



Hana High and Elementary Academic Plan SY 2023-2024

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Submitted by Principal Christopher Sanita	
<i>Christopher Sanita</i>	5/16/24

Approved by Complex Area Superintendent [Insert printed name]	
<i>Rebecca Winkler</i>	05/17/2024



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
K-5	Orton Gillingham Curriculum Wonders, iReady	Listen to Learn, iReady, Ready Math, Kathy Richardson	Amplify	
6-8	SpringBoard continual use.	DESMOS	Amplify	
9-12	SpringBoard continual use.	Khan Academy, IXL, DESMOS, Kendal Hunt	Glencoe, Pearson	

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
K-5	iReady - OG	iReady -
6-8	STAR -	STAR -
9-12	Teacher Created - 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: April 15-18, 2024, Next Full Self-Study:
- 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.

1 **Student Need: Major Student Learning Need #1: Student Achievement- there is a need to analyze data and implement strategies to close the achievement gap to increase student achievement in all core areas.)**

Root/Contributing cause(s): In mathematics, we observe growth as evidenced by our analysis of the 2023 Universal Screening data. Notably, the percentage of students who are two or more grade levels below (indicated in red) decreased significantly from 38% to 16%. By the conclusion of 2023, the proportion of students performing one grade level below (yellow) stood at 37%, reflecting a two percent decrease from the beginning of the year. Moreover, there was a notable increase in the percentage of students performing at or above grade level (green) on Universal Screeners, rising from 17% to 28%. Additionally, 16% of students in the tested grade levels in 2023 demonstrated proficiency on the Math SBA, with 28% nearly meeting proficiency.

In English Language Arts (ELA), we also observe growth as indicated by our analysis of the 2023 Universal Screening data. Notably, there was a significant decrease in the percentage of students two or more grade levels below (red), dropping from 50% to 22%. However, by the end of 2023, the percentage of students performing one grade level below (yellow) had increased to 35%, up from 26% at the beginning of the year. Conversely, there was a commendable increase in the percentage of students performing at or above grade level (green) on Universal Screeners, rising from 18% to 26%. Furthermore, 32% of students in tested grade levels in 2023 demonstrated proficiency on the ELA SBA, with an additional 30% nearly meeting proficiency.



Considering that approximately 30% of students are nearly meeting proficiency benchmarks on both the screeners and the summative tests in reading, math, and science, it is evident that implementing more rigorous and targeted intervention efforts could lead to more students achieving grade-level proficiency.

Both areas, normed national SBA and Interim plus our data teams- SL (Structured Literacy k-5) LACA, VASA, CAAC and SEL will continue to help inform us in our student learner needs. We will continue to refine and grow our PLC and Data team focus to ensure our student learning outcomes improve.

2 **Student Need: Major Student Learning Need #2: Increased Attendance Rates**

Root/Contributing cause(s): We observed a significant disparity between students attending school in person and those attending virtually. The latter group often missed numerous class sessions, completed and submitted fewer assignments, and achieved lower scores on both class assessments and standardized tests. Our teachers encountered challenges in accurately tracking attendance until the administration implemented a standardized method for remote learning attendance, which greatly improved record-keeping.

One unfortunate consequence for distance learners was their tendency to become complacent. They exhibited lower motivation levels and were less inclined to engage with learning materials and complete assignments. Even upon returning to in-person schooling, these students continued to display a higher rate of absenteeism.

Beginning in the 2021 school year, the Department of Education mandated that all students attend classes in person. We didn't really offer a distance learning option and continued in person.

3 **Student Need: Major Student Learning Need #3: Student engagement to dynamic learning environments with a focus on PBL, and student voice and choice within the curriculum.**

Root/Contributing cause(s): Since COVID, our secondary departments- MS/HS have not implemented an interdisciplinary PBL/IBL (Inquiry-Based Learning) program where students have more voice and choice. SEL data shows growth in certain areas of our students, but they still aren't feeling connected. Although already identified as a preliminary need, the Leadership team discussed that student engagement could be closely tied to attendance, another growth area for our school. To increase engagement, we would need to ensure students are attending school more frequently. If our courses, instructional strategies, and curriculum were more tailored to our student



population, they would be more inclined to attend classes. We are also going to continue to follow our Family Engagement protocols with Ohan Nights and FE monthly invites for families.

We found that we have a very high chronic absenteeism rate at, although this is most likely due to the pandemic. We cannot discount this, though, as 2018-present data shows that our rates were always high. Further, our daily attendance rates have been declining. Although not much hard data exists, teacher observations and focus group interviews revealed that many students are not attending school and parents are just letting this happen.

Student Need: Major Student Learning Need #4: Students need access to renovated areas on campus that are safe, inviting, and spacious enough for learning.

Root/Contributing cause(s): One of the major student learning needs identified within our educational community pertains to ensuring access to refurbished areas across the campus that prioritize safety, foster inclusivity, and provide ample space conducive to effective learning environments. The discussion surrounding this imperative has been ongoing among the leadership team and other staff members, recognizing the critical role of physical spaces in enhancing the overall educational experience.

Expansion:

Hāna School's Kaiapuni division (Kula Kaiapuni o Hāna) requires a multifunctional 'ohana gathering space, emblematic of inclusivity and community engagement. This space aims to serve as a hub for fostering strong familial and community partnerships, echoing the values of collaboration and cultural enrichment that underpin our educational ethos.

For the middle school English side, there is a pressing need to establish age-appropriate student common areas designed to facilitate social interaction and engagement. These spaces will serve as more than mere physical environments but rather as dynamic platforms for peer interaction, collaboration, and the cultivation of essential social skills integral to holistic student development.

Furthermore, addressing the broader needs of the entire school community, there is a call for the establishment of a multi-use athletic complex. This facility would not only support the physical health and wellness of our students but also provide a venue for extracurricular activities, fostering teamwork, discipline, and a sense of school pride.

Moreover, in alignment with Title IX regulations, there is an urgent requirement for the provision of dedicated facilities, such as women's softball bathrooms and locker rooms within the athletic complex, ensuring equitable access and opportunities for all students regardless of gender.



Additionally, a comprehensive renovation of all covered walkways is deemed essential. These walkways serve as vital conduits for student mobility across the campus and must be revamped to meet modern safety standards while also enhancing the overall aesthetic appeal of the school environment.

Student Need: Major Student Learning Need #5: Students need access to career planning, engagement and CTE certification to be equipped globally and focused locally.

Root/Contributing cause(s): One of the significant student learning needs identified within our educational community is the necessity for comprehensive access to career planning, engagement opportunities, and Career and Technical Education (CTE) certification programs. It is imperative that our students are equipped with the requisite skills and knowledge not only to compete in a globalized economy but also to thrive within the unique context of our local community.

Expansion:

To address this learning need effectively, we need to continually grow and foster robust partnerships with key community organizations is paramount. Collaborations with entities such as Hana Health, Ma Ka Hana Ka 'Ike, Ohana Makamae, and Hana Arts offer invaluable resources and expertise that can enrich our students' career exploration and development pathways. These partnerships facilitate access to mentorship, hands-on experiences, and industry insights, ensuring that our students are well-prepared to navigate diverse career opportunities.

Moreover, the integration of internships within the community serves as a vital component of our career-focused initiatives. By providing students with opportunities to engage directly with local businesses and organizations, we enable them to gain practical experience, develop professional networks, and discern their career interests and aspirations. These internships not only supplement classroom learning but also foster a deeper understanding of real-world applications, equipping students with the skills and confidence necessary for future success.

Furthermore, work-based learning experiences embedded within the community offer invaluable opportunities for students to apply theoretical knowledge in authentic contexts. Whether through apprenticeships, job shadowing, or service-learning projects, these experiences enable students to acquire transferable skills, cultivate a strong work ethic, and gain a nuanced understanding of local industries and workforce dynamics. By bridging the gap between academic learning and real-world practice, work-based learning initiatives empower students to make informed career choices and pursue pathways aligned with their interests and talents.



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.

1	<p>Targeted Subgroup: Special Education Students</p> <p>Identified Student Need(s): Show growth on screeners. Close the achievement gap, a higher percentage of students reaching proficiency.</p>
2	<p>Targeted Subgroup: Tier 3 Students</p> <p>Identified Student Need(s): Show growth on screeners. Close the achievement gap, a higher percentage of students reaching proficiency.</p>
3	<p>Targeted Subgroup: Native Hawaiian/Part Hawaiian Students</p> <p>Identified Student Need(s): Show growth on screeners. Close the achievement gap, a higher percentage of students reaching proficiency.</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 <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 (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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	To ensure proper alignment of teaching strategies, pacing and curricular goals with the KEA.	DOE KEA Teacher Individual Interviews from Teacher Generated Assessment Principal and Kindergarten Teacher	-PLC -Academic Review -DOE KEA Accountability	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>K-5 engage in Structured Literacy- Structured literacy is an evidence-based approach to reading instruction specifically designed for children in kindergarten through fifth grade (K-5). It emphasizes a systematic and explicit method of teaching the foundational reading skills necessary for decoding, fluency, vocabulary development, and comprehension.</p> <p>Here are the key characteristics of structured literacy in K-5:</p> <p>Systematic: Skills are introduced in a logical order, building upon previously learned concepts. For example, progressing from basic letter-sound relationships to more complex blends and silent letters.</p> <p>Explicit: Concepts are directly taught with clear explanations, demonstrations, and opportunities for student practice and feedback. This ensures a strong foundation in the building blocks of reading.</p> <p>Multisensory: Learning is reinforced through engaging activities that incorporate visual, auditory, and kinesthetic modalities. This caters to diverse learning styles and strengthens memory.</p> <p>Cumulative: Skills are continually revisited and built upon throughout the grades. This ensures mastery and automaticity of foundational skills.</p> <p>Structured literacy encompasses a range of components, including:</p> <p>Phonemic awareness: The ability to identify and manipulate the sounds within spoken words (e.g., rhyming, blending, segmenting)</p> <p>Phonics: The understanding of the relationships between letters and the sounds they represent</p> <p>Vocabulary development: Learning new words and deepening understanding of existing vocabulary</p>	<p>Level Groups and Assess 3 times a year</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>Fluency: The ability to read smoothly, accurately, and with appropriate expression</p> <p>Comprehension: Understanding the meaning of what is read</p> <p>By implementing a structured literacy program, educators can equip all students, including those with dyslexia or other learning challenges, with the tools they need to become successful readers.</p> <p>Elementary Teachers/Principal</p>		
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>		<p>Listen to Learn and number talks are programs designed to boost students' math skills, particularly in early grades. Here's how they benefit students:</p> <p>Stronger Number Sense: Students develop a better understanding of numbers and their relationships through listening and discussing problems.</p> <p>Math Confidence: Explaining their thinking in number talks builds confidence and a positive attitude towards math.</p> <p>Multiple Strategies: Exposure to different approaches in number talks helps students find efficient solutions.</p> <p>Communication Skills: Both programs encourage clear communication of mathematical ideas.</p> <p>Mental Math: Listen to Learn activities and number talks help students develop strong mental math abilities.</p> <p>Teachers and Principal</p>	<p>Data Teams and Assessments 3 times a year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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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>Structured literacy, PLC Data Teams every Wednesday and department teams contribute to all students performing well equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>We are also ensuring absenteeism decreases through target admin calls, newsletter articles, parent engagement days and ohana nights.</p> <p>Leadership Team</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</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>
<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>Hāna is one of few- RAMP Counseling Program Recipients- RAMP touches students at each leg of their journey at our preK-12 school. RAMP recognizes schools committed to delivering school counseling programs aligned with the ASCA National Model® framework.</p> <p>Our Data Teams and PLC teams work on LACA- literacy across the curriculum which includes the sharing and discussion on vertical articulation and sharing of student work across the entire grade levels.</p>	<p>Slide Decks</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>[If applicable, reference the root / contributing cause here]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

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 (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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>		Robo Calls through IC and a dedicated Attendance Clerk Newsletter with Articles on the benefits of Attendance Administrative Calling/Conferencing NEW SRO Dynamic Learning Environments Engagement	Quarterly Leadership Team Meeting- Data and Anecdotal Evidence	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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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>HHES Choose Love Implementation 6-12- Wayfinder Panorama Dashboard tools.</p>	<p>PLC Wednesday discussion and sharing student success</p> <p>Analyzing Panorama Adults</p> <p>Analyszing Wayfinder Waypoints.</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<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>-Daily PIKO Departmentally -Mele, Oli, and Manao -Monthly whole school piko -Student Voice and Choice in 6-12 Curriculum IBL/PBL -Hāna Wahipana educaitonal excursions by department.</p>	<p>Principal Walkthroughs and SA-1 forms. PLC HS IBL</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</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> <i>Please estimate the additional amount needed to execute the enabling activity.</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>		<ul style="list-style-type: none"> ● Community Partner Teacher Classes and Excursions <ul style="list-style-type: none"> ○ Ma Ka Hana Ka Ike ○ Hana Arts ○ Hana Heath ● Work Based learning in the following ● HS Science ● K-5 Job Trips ● Counseling Career Trips for 9-12 <p>Principal, Lipoa Kahaleuahi, Becky Lind, Fawn Helekahi</p>	<p>Student samples, PLC agendas, Curriculum Pacing guides.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$



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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>Our Data Team PLC- LACA, CAAC, SEL work together to ensure teacher collaboration, exemplar student work and curriculum models.</p> <p>Vertical Articulation by Department</p> <p>Early College Course UHMC</p> <p>APEX Courses for Credit recovery and advancement.</p>	<p>Agendas Student Work</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>		<p>Personal Transition Plan is Taught in the HS by the HS counselor</p> <p>Fawn Helekahi</p>	<p>Master Schedule</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>
				<p><input type="checkbox"/></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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
More Hawaiian Immersion Teachers, Credentialed Teachers <i>(To add additional desired outcomes, duplicate this row, including source of</i>		The Principal and leadership team encourages all teachers to get certification via UH and the grow your own program Recruiting Hawaiian speaking teachers via conferences, field trips and ohana relationships. Chris Sanita Principal, Kaimana Cabebe, Nahele Cabebe, and Moani Aiona	Agendas SA-1 Credential Lists	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: __, \$



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<i>funds checkboxes, as needed)</i>				<input type="checkbox"/> Other: __, \$
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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 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>	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?" Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>		<p>We continue to recruit more people for our SCC through email and live at Ohana Nights.</p>	<p>Agendas and Minutes</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <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.

<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 <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>Increase Parent Engagement</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>		<p>Parent Engagement activities monthly during the day Ohana Nights- four nights year Newsletters Increased use of IC robo calls School Messenger</p> <p>Moani Aiona, Jennifer Everett, Chris Sanita, Cass Cline, Gina Lind</p>	<p>Agendas Surveys Newsletters</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



★ Other Systems of Support

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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
				<input type="checkbox"/>



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 HHES'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 <i>(Per 1, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	895 hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes and we were approved for 6 PD days



MIDDLE & HIGH SCHOOL SCHEDULE		
Mon, Tues, Thurs, Fri		
Teacher Start Time 7:45		
Student Start Time 7:45		
Time	Mins	Item
7:45 – 7:50	5	Opening
7:50-7:58	8	PIKO
7:58-8:00	2	Passing
8:00-8:50	50	Period 1
8:50 - 8:52	2	Passing
8:52-9:42	50	Period 2
9:42 - 9:57	15	Recess
9:57-9:59	2	Passing
9:59-10:49	50	Period 3
10:49- 10:51	2	Passing
10:51 - 11:41	50	Period 4
11:41 - 12:11	30	Lunch
12:11 - 12:13	2	Passing
12:13-1:03	50	Period 5
1:03-1:05	2	Passing
1:05- 1:55	50	Period 6
1:55 - 2:00	5	Closing
Student End Time 2:00		

Wednesday		
Teacher Start Time 7:45		
Student Start Time 7:45		
Time	Mins	Item
7:45 – 7:50	5	Opening
7:50 - 8:10	20	Home Room
8:10 - 8:12	2	Passing
8:12-8:46	34	Period 1
8:46-8:48	2	Passing
8:48-9:22	34	Period 2
9:22-9:37	15	Recess
9:37-9:39	2	Passing
9:39-10:13	34	Period 3
10:13-10:15	2	Passing
10:15-10:49	34	Period 4
10:49-10:51	2	Passing
10:51-11:25	34	Period 5
11:25-11:55	30	Lunch
11:55-11:57	2	Passing
11:57-12:55	58	Period 6
12:55-1:00	5	Closing
Student End Time 1:00		