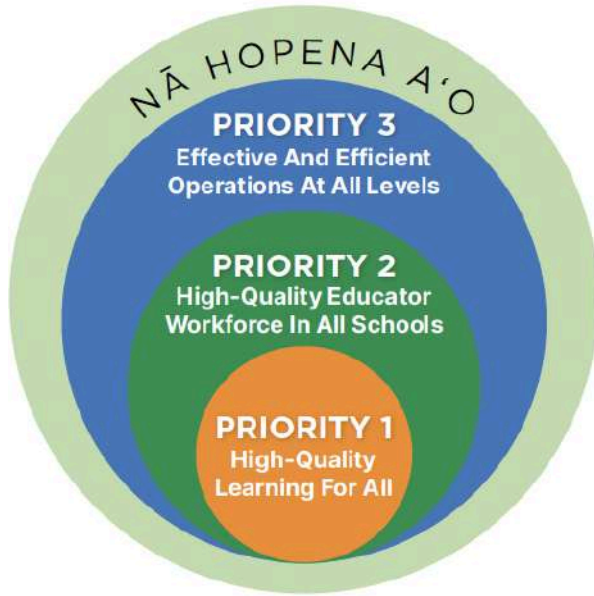




Leilehua High School Academic Plan SY 2024-2025

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Quick Links: [Students Needs and Root Causes](#) [Priority 1](#) [Priority 2](#) [Priority 3](#)

Submitted by Principal Jason Nakamoto	
[Insert signature]	[Insert date]

Approved by Complex Area Superintendent Robert Davis	
[Insert signature]	[Insert date]

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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
Grade 9	California Expository Reading and Writing Curriculum (ERWC)	Geometry: Illustrative Mathematics		
Grade 10	California Expository Reading and Writing Curriculum (ERWC)	Algebra I: Illustrative Mathematics		
Grade 11	California Expository Reading and Writing Curriculum (ERWC)	Algebra II: State Curriculum		
Grade 12	California Expository Reading and Writing Curriculum (ERWC)	Math Electives: Algebra III, Math 75/100, AP Calculus, Probability and Statistics		

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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
9th Grade	iReady ▾	iReady ▾
10th Grade	iReady ▾	iReady ▾
11th Grade	iReady ▾	iReady ▾
12th Grade	iReady ▾	iReady ▾

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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: 2020, Next Full Self-Study: 2026
- 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: Students need to extract, apply, and analyze information across different academic disciplines to engage in critical thinking through investigation, formulate explanations, and design solutions set in real-world contexts. Students need to demonstrate the behaviors and characteristics of a Complex Thinker and Effective Communicator. [WASC Self-Study 2020, Mid-Cycle Report 2023]
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Root/Contributing cause(s):

1A. Coursework needs more rigor and 21st-century skill learning opportunities to develop students' self-directed learning and critical thinking.

1B. Coursework needs to include more content relevant to students.

1C. Teachers gravitate towards lecture-style teaching based on feedback given at CAS walkthroughs. Lessons are generally not designed to include highly engaging instructional strategies or opportunities for students to engage in discussions.

2

Student Need: Students need to read closely and analytically a variety of texts across different academic disciplines to construct evidence-based arguments for a variety of purposes. Students need to acquire academic and content-specific language and vocabulary to express their own ideas and construct arguments for a range of formal and informal academic tasks. [WASC Self-Study 2020, Mid-Cycle Report 2023]

Root/Contributing cause(s):

2A. Coursework needs more rigor and 21st-century skill learning opportunities to develop students' self-directed learning and critical thinking.

2B. Teachers gravitate towards lecture-style teaching based on feedback given at CAS walkthroughs. Lessons are generally not designed to include highly engaging instructional strategies or opportunities for students to engage in discussions.

3

Student Need: LHS students need to be immersed in a school culture that is focused on college, career, and citizenship readiness (CCCR). [CNA SY 24-25]

Root/Contributing cause(s):

3A. Limited opportunities for career exploration and earning career-based certifications/school to work.

3B. The overall culture of College, Career, and Citizenship Readiness is inconsistent across courses and grade levels.

3C. Inconsistent rigor

3D. Poor communication to students and parents about courses and opportunities available to them

3E. Poor testing culture

3F. There is a lack of focus on engaging students in citizenship readiness activities within the school and community.

4

Student Need: Students need strong systems of support and access to programs that will help them achieve their post-high goals MTSS. [CNA SY 24-25]

Root/Contributing cause(s):

4A. Time is not set aside on a consistent basis to analyze student performance data (iReady, Panorama, State assessments, common formative assessments, EL assessments) to determine student needs and to gauge the impact of current prioritized actions.



- 4B. Misunderstanding of what MTSS is and lack of desire to make the extra effort to support Tier 1 to Tier 3 students in the classroom.
- 4C. Not enough systems are in place to address gaps in learning or established systems are not followed: Student data is not sufficiently analyzed to determine student needs.
- 4D. Inconsistent enforcement of school rules, and consequences along with school practices.
- 4E. Lack of commitment/unwillingness to create and implement an effective RtI plan.
- 4F. When data is analyzed, instruction is rarely differentiated based on student needs.
- 4G. Misunderstandings of the Data Cycle Process still persist. Data cycles are not planned out and are mostly done for compliance. Instruction is rarely adjusted based on student data.

5 **Student Need:** Students need to learn in a safe, nurturing, and culturally responsive environment. [CNA SY 24-25]

Root/Contributing cause(s):

- 5A. Lack of focus on relationship-building (student to student, student to adult, and adult to adult).
- 5B. Students give up easily (not enough grit) and may not feel engaged in their courses and with their classmates.
- 5C. Lack of systematic analysis and sharing of SEL data with stakeholders.

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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 Targeted Subgroup: SPED Students

Identified Student Need(s):

SPED SBA Percent Proficiency

	SY 2021-22	SY 2022-23	SY 2023-24
ELA/Literacy	0%	4%	End of Year
Math	11%	4%	End of Year
Science	7%	3%	End of Year

2 Targeted Subgroup: EL Students

Identified Student Need(s):

English Learners SBA Percent Proficiency

	SY 2021-22	SY 2022-23	SY 2023-24
ELA/Literacy	5%	13%	End of Year
Math	5%	6%	End of Year
Science	7%	0%	End of Year

3 Targeted Subgroup: [Insert text]



Identified Student Need(s): [Insert text and/or image]

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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> <i>Be specific, should address student needs and support identified subgroups,</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> <i>[name and title, they are responsible for owning and monitoring implementation and progress of the desired outcome or enabling activity. They also should provide implementation support and react promptly by making adjustments or provide suggestions when enabling activities don't result in the desired outcome]</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.	N/A	N/A	N/A	N/A
1.1.2 Reading Proficiency Increase the percentage of students demonstrating proficiency on statewide assessments - Reading will increase 2 percentage points		See EA 1.1.4(1) See EA 1.1.4(2) See EA 1.1.4(3) EA 1.1.2(1) English teachers will conduct data chats with all students and have each student develop individual goals based on iReady data with a focus on informational text. [English DH and English VP]	iReady results and completed data chats	<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, \$



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<p>WASC 1 SW 5 SW 6</p>				<p><input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.1.3 Math Proficiency - SBA and EOC Proficiency Increase the percentage of students demonstrating proficiency on statewide assessments (SA1 - LMW KPI) - Math will increase 1 percentage point WASC 1</p>	<p>1A 1B 3C 3E 4D 4G 4F</p>	<p>See EA 1.1.4(1) See EA 1.1.4(2) See EA 1.1.4(3) EA 1.1.3 (1) Administer and analyze SBA interim assessments and Algebra I EOC. [Math DH, Testing Coordinator, Math Coach]</p>	<p>SBA interim assessment and Alg I EOC data</p>	<p><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:__, \$</p>



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i></p> <p>All students will develop necessary skills for 21st-century learning by engaging in high-quality standard-based curriculums. (IC³ = Investigate, Communicate, Collaborate, and Create)</p> <p>EOC Proficiency Increase the percentage of students demonstrating proficiency on statewide assessments (SA1 - LMW KPI) WASC 1 WASC 2</p>	<p>1A 1C 3B 3C 3E 4A 4B 4C 4F 4G 5B</p>	<p>EA 1.1.4 (1) All courses will utilize a Curriculum Pacing Guide that is standards-based (focused on priority standards and critical content) and include common assessments (formative and/or summative) evaluating students' mastery of the standards. Curriculum Pacing Guides will be used to develop Unit and Lesson Plans.</p> <p>The Lesson Plans/Class Instruction will:</p> <ul style="list-style-type: none"> clearly communicate the learning target to students and include planned opportunities for students to set learning goals based on their daily learning targets or unit learning goals, self-assess, and self-reflect on their learning. have the GLOs embedded, with a focus on the Critical Thinker and Effective Communicator GLO as measured by the LHS Presentation Rubric when applicable. incorporate strategies/activities that promote the acquisition and usage of content-specific academic vocabulary. incorporate reading and writing relevant to the course content by using appropriate and relevant instructional strategies. include planned higher-level questions, as well as incorporate meaningful opportunities for students to engage in content-related discussion between each other, as well as with their teacher. incorporate strategies and activities that enable a high level of student engagement. <p>[Admin Team, Department Heads, & Curriculum Coaches]</p> <p>Academic Achievement and Achievement Gap: EA 1.1.4 (2) Teachers will analyze student performance data in all courses (common formative assessments and common summative assessments) using the data team process to determine effective instructional practices and to plan interventions for tier 2 and 3 students.</p> <p>[Admin Team, DHs, Curriculum Coaches, & LT leads]</p>	<p>Pacing guide links. Unit Plan Links Lesson Plan Links</p> <p>Data from Leadership walkthroughs for evidence of quality standards-based instruction</p> <p>Data Cycles completed by all LTs</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>
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<p>WASC 5 SW 6</p> <p>Bio EOC will increase 2 percentage points</p>		<p>EA 1.1.4(3) ELA and Math teachers will analyze iReady Assessment data to set growth and proficiency targets to provide RTI (Response to Intervention).</p> <p>[English and Math DHs, Curriculum Coaches]</p> <p>EA 1.1.4(4) Science will analyze Inner Orbit BOY/EOY assessment data to monitor growth. Physical Science, Biology, and Chemistry teachers will utilize Gizmos or PhET Lab Simulations and NGSS aligned curriculum.</p> <p>[accountable lead - Science DH, Curriculum Coaches]</p> <p>See Transition Center in EA 1.2.2 (6)</p>	<p>LT RTI spreadsheet/data chat</p> <p>Inner Orbit Biology Pre and Post</p>	
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<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>WASC 1 SW 5 SW 6</p>	<p>4A 4B 4C 4E 5A 5B</p>	<p>EA 1.1.5 (1) Transitional Support Counselors and Teachers will provide transitional courses/supports for incoming students.</p> <ul style="list-style-type: none"> - SWANS - Mindset Mathematics Summer Academy - Jumpstart - Career and Life Planning 9th grade elective - Summer School - Special Education Transition meetings - Counselor to Counselor meetings <p>[Admin Team, SPED DH, SSC, Counselors]</p> <p>EA 1.1.5 (2) Promotion/Graduation Rate Counselors will monitor students to ensure they are on track to graduate on time or be promoted to the next grade level.</p> <ul style="list-style-type: none"> - Review Student Academic Overview Data - Red Yellow Green: LHS Promotion/ Graduation Rate Predictions <ul style="list-style-type: none"> - % of first-time 9th graders promoted to 10th grade on time - RFA data will be collected to determine school practices of Tier 2 and 3 behavioral and SEL interventions used 	<p>RYG data, SWANS data, Summer school completion data</p> <p>RYG data Graduation Rate</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 checked="" type="checkbox"/> Other:__, \$</p>
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<p>1.1.6 Provide teachers with professional development or coaching to increase academic success. (School added) WASC 3 WASC 4 SW 5 SW 6</p>	<p>1A 1B 1C 2A 2B 3C 3E 3F 5A 5B</p>	<p>EA 1.1.6(1) Professional Development Teachers will participate in current professional development (PD) opportunities and have access to current resources.</p> <ul style="list-style-type: none"> - School level PD - District level PD - State level PD - Local conferences and/or workshops - National conferences and/or workshops <p>EA 1.1.6(2) Professional Development Teachers will have the opportunity to select relevant PD topics.</p> <ul style="list-style-type: none"> - 21 hour PD lists - Dept Specific PD <p>[Admin Team, DH, Teachers]</p>	<p>Admin and DHs will plan, review, and document teacher professional development opportunities.</p> <ul style="list-style-type: none"> • School PD Plan • Department Plans • Tech Plan <p>All Depts inputted Quarterly PD into School PD Plan</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>1.1.7 All students will have access to a laptop for academic purposes to ensure equity (School added) SW 5 SW 6 WASC 3</p>	<p>1A 1B 1C</p>	<p>EA 1.1.7 (1) Current technology to ensure students are able to access instructional materials.</p> <p>[Tech Coordinators]</p>	<p>Tech plan</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>

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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> <p><i>SW 6</i></p>	<p>3D 3F 4A 4B 4C 4E 5A 5B</p>	<p>EA 1.2.1 (1) Teachers and counselors will continue to:</p> <ul style="list-style-type: none"> inform students/parents/guardians of student progress and record contact in PLPs Inform stakeholders by completing/reviewing RFA for student behavior, attendance, and/or academic performance issues if they persist following contact with guardians <p>[Erin Chow - DH Counselors, Admin]</p> <p>EA 1.2.1 (2) All students will have the option to enroll in Distance Learning courses. They will have access to the online program and will take available courses necessary for graduation and elective requirements to be fulfilled.</p> <ul style="list-style-type: none"> Students will have access to devices in order to participate in the online program. The enrollment will be by semester and progress will be assessed after the first semester to determine enrollment for the second semester. <p>[Distance Learning Coordinator]</p>	<p>[Attendance] [Source: LEI Kulia] - Daily Attendance Rate (Percent of students attending 90% or more days of instruction) - Chronic Absenteeism (Percent of students with 15 or more absences in a school year)</p> <p>The Distance Learning Coordinator will monitor students enrolled in the distance learning program (includes communication between stakeholders and student program completion).</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>



		See Credit Recovery for EA 1.2.2		
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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>WASC 6 SW 3 SW 5 SW 6</p>	<p>3D 3F 4A 4B 4C 4E 5A 5B 5C</p>	<p>EA 1.2.2 (1) Faculty and staff will increase the sense of belonging and social/emotional well-being of students by implementing Positive Behavior Supports. [Admin, Counselors, DHs - All teachers]</p> <p>EA 1.2.2 (2) Teachers will administer and analyze the Panorama SEL survey (fall, winter and spring), and implement the School Connect Curriculum. [Counselors, DHs - All teachers]</p> <p>EA 1.2.2 (3) The Counseling department will create a pacing guide that aligns with School Connect curriculum competencies of focus and incorporates assessments for each grade level. [Counselors]</p> <p>EA 1.2.2 (4) The Counseling Department will hold grade level team meetings with teachers to facilitate discussions and determine adjustments to the School Connect SEL pacing guides based on student data/panorama SEL surveys/ and GLO progress reports and teacher feedback. [Counselors]</p> <p>EA 1.2.2 (5) Administration and Counselors will meet to review grade level Panorama data, implement interventions for tier 2 and 3 students, and review intervention plans. [Admin, Counselors, Testing Coordinator]</p>	<p>Counselors will review, compile, and share Panorama SEL Survey Data</p> <p>Fall, winter, and spring SEL student survey results downloaded in CIA data folder, DHs monitor implementation with DART.</p> <p>Grade level pacing guides and assessments. Link to completed Advisory pacing guide.</p> <p>Advisory/Grade Level meeting agendas/minutes will be uploaded to ART. Minutes will capture data analysis and action items. Adjustments to pacing guides.</p> <p>Intervention plans will be captured in Panorama.</p>	<p><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 checked="" type="checkbox"/> Other:__, \$</p>
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		<p>EA 1.2.2 (6) LHS will use Multi-Tiered Systems of Support (MTSS) to provide interventions to support the whole child. Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> • Tutoring (TIPS, SMARTS) • Academic programs (AP, AVID, CSAP, CTE, SWANS, Rtl, and Early College) • Credit Recovery • Counseling including School-Behavioral Health Specialists, School Social Worker, School Psychologist, and various outside providers such as Drug-Free Hawaii, ASACS, and Adult Friends for Youth • Transition Center • Extracurricular activities • Co-curricular activities <p>[Admin, Counselors, Program Leads, DHs - All teachers]</p>	<p>Program coordinators will complete the LHS Program Evaluation Sheet and Leadership and Admin will approve. Programs include, (not limited to):</p> <ul style="list-style-type: none"> • Workshop classes • AVID • Early College • AP courses • Tutoring • Credit Recovery 	
<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><i>SW 5</i> <i>SW 6</i></p>	<p>2A 3A 3B 3D 3F 4A 5A 5B</p>	<p>See EA 1.2.2.(1) See EA 1.2.2.(2)</p> <p>EA 1.2.3 (1) Schedule schoolwide HĀ orientation PD and follow-up PD for the purpose of eventually embedding the HĀ beliefs and disposition in the school curriculum and culture.</p> <p>[Teacher Mentor, Coaches]</p>	<p>Attendance sheets</p> <p>Schedule into master calendar for 21 hour PD (double meeting) need 2 hours</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>

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

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>
<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><i>SW 5</i> <i>SW 6</i></p>	<p>3A 3B 3D 3F 5A 5B</p>	<p>EA 1.3.1 (1) LHS will increase the opportunities for students to explore various career pathways.</p> <ul style="list-style-type: none"> - Naviance lessons - College and Career night - Career Guest speakers - Field trips - Career-related clubs <p>[College and Career Coordinators]</p> <p>EA 1.3.1 (2) Career Coordinator will coordinate opportunities for students to participate in a series of career exploration activities and work-based learning opportunities.</p> <p>[College and Career Coordinators]</p> <p>EA 1.3.1 (3) CTE Coordinator will work with community partners to increase opportunities for career exploration, career-based/industry-recognized certifications, work-based opportunities, and internships.</p> <p>[CTE Coordinator, Career Coordinator]</p>	<p>Naviance Completion reports, Participation/Attendance</p> <p>Participation/Attendance</p> <p>Track the number of CTE completers, CTE Honors students, internships, and certifications.</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>EA 1.3.1 (4) Create a team to define the profile of a responsible Leilehua Citizen and to implement more civic and citizenship readiness within our courses, co-curricular, and extra-curricular groups.</p> <p>[AD, SAC, Teacher Mentor, LLC, Social Studies VP & DH]</p>	<p>Infographic for the staff</p>	
<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><i>SW 5</i> <i>SW 6</i></p>	<p>1A 1B 1C 2A 2B 3A 3B 3C 3D 3E</p>	<p>See EA 1.1.5 (1) See EA 1.1.5 (2)</p>	<p>Monitoring of progress % of first time 9th graders promoted to 10th grade on time</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>1.3.3. All students graduate high school with a personal plan for their future.</p> <p>SW 5 SW 6</p>	<p>3A 3B 3D 3F 5A 5B</p>	<p>EA 1.3.3 (1) LHS faculty and staff will utilize Naviance in Advisory classes to help each student develop, update, and expand their digital personal transition plan (PTP)</p> <p>[DHs - All Advisory teachers]</p> <p>EA 1.3.3 (2) Counselors will develop and maintain a curriculum for Advisory and Senior Advisory that includes the following:</p> <ul style="list-style-type: none"> - Lessons on financial literacy - College and career planning - Completion of PTP requirements - SEL lessons <p>[Counselors]</p> <p>EA 1.3.3 (3) Counselors will provide training to new teachers and support to all teachers to ensure that the Advisory Curriculum can be properly implemented.</p> <p>[Counselors]</p> <p>EA 1.3.3 (4) Advance Placement Provide a variety of AP courses and the necessary support to help students earn at least a 3 on their AP Exam.</p> <p>[AP Coordinator/AP Teachers]</p>	<p>DART</p> <p>Pacing guides, Lessons</p> <p>Attendance and training for Teachers</p> <p>AP teachers and testing coordinator will track individual students' progress towards achieving at least a 3 on their respective AP Exam.</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>
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		<p>EA 1.3.3 (5) College Activities College Coordinator will coordinate opportunities for students to participate in a series of college exploration activities.</p> <ul style="list-style-type: none"> - Support for students transitioning to postsecondary education - college and career counseling extended into the summer for graduates - streamlined admission to UH or other colleges - accelerated placement into apprenticeship programs, workforce training <p>[College and Career Coordinators]</p>	<p>College and Career Coordinators will track and evaluate opportunities that are made available for students.</p>	
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ 2.1 All students are taught by effective teachers.
- ★ 2.2 All schools are staffed by effective support staff.
- ★ 2.3 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 <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> <i>Please estimate the additional amount</i>
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				needed to execute the enabling activity.
<p>2.1.1. All teacher positions are filled with qualified hires.</p> <p>SW 6</p>	<p>1A 1B 1C</p>	<p>EA 2.1.1 (1) Administrators will place teachers in positions that they are highly qualified for and meet with teachers who are not highly qualified to develop a plan for them to become highly qualified for courses they are teaching.</p>	<p>Number of teachers that are highly qualified will increase.</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>2.1.2. All teachers are effective or receive the necessary support to become effective</p> <p>WASC 4 SW 6</p>	<p>1A 1B 1C 2A 2B 3B 3E 3F 4A 4B 4D 5A</p>	<p>EA 2.1.2 (1) Teachers will participate in current professional development (PD) opportunities and have access to current resources regarding building them up as professionals or relating to school initiatives. (not directly related to student achievement)</p> <ul style="list-style-type: none"> • School level PD • District level PD • State level PD • Local Conferences and/or workshops • National Conferences and/or workshops <p>EA 2.1.2 (2) Teachers will have the opportunity to select relevant PD topics.</p> <p>[Admin Team, DH, Teachers]</p> <p>All teachers will receive evaluations and feedback on job performance</p> <p>EA 2.1.2 (3) The Danielson Observation Framework will be utilized to assist teachers in improving classroom instruction to better support student learning</p>	<p>Admin and DHs will plan, review, and document teacher professional development opportunities.</p> <ul style="list-style-type: none"> • School PD Plan • Department Plans • Tech Plan <p>All Depts inputted Quarterly PD into School PD Plan</p> <p>Admin will involve teachers in the EES process and</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>



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		<p>Teachers who receive less than a “proficient” rating will be provided with additional support [Admin Team]</p> <p>Teachers will have access to mentoring support EA 2.1.2 (4) Induction and mentoring support will be provided for all beginning teachers to ensure all teachers will attain Highly Qualified Teacher (HQT) status and a “proficient” rating on the teacher evaluation tool.</p> <ul style="list-style-type: none"> - Mentoring support will be provided for Non-Highly Qualified Teachers (NHQT) and less than “proficient” teachers. - Mentoring/coaching support will be provided for all teachers to ensure emotional well-being. <p>[Teacher Mentor]</p> <p>Teachers will have access to coaching support EA 2.1.2 (5) Curriculum, Instruction, and Assessment coaching will be available for all teachers to ensure teachers receive the proper support to increase student academic success. [Curriculum Coaches]</p>	<p>complete all requirements.</p> <p>Mentoring Data</p> <p>Coaching Data</p>	
<p>2.2.2. All school support staff are effective or receive the necessary support to become effective. SW 5 SW 6</p>		<p>EA 2.2.2 (1) The Performance Appraisal System (PAS) will be used for evaluating and providing feedback to all classified staff members to ensure continuous improvement. [Admin]</p> <p>EA 2.2.2 (2) Professional Development and necessary training will be provided and accessible to all support staff. [Admin]</p>	<p>Admin will stay up to date with PASs.</p> <p>Admin inputted Quarterly PD into School PD Plan for support staff</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>

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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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>SW 6</i> <i>SW 7</i> <i>Required for all schools.</i>	3D	EA 3.3.1 (1) Support our students by informing families of opportunities at the school and promote family engagement and involvement [Principal, PCNC]	Meeting minutes	<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>3.3.2 and 3.3.3 are N/A to high school</p>				
<p>3.3.4. All academic plans will be monitored and stakeholders given the opportunity to voice feedback and recommendations for adjustments. WASC 1 WASC 4 SW 3 SW 6 SW 7</p> <p><i>(School added)</i></p>	<p>4A 4C 4F</p>	<p>EA 3.3.4 (1) Groups will review the progress of the school’s academic plan and departments’ academic plans.</p> <ul style="list-style-type: none"> • Departments • Administration <p>[Leadership]</p>	<p>DART and ART</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>

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★ **Goal 3.4 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.4.1 Continue to improve communication between all stakeholders to support student measurable outcomes. SW 6 SW 7	3B 3D 3F	EA 3.4.1 (1) Leilehua will continue to communicate regularly with families and stakeholders for the purposes of: <ul style="list-style-type: none"> ● supporting our students and informing families of opportunities at the school ● promoting family engagement and involvement ● Using various school websites and School Info App (Public Communications) <ul style="list-style-type: none"> ● Flyers ● Social Media ● Marquee ● Digital Signage ● Newsletters ● Daily Bulletin [Public Communications NCT]	Number of users on the app in different groups, website hits, Google form requests for announcements, etc.	<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: __, \$
3.4.2 Increase family and community engagement activities SW 5		EA 3.4.2 (1) School will provide opportunities to the community to be involved in improving student academic achievement and school performance for example: <ul style="list-style-type: none"> - Parent Conferences - College and Career Night - FAFSA Night 	Attendance	<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, \$



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<p>SW 6 SW 7</p>		<ul style="list-style-type: none"> - iNight - Innovation Day - Fall Festival - College Admissions Application Day - Fine Arts Performances and Parent Nights <p>[College and Career Coordinators, Title 1 Coordinator, CTE coordinator, Librarian, Fine Arts DH]</p>		<ul style="list-style-type: none"> <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 3.5 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 <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.5.1 Improve or develop programs, facilities, and operations, to support staff safety, well-being, and security of everyone on campus SW 6	3F 5A	3.5.1 (1) LHS will make improvements/enhancements to increase safety and well-being on campus. Facility improvements/enhancements to increase a safe environment. [Admin, School Safety Officer, and Financial Recorder] 3.5.1 (2) Increase sense of belonging and social/emotional well-being and develop a wellness committee. [Admin, SAC, Aloha Club, Wellness Committee] 3.5.1 (3) Current technology to allow staff to support effective school operations. [Tech Coordinators]	Create and monitor a Facility Master Plan Quarterly Safety Report Panorama Data and Wellness Committee report Technology Department Inventory in Tech Plan (Techs)	<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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WASC 1: *Develop a clear and articulated data collection process.*
 WASC 2: *Develop a common understanding of student engagement and develop a process of collecting data to increase student engagement.*
 WASC 3: *Develop a clear plan to increase technology*
 WASC 4: *Identify PD*
 WASC 5: *School wide coordinated manner to provide students with opportunities to reflect/assess their learning.*
 WASC 6: *Develop a data driven process to evaluate academic and co-curricular activities.*

SW 3: *School's academic plan shall be monitored regularly*
 SW 5: *Coordinate and integrate federal, state, and local services and programs*
 SW 6: *Strategies and supports to address school needs and academic achievement*
 SW 7: *Implement strategies to increase parental involvement, such as family literacy services*

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 Leilehua 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](#).

<p>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) HRS 302A-251 (please read this and let me know if my interpretation is incorrect) We technically will meet that law with one week of school</p>	<p>29.5 hrs/week 1180 hrs/year</p>
<p>Did your school submit a SCC Waiver Request Form? Please explain.</p>	<p>Yes, Leilehua submitted a waiver for CBA: Early Submittal of grades.</p>
<p>Bell Schedule: Leilehua High School Bell Schedule</p>	

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

Link to [HIDOE 23-29 Implementation Plan](#)