



Nānākuli High and Intermediate School Academic Plan SY 2024-2025

89-980 Nānākuli Ave, Wai‘anae, HI 96792
(808) 305-7600
Nānākuli High & Intermediate





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

[West Ed CNA](#)

[WASC Report](#)

[Title I Fiscal Form](#)

Submitted by Principal Dr. Christine Udarbe-Valdez	
	4/28/24

Approved by Complex Area Superintendent Disa Hauge	
	05/08/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
7-12	Springboard (Tier I)	Reveal Math (Tier I)	Reviewing McGraw Hill Science Series for adoption (Tier I)	Currently Exploring Curriculum (Tier I)
7-12	AR (Tier II)	Online intervention resources (Tier II)	Online intervention resources (Tier II)	Online intervention resources (Tier II)

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.



Grade Level / Course Name	English Language Arts	Mathematics
7-12	Galileo K12 -	Galileo K12 -
7-12	STAR	STAR



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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: Fall 2023, Next Full Self-Study: Spring 2025
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

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|----------|--|
| 1 | <p><u>Student Need:</u> Students need access to robust teaching and learning experiences as well as tiered support to ensure that all students thrive academically, socially, emotionally, and physically.</p> <p><u>Root/Contributing cause(s):</u> The possible root causes might include staff having limited direction and understanding of the sense of urgency, focus, or specific short-and-long-term goals or action steps for collaboratively turning around their school. Prioritize Improvement and Communicate its Urgency.</p> |
| 2 | <p><u>Student Need:</u> Students need access to rigorous grade level, standards-based curriculum and instruction. Students need more opportunities for more engagement throughout the lesson and student to student academic conversations. Students need differentiated instruction, especially for higher levels that challenge students.</p> <p><u>Root/Contributing cause(s):</u> The possible root causes might include a lack of access to quality educational materials, insufficient opportunities for active engagement and peer interaction during lessons, lack of a core curriculum in all content areas, and a one-size-fits-all approach to teaching that fails to address the diverse needs and abilities of students. Provide Rigorous Based Instruction.</p> |
| 3 | <p><u>Student Need:</u> Students need instructional staff that collaborate effectively and see the connection between the school’s initiatives to the vision and mission; engender a culture of mutual respect, shared responsibility, and focused attention on student learning for all students; and implement consistent schoolwide tiered positive behavior support and reinforcement practices.</p> |



Root/Contributing cause(s): Possible root causes include lack of clear communication, insufficient professional development, and a disconnect between school initiatives and the overarching vision and mission. **Build a strong community intensely focused on student learning.**



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

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|---|---|
| 1 | <p>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): 5.26% of students identified as SPED met the proficiency standard for SBA ELA. 0.66% of students identified as SPED met the proficiency standard for SBA Math. 6.38% of students identified as SPED met the proficiency standard for SBA Math.</p> |
| 2 | <p>Targeted Subgroup: Native Hawaiian</p> <p>Identified Student Need(s): 22.49% of students identified as Native Hawaiian met the proficiency standard for SBA ELA. 10.02% of students identified as Native Hawaiian met the proficiency standard for SBA Math. 12.75% of students identified as Native Hawaiian met the proficiency standard for SBA Math.</p> |
| 3 | <p>Targeted Subgroup: Economically Disadvantaged</p> <p>Identified Student Need(s): 18.31% of students identified as Economically Disadvantaged met the proficiency standard for SBA ELA. 8.2% of students identified as Economically Disadvantaged met the proficiency standard for SBA Math. 11.29% of students identified as Economically Disadvantaged met the proficiency standard for SBA Math.</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 Outcomes <i>“What do we plan to accomplish?”</i>	Root/Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i>
1.1.1. All students are progress monitored and receive timely social, emotional, and academic support necessary to maximize learning.	RC #2: Provide Rigorous Based Instruction. Trauma hinders social-emotional development and academic performance.	1. All faculty and staff will collaborate to implement the Impact Team process to develop, plan, and implement engaging, hands-on, rigorous, standards-based lessons and monitor the progress of all students, and proactively intervene when students show early signs of one or more of the following areas of need: academic, attendance, social, emotional 2. Provide intensive, individualized support within the Multi-Tiered System of Support for students who have one or more of the following areas of need: academic, social, emotional. 3. All faculty and staff will engage in professional learning to deepen understanding and implementation of	1. Impact Team Data/Minutes 2. LEI Kūlia dashboard 3. Impact Team Data/Minutes	Title I (18902) MRI Funds (18927)



<p>(Original goal: All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.)</p>		<p>trauma-informed and social-emotional strategies to provide tiered interventions and support for all students.</p> <p>Leads: School Leaders/Instructional Coaches (SLIC)/Counselors– Implementation: all faculty and staff</p>		
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<p>Reading and Writing Proficiency</p> <p>1.1.2. All students read and write proficiently at grade level, and those who do not read and /or write proficiently receive necessary and timely support to become proficient.</p>	<p>RC #2: Provide Rigorous Based Instruction.</p> <p>Only 27% of students assessed have demonstrated mastery of the grade level reading and writing standards as measured by the 2023 Smarter Balanced Assessment.</p>	<ol style="list-style-type: none"> 1. Ensure all classes have a standards-aligned Curriculum Map and Pacing Guide that is reviewed and adjusted quarterly. All departments will embed high-leverage literacy standards across all content areas. (SW 6iii, IV) 2. Use universal screener and other common formative assessments to identify student reading levels. (SW 6ii) 3. Provide Professional Learning (PL) to support teachers with standards-based instruction, differentiation, inclusion, foundational reading strategies, and other high-impact strategies to support students’ reading in all content areas. 4. Use STAR, iReady, Accelerated Reader, and other intervention programs to support readers at all levels, including struggling readers who read multiple grade levels below and also EL students. (SW 6ii) 5. Support students needing additional support with Extended Learning Program (ELP) in ELA and literacy support for other content area classes they have difficulty in. 6. Ensure EL-identified students are supported in the classroom by either pull-out or push-in services. 7. Continue implementing AVID strategies school-wide, expanding its use, and evaluating the impact of these strategies on students’ learning. 8. Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, professional development, and support team meetings. 	<ol style="list-style-type: none"> 1. Curriculum Map & Pacing Guides; Impact Team agenda/minutes 2. Galileo data; Smarter Balanced Interim Assessment data 3. Learning Walk Data; Curriculum Maps, Pacing Guides 4. School-wide Literacy Plan 5. STAR, iReady, AR reports 6/7. Report card marks to monitor: <ul style="list-style-type: none"> ○ # students by grade level course who are passing ELA ○ # of SpEd students who 	<p>WSF (42001) Title I (18902) Gear Up MRI Funds (18927)</p>
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One-Year Academic Plan SY 2024-2025

		<p>9. Continue to implement the ELA curriculum (Springboard) and assess its effectiveness to determine whether to continue with the curriculum or find a replacement curriculum for SY 2025 - 2026 or 2026 - 2027.</p> <p>10. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in ELA.</p> <p>Leads: SLIC/ELA Dept.– Implementation: all faculty and staff</p>	<p>are passing ELA</p> <ul style="list-style-type: none">○ # of ELL students who are passing ELA○ # of all students who are passing ELA <p>8. Dept. budget needs document</p> <p>9. Learning walk data/department curriculum review report</p> <p>10. Report card marks to monitor:</p> <ul style="list-style-type: none">○ # students by grade level course who are excelling in ELA	
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC# 3:Build a strong community intensely focused on student learning.</p> <p>Only 10% of students assessed have demonstrated mastery of the grade level math standards as measured by the 2023 Smarter Balanced Assessment.</p>	<ol style="list-style-type: none"> 1. Ensure all classes have a standards-aligned Math Curriculum Map and Pacing Guide that is reviewed and adjusted quarterly. Establish a system of targeted intervention and enrichment for all students. (SW 6ii) 2. Use universal screener and other common formative assessments to identify student performance levels in math. (SW 6ii) 3. Provide PD focused on high impact instructional strategies aligned with real-life application and develop a plan for instructional improvement, including math conceptual understanding, problem solving, and intervention strategies for math. (SW 6iii, IV) 4. Support students needing additional support with Extended Learning Program (ELP) in math. 5. Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, and support team meetings. 6. Continue to deepen implementation of the new Math curriculum and assess its effectiveness. 7. Assess student need and readiness to plan to offer honors and advanced placement (AP) courses for students excelling in mathematics. <p>Leads: SLIC/Math Dept.– Implementation: all faculty and staff</p>	<ol style="list-style-type: none"> 1. Curriculum Maps & Pacing Guides; Impact Team agenda/minutes 2. Galileo data: Smarter Balanced Interim Assessment data 3. Classroom Learning Walk Data 4. Report card marks to monitor: <ul style="list-style-type: none"> ○ # students by grade level course who are passing Math ○ # of SpEd students who are passing Math ○ # of ELL students who are passing Math ○ # of all students who are passing Math 5. Dept. budget needs document 	<p>WSF (42101) Title I (18902) Gear Up MRI Funds (18927)</p>
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			<p>6. Learning walk data/department curriculum review report</p> <p>7. Report card marks to monitor:</p> <ul style="list-style-type: none">○ # students by grade level course who are excelling in Math	
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>RC #2:Provide Rigorous Based Instruction. & RC# 3:Build a strong community intensely focused on student learning.</p> <p>High levels of student engagement promotes high levels of academic performance.</p>	<ol style="list-style-type: none"> 1. Continue to deepen implementation of the Academy structure/pathways and integrate rigorous, relevant culture rich, place- and project-based, deeper learning to ensure students are to improve graduation rate, attain readiness to access early college opportunities, and college-going rate to prepare our students for life after high school with a program of study national certifications. 2. Create structured, yearly, cooperative activities that expose Intermediate Students to their Program of Study options for high school such as implementing foundational wheel courses that align with the Academy pathways for intermediate school students. 3. Engage in PL and implementation of the Impact Team Process and Teacher Clarity to ensure teaching and learning intentionality and effectiveness. 4. Engage in PL and implementation of Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation to foster and maintain an intellectually and physically safe learning environment for all. 5. Provide PL to support teachers with rigorous, engaging standards-based instruction and grading, integrating relevant culture rich, place- and project-based learning, differentiation, inclusive and co-teaching practices, high impact instructional strategies including integrating literacy standards into all content areas. (SW 6iii, IV) <p>Leads: SLIC– Implementation: all faculty and staff</p>	<ol style="list-style-type: none"> 1. Academy PL/ meeting agenda and minutes and Student achievement data 2. Academy and Intermediate school collaborative meeting agenda and minutes 3. Impact team and teacher clarity PL agendas, attendance, learning walk data. 4. Belonging and Dignity PL agendas, attendance, learning walk data 5. Kupu Hou PBL PL 	<p>WSF (42101) Title I (18902) MRI Funds (18927) Title II</p>
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			agendas, attendance, learning walk data	
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>RC #2:Provide Rigorous Based Instruction.</p> <p>Effective transition experiences fosters a sense of belonging and promotes optimal academic performance.</p>	<p>1. Enroll all grade 7 and 9 students in transition courses to support the transition years and to help them build study skills, social skills, and other soft skills.</p> <p>2. Provide collaboration opportunities for 6th and 7th as well as 8th and 9th grade staff to plan for transition within the Multi-tiered System of Support framework to set students up for success academically, socially, and emotionally and to explore career/college planning.</p> <p>3. Utilize Advisory period along with ClimbHI Bridge opportunities to engage middle school students in college and career conversations which will support students when registering for 9th grade and beyond. (SW 5)</p> <p>Leads: Gr 7, 8, and 9 teachers and counselors</p>	<p>1. Enrollment in Transition courses</p> <p>2. GL Meeting Minutes/MTSS Action Plans</p> <p>3. YouScience report; ClimbHI Bridge report</p>	<p>WSF (42101) Gear Up</p>



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<p>1.1.6. All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC# 3:Build a strong community intensely focused on student learning.</p> <p>Only 9% of students assessed have demonstrated mastery of the grade level science standards as measured by the 2023 Smarter Balanced Assessment</p>	<ol style="list-style-type: none"> 1. Continue the integration of Next Generation Science Standards (NGSS). Ensure curriculum map and pacing guides - lessons and assessments- are aligned to NGSS. Integrate STEM interdisciplinary units and Project-Based Learning (PBL) units. (SW 6ii) 2. Provide PL to support teachers with standards-based instruction, differentiation, inclusion, high impact instructional strategies including integrating literacy standards into all content areas. (SW 6iii, IV) 3. Provide differentiated PL (to include opportunities to attend national conferences, if the budget allows) as aligned with content/department/teacher needs. 4. Support struggling students with Extended Learning Program (ELP) in science. 5. Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, and support team meetings. <p>Leads: SLIC/Sci Dept.– Implementation: all faculty and staff</p>	<ol style="list-style-type: none"> 1. Curriculum Maps & Pacing Guides 2/3. Classroom Learning Walk Data 4. Report card marks to monitor: <ul style="list-style-type: none"> ○ # students by grade level course who are passing Science ○ # of SpEd students who are passing Science ○ # of ELL students who are passing Science ○ # of all students who are passing Science 5. Dept. budget needs document 	<p>WSF (42001) Title I (18902) Gear Up MRI Funds (18927)</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i></p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>RC #2: Provide Rigorous Based Instruction. & RC#3: Build a strong community intensely focused on student learning.</p> <p>46% of our students were chronically absent as indicated on the 2023 Strive HI</p>	<p>1. Continue implementation of MTSS strategies and continue providing Professional Learning (PL) to build on positive relationships between teachers and students. (SW 6iii, I and III)</p> <p>2. Engage in PL and implementation of Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation to foster and maintain an intellectually and physically safe learning environment for all.</p> <p>3. Continue to hone and implement a system of frequent monitoring of attendance data to include Everyday Labs notifications, gathering data, displaying/communicating data to stakeholders, analyzing trends in data, and creating action plans to address student needs for those who are chronically absent and those nearly chronically absent. (SW 6iii, I and III)</p>	<p>1a. LEI Kūlia Data 1b. Belonging and Dignity PL</p> <p>2. MTSS Action Plan</p> <p>3. LEI Kūlia/Everyday Lab Data</p>	<p>Title I (18902) Title I (18935) MRI Funds (18927)</p>



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	Report	<p>4. Engage with parents and families on ways to ensure regular attendance at school and its impact to student success. Make opportunities available for families to learn strategies they can implement at home to support healthy attendance at school. (SW 7)</p> <p>5. Provide opportunities for positive student recognition (eg: perfect attendance, providing positive change, most improved disposition). Make opportunities available for families to parents/guardians to attend celebratory assemblies.</p> <p>Lead: ILT – Implementation: all faculty and staff</p>	<p>4. Parent engagement activity Evaluations</p> <p>5. Attendance data; Panorama survey data; Awards distribution data</p>	
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>During SY 23-24, there were 86 incidents of physical altercations (this includes multiple individuals per incident and repeat offenders). Fostering and maintaining an intellectually and physically safe learning environment is essential for optimal teaching and learning.</p>	<ol style="list-style-type: none"> 1. Continue to hone, implement, and sustain a comprehensive Multi-Tiered System of Support (MTSS) for behavior support, including school wide behavior expectations matrix. Implementation of school-wide behavior support practices will be monitored and honed throughout the year. (SW 6iii, I and III) 2. Provide PL opportunities to build on positive relationships between adults on campus and all students. Teachers and staff will participate in relevant conferences, differentiated PL opportunities, and be provided the support necessary to gain strategies addressing social-emotional learning, being trauma-informed, and positive behavior intervention support. PL opportunities will also be made available to address middle level education and the adolescent brain. Examples could include 4 Habits of Powerful Teaching and Learning, Habits of Mind, Belonging and Dignity, Philosophy for Children, etc.. (SW 6iii, IV) 3. Provide multiple opportunities for parents and community to participate in activities that will support not only their child’s academic achievement, but also ways to engage parents in learning resources to support their child at home, which includes their child’s social well-being. (SW 6i, 7) 4. Implement a Comprehensive Counseling Program following the American School Counselors Association (ASCA) model and provide continued PD for counselors. (SW 6iii,I). 	<p>1a. LEI Kūlia Behavior Data 1b. Panorama SEL survey</p> <p>2a. Belonging and Dignity PL 2b. Participants’ evaluation/feed back/reflection of PL</p> <p>3. Parent engagement activity evaluations</p> <p>4. Counselors evaluation/ /reflection of PL</p>	<p>Title I (18902) Title I (18935) MRI Funds (18927)</p>
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		<p>5. Implement and reinforce common school-wide behavior expectations to foster and maintain a positive learning environment for all.</p> <p>Leads: ILT/Counselors – Implementation: all faculty and staff</p>	<p>5. LEI Kūlia Behavior Data 1b. Panorama SEL survey</p>	
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<p>1.2.3. All students experience a Nā Hopena A‘o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p>	<p>Collaborate with the Office of Hawaiian Education (OHE) to determine how best to model and integrate Nā Hopena A‘o: BREATH into all that we do as a way of being– teaching and learning, collaborating, communicating, interacting with all stakeholders.</p> <p>Lead: TBD - Implementation: all faculty and staff</p>	<p>1. LEI Kulia data, SQS data, Panorama data</p>	<p>Title I (18902) Title I (18935) MRI Funds (18927)</p>
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	<p>HĀ learning outcomes honor indigenous language and culture, emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions, and support students' need to develop effective social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally.</p>			
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	Staff will also learn and model behaviors that direct students to what these outcomes might look like in practice.			
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>Fostering and maintaining an intellectually and physically safe learning environment is essential for optimal teaching and learning.</p>	<p>1. A school-wide Positive Behavior Intervention System and school-wide behavior expectations will be developed and implemented consistently via advisory as well as in all classrooms.</p> <p>2. Positive student behavior will be supported via a tiered approach to implementing HMTSS as determined via the Impact Team process.</p> <p>3. All staff will receive ongoing professional learning and be provided the support necessary to effectively implement the Impact Team process during team collaboration sessions.</p> <p>Leads: ILT/Counselors/Identified Lead(s) to Develop Advisory Lessons – Implementation: all faculty and staff</p>	<p>1. Advisory Lessons and Learning Walk Data</p> <p>2. LEI Kūlia Behavior Data, SQS data, Panorama data, and Impact Team Data</p> <p>3. PL Attendance, Agendas, and DoNow/Exit Survey Data</p>	<p>Title I (18902) MRI Funds (18927)</p>



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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>By engaging in career, community, and civic opportunities,</p>	<p>1. Implement College, Career, and Citizenship Continuum, which was created through the Academies and increase the engagement in the activities included in the continuum. (SW 5; 6iii,II)</p> <p>2. Engage students in meaningful programs, which will connect them to the career- or college- pathways based on their interests. Use data from interest inventories (YouScience,RIASEC - Hawaii career explorer.) to assist in the decision-making process for students when selecting an Academy/Program of Study. (SW 6iii,II)</p> <p>3. Expand College, Career, Citizenship readiness (CCCR) and exploration to Grades 7 and 8 with support from GEAR UP.</p>	<p>1. Academy PL/ meeting agenda and minutes</p> <p>2. YouScience & RIASEC Reports</p> <p>3. Intermediate School Plan/Course Offerings</p>	<p>Title I (18902) Gear Up</p>



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	<p>students will be encouraged to explore diverse careers and college possibilities that will help them discover their passion and attain their future goals.</p>	<p>4. Create connections between the student ambassadors at NHIS to the feeder elementary schools, to help students be familiar with the academy structure and programs of study Invite feeder schools and their families to College and Career Fairs at NHIS to increase the exposure and exploration.</p> <p><i>Leads: Academy Director, College and Career Counselor, Early College Teacher/Coordinator– Implementation: all faculty and staff</i></p>	<p>4. Attendance and participation data in METS events, College & Career presentations, info sessions, field trips, College & Career Fair, and Academy certification opportunities</p>	
<p>1.3.1a. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>Implementation of Hā beliefs entails a</p>	<p>1. Engage all teaching staff in making connections for students with their place and their culture. The Ola Moku civic learning will be used as a catalyst for learning in all content areas.</p> <p>2. Students will provide evidence of the understanding of place through connections made in their products of learning.</p> <p>3. Implement lessons that integrate knowledge of place, awareness of cultural and historical ties to ‘āina, family and the larger community.</p>	<p>1. NHIS Ola Moku implementation framework</p> <p>2. Student products of learning</p>	



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	knowledge of place and culture. Fostering a connection for students enhances their ability to learn new concepts and skills.	Leads: TBD - Identified Lead(s) within Complex Area and existing NHIS staff		
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<p>K-12 Alignment</p> <p>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.</p>	<p>RC #2: Provide Rigorous Based Instruction. & RC#3: Build a strong community intensely focused on student learning.</p> <p>Effective transitions promote children's learning, wellbeing, and confidence in managing change as well as foster a sense of belonging and connectedness to the community.</p>	<ol style="list-style-type: none"> 1. Collaborate with the feeder schools to vertically align standards, instructional practices, program offerings, and student competencies K – 12. 2. Continue to deepen implementation of the Academy structure/pathways and integrate rigorous, relevant project-based, deeper learning to ensure students are to improve graduation rate, and college-going rate to prepare our students for life after high school with a program of study national certifications. 3. Increase the number of students enrolled in Early College courses and increase the number of opportunities being offered (LCC, WCC, UHWO). Ensure sufficient number of computer devices and servers to support online learning and access to online resources. (SW 5; 6iii,II) 4. Support students taking AVID, Honors, and AP courses and increase the number of students enrolled in AVID, Honors, and AP classes. 5. Provide PL to deepen implementation of AVID strategies and preparation required to teach AP courses. <p>Leads: School Leaders, Academy Director, College and Career Counselor, Early College Teacher/Coordinator, Tech Coordinators– Implementation: all faculty and staff</p>	<ol style="list-style-type: none"> 1. K – 12 alignment and Gr 6/7 and Gr 8/9 meeting agendas/minutes 2. Academy PL/ meeting agenda and minutes 3. YouScience, RIASEC, Career Interest Inventory, and ARC Reports 4. Course enrollment data 5. PL agenda and minutes 	<p>Title I (18902) Gear Up</p>
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<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused on student learning.</p> <p>When students engage in goal setting and progress monitoring of their learning, student achievement results increase.</p>	<p>1. Engage all students in the development and implementation of a personal transition plan (PTP) via advisory that supports goal attainment throughout and beyond secondary education.</p> <p>2. Ensure all students are on track with their PTP from 9th grade to 12th grade. Create grade level benchmarks to ensure students complete their PTP by graduation.</p> <p>3. Students will have a Graduation Plan for high school developed in grade 8 and revised every year in high school with support of counselors to ensure on-track progress for core classes, pathway courses, electives, and CTE courses.</p> <p>4. Implement advisory lessons that integrate HĀ, Social-Emotional lessons, and soft skills necessary for college, career, and life that transfer into the PTP.</p> <p>Leads: TBD - Identified Lead(s) to Develop Advisory Lessons and All Advisory Teachers Implement and Monitor Student PTP Progress</p>	<p>1. Student Advisory/PTP grades</p> <p>2. PTP Benchmark and Grade Tracking</p> <p>3. Student Graduation Plan</p> <p>4. Advisory lesson plans; Advisory grades; PTP completion grades</p>	<p>Title I (18902) Title I (18935)</p>



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 Outcomes <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipate d Source of Funds <i>“What funding source(s) should be utilized?”</i>
2.1 All teachers are supported by an Instructional	RC#3:Build a strong community intensely focused	1. SLIC will build instructional leadership capacity among all ILT members to facilitate implementation of professional learning related to	1/2. ILT amd Impact Team	Title I (18902) Title I



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<p>Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.</p>	<p>on student learning. Equipping teachers with the skills and strategies that can impact and improve student performance and behavior will ensure implementation of evidence based practices in all classrooms.</p>	<p>effective teaching and learning practices, enhancing collaborative efforts, implementation of the impact team process, conducting peer learning walks, facilitate feedback loops to solicit input from all staff for decision-making purposes, as well as supporting continued learning and growth among the respective team members and department as a whole.</p> <p>2. ILT will meet monthly to engage in necessary professional learning, collaboration, and planning forward activities to enhance instructional leadership efficacy.</p> <p>3. Impactful professional learning will be determined based on school needs, student achievement data, and differentiated as necessary based on teacher/department input.</p> <p>Leads: SLIC and ILT – Implementation: all faculty and staff</p>	<p>agendas and minutes 3. PL agendas/minutes; conference fliers; stipend day agendas/minutes; Learning walk data by coaches, SL, and ILT</p>	<p>(18935) MRI Funds (18927)</p>
<p>2.2 All support staff receive the PL needed to support students effectively.</p>	<p>RC #2:Provide Rigorous Based Instruction. & RC#3:Build a strong community intensely focused</p>	<p>1. SLIC will build instructional leadership capacity among all ILT members to facilitate implementation of professional learning related to effective student support strategies that enhance student learning, facilitate collaboration, and ensure that support staff are active participants in decision-making and can support continued</p>	<p>1/2. ILT amd Impact Team agendas and minutes 3. PL agendas/minutes;</p>	<p>Title I (18902) Title I (18935) MRI Funds (18927)</p>



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	<p>on student learning.</p> <p>Equipping support staff with the appropriate skills and strategies that can impact and improve student performance and behavior will ensure implementation of evidence based practices in all classrooms.</p>	<p>learning and growth among the school staff members and department as a whole.</p> <p>Leads: SLIC and ILT – Implementation: all faculty and staff</p>	<p>conference fliers; stipend day agendas/minutes; Learning walk data by coaches, SL, and ILT</p>	
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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 Outcomes <i>“What do we plan to accomplish?”</i>	Root/Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their	RC# 3:Build a strong community intensely focused on student learning	1. SCC will continue to have full membership, meet at least once per quarter, and positively and proactively engage with the principal.	1. SCC agendas and minutes	None



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<p>respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Engaging families as partners fosters student achievement</p>	<p>Leads: SCC Members</p>		
<p>3.3.2 Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.</p>	<p>RC# 3: Build a strong community intensely focused on student learning</p> <p>Engaging families as partners fosters student achievement</p>	<p>1. Community Engagement Staff (HCL and Community Engagement Coordinator) will work with the principal to develop ways for families and community members to be involved in planning and decision-making through community involvement activities.</p> <p>2. SCC will seek family and community members, meet at least once per quarter, and positively and proactively engage with the principal.</p> <p>Leads: SCC leadership, HCL, PCNC, and Community Engagement Coordinator</p>	<p>1. Family Engagement activity agendas, sign in sheets and evidence of participation</p> <p>2. SCC agendas and minutes</p>	<p>Title1 Family Engagement funding</p>



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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?” “Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i></p>
<p>All families are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.</p>	<p>RC# 3:Build a strong community intensely focused on student learning Engaging families as partners fosters student achievement</p>	<ol style="list-style-type: none"> 1. Engage families in learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, Galileo, Google Classroom, and assessment tools, IC, etc. 2. Engage families in various campus beautification and school improvement efforts. 3. Engage families in learning experiences and access to available health and wellness support (Counselor, APRN, Social Worker) to assist with at-home challenges, health and wellness, medical and mental health resources, Kids hurt too grief sessions, etc.. 	<p>1-5. Engagement activity attendance</p>	<p>WSF (42001); Title I (18935)</p>



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		<p>4. Implement activities/academy night/fair events that help students, families, and communities better understand the academies and program offerings.</p> <p>5. Provide opportunities for parents to showcase their careers to students such as a Parent Career Day.</p> <p>Leads: Community Schools Coordinator; Academy Director; College and Career Counselor; and respective Assistant Principal</p>		
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Nānākuli High and Intermediate School 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 <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>	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, for a waiver day on August 5, 2024 to engage staff in professional learning to learn and implement the Impact (data) Team Process.

Bell Schedule: [NHIS ABAB2 Schedule](#)