passing	11:10	11:15
Period 6	11:15	12:25
Lunch	12:25	12:55
Passing	12:55	1:00
RAY	1:00	1:30
Passing	1:30	1:35
Period 7	1:35	2:45

Friday

Period	Start Time	End Time
Period 1	8:30	9:15
Passing	9:15	9:20
Period 2	9:20	10:00
AM Break	10:00	10:15
Passing	10:15	10:20
Period 3	10:20	11:00
Passing	11:00	11:05
Period 4	11:05	11:45
Lunch	11:45	12:15
Passing	12:15	12:20
Period 5	12:20	1:00
Passing	1:00	1:05
Period 6	1:05	1:45
Passing	1:45	1:50
Period 7	1:50	2:30