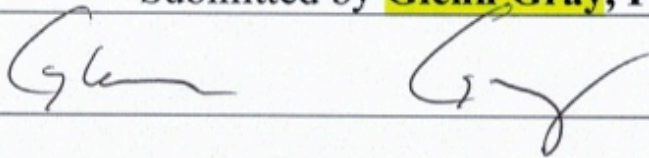


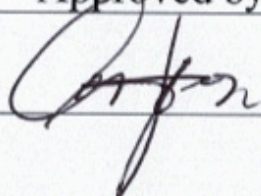


Three-Year Academic Plan 2017-2020

Kealakehe High School

74-5000 Puohulihuli St, Kailua, HI 96740

Submitted by Glenn Gray, Principal	Date
	5/16/19

Approved by Art Souza, CAS	Date
	5/16/19

Kealakehe High School

**74-5000 Puohulihuli St
Kailua Kona, HI 96740**

808 313-3600

<http://www.khswaveriders.org/>

Revised 1.28.19 Revision 2

Submitted by Principal Wilfred Murakami	Date

Approved by Complex Area Superintendent Art Souza	Date

Where are we now?

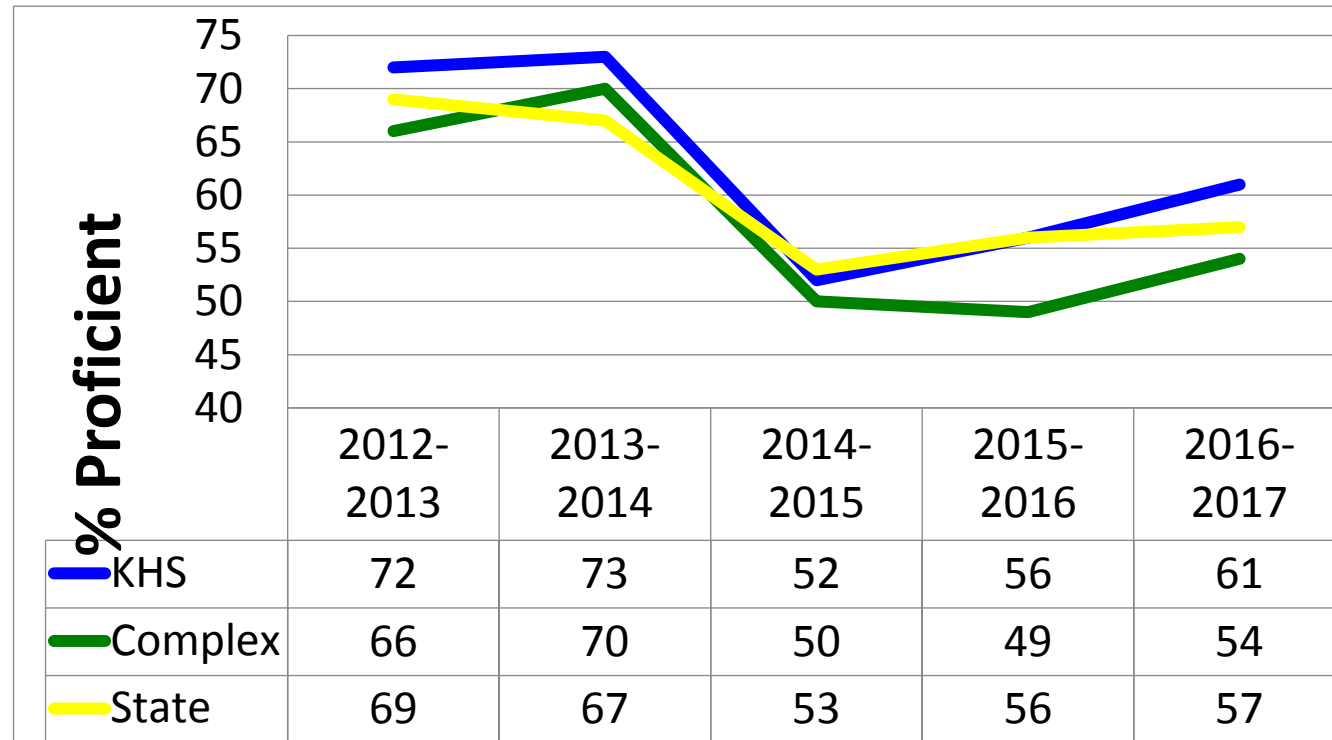
Prioritize school's needs as identified in one or more of the following needs assessments:

• Comprehensive Needs Assessment (Title I Schools)

• WASC Self Study
 § WASC Category B: Standards Based Student Learning: Curriculum, instruction
 § WASC Category C: Standards Based Student Learning: Instruction
 § WASC Category D: Standards Based Student Learning: Assessment and Accountability

• International Baccalaureate (IB) Authorization
 • Other
 •

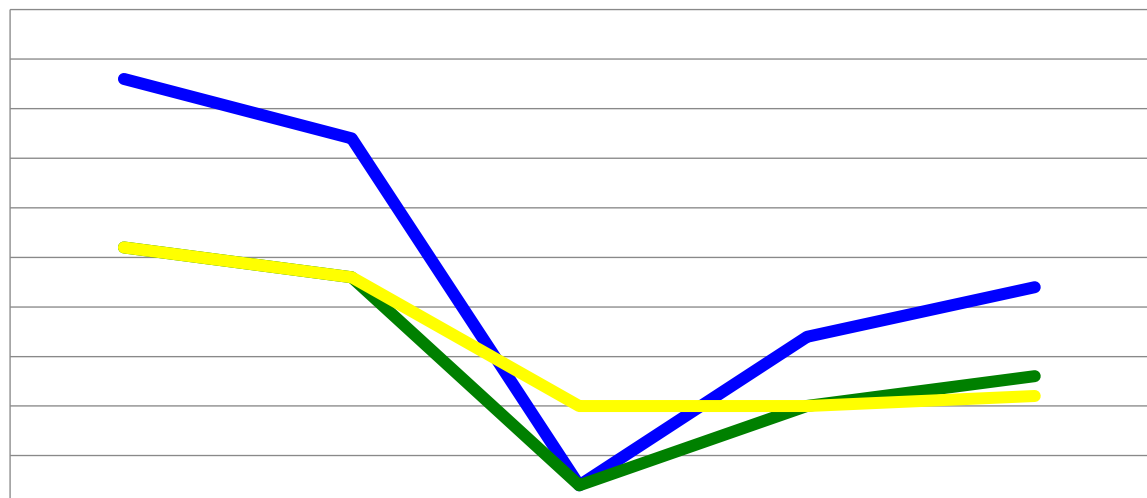
Kealakehe High School ELA State Assessment Percent Proficient, 2012-2017



Kealakehe High School Math State Assessment % Proficient, 2012-2017

% Proficient

70
65
60
55
50
45
40
35
30
25
20



	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
— KHS	63	57	22	37	42
— Complex	46	43	22	30	33
— State	46	43	30	30	31

End of Course Exam, Percent Proficient 2014-2016							
Algebra I		Algebra II		Biology		US History	
'14-'15	'15-'16	'14-'15	'15-'16	'14-'15	'15-'16	'14-'15	'15-'16
28%	21%	40%	46%	32%	38%	47%	46%

1. Need: To address students' literacy, numeracy, oral communication skills and civic responsibility, specifically improving interdependence continue our efforts to close the achievement gap. Strive Hi Achievement Gap Math – 56% Achievement Gap English Language Arts – 48%

2. Need: To improve instruction and achievement for all students based on school/classroom data analysis provided by Professional Learning Communities (PLCs); the PLCs are led by the Curriculum Specialists and Department Facilitators who facilitate to improve instruction in every class for every student every time

3. Need: To increase the RTI support currently provided to enable students having the greatest challenges learning and achieving to gain greater access to the academic curriculum. To provide support services for some students and their families in the challenging group whose Socio-Emotional Wellness impacts their success in school. For “newcomers” and ELL students, transition to a new setting is essential; To provide advancement and recovery opportunities through after school programs, summer programs and early college courses.

4: Need: To provide more opportunity to engage and partner with community members to develop opportunities that are relevant to engage students and improve their success in school. [Get info from Justin; U of Nations; ~~Life Plan~~]

5. Need: To address the rise in student suspensions for Class A offenses specifically related to drug offenses. [There has been an increase from 6 offenses to 13 offenses related to Illicit Drugs and from 2 offenses to 7 offenses related to Drug Paraphernalia.]

	<p>Addressing Equity: Sub Group Identification</p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>English Language Learners (10% of school population): We need to provide differentiated instruction to address ELL students' literacy, oral communication, and numeracy skills. According to STAR reading assessment data, all of our ELL students are reading below grade level placement and our STAR math assessment, 88% scored below their grade level placement.</p> <p>Special Education Students (11% of school population): SPED: Need for further Inclusion in GenEd sections→ maintain or raise mainstreaming of students and training for teachers</p> <p>Migrant Ed: Needs: To provide instruction to address our Migrant population's reading and math needs and close the Achievement Gap. To improve system for early identification of qualified students, monitoring their progress and providing supports for them. Data shows 91.2% of Migrant Ed students scored below grade placement in STAR reading and 57.1% of the Migrant Ed students scored below grade placement in STAR math assessment.</p> <p>Homeless: Need to monitor and provide supports for students identified as "Homeless"; to improve system of proactively identifying homeless students and providing support for them.</p> <p>Disadvantaged (51.27% of school population) - Need to address reading and math needs and close the achievement gap: 81% reading below grade placement as measured by STAR reading assessment & 46% below grade placement as measured by recently administered STAR math assessment.</p> <p>High performing/ Gifted: Needs: To increase opportunities for students to engage in courses and activities providing rigor and relevance to enhance their interests and potential "giftedness".</p>
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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Wil Murakami - Principal Tammy Furrer - Vice Principal	1. Instructional Leadership Team
2. Cassandra Macatiag - Teacher Leader Wil Murakami - Principal	2. School Community Partnership and Transition: Council Hokupa'a, Newcomer Center, Aloha Center, AVID
3. Cassandra Macatiag - Teacher Leader Wil Murakami - Principal	3. AVID
4. Hannah Loyola - Vice Principal Wil Murakami - Principal	4. School Data - Data Tracker
5. Leadership Team (Administration, Department Facilitators, Curriculum Specialists, Coordinators)	5. Professional Learning Communities/ Data Conference; Monitoring of AcPlan

6. Kealii Freitas - Teacher Leader Wil Murakami - Principal	6. Summer Programs & Bridge Program
7. Dr. Nani Damasco David Case – SPED Co-DF Kyli Arford – SPED Co-DF	7. SPED/504
7. Candy Davis- College and Career Counselor Cassandra Macatiag- Teacher Leader Wil Murakami - Principal Dr. Nani Damasco- Vice Principal	7. Dual Credit Programs: Early College, Running Start
8. Rico Ventenilla - Teacher Lead David Case - Teacher Lead Wil Murakami - Principal	8. Credit Recovery/ Online Advancement
9. Dr. Nani Damasco - Vice Principal Program Coordinator	9. Wave Rider Learning Center

10. Josh Hansen- Attendance and Academic Advisor Wil Murakami- Principal Tammy Yoshimura-Furrer- Vice Principal PTTs for Community Engagement	10. Attendance
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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,		Rationale:
SY 2017-18	ELA: 57%; Math: 43%; Sci: 46%; Grad: 80%; 9th OT: 90%; Abs: 14%	<p>Growing populations of ELL students in the complex: 200+ students at Kealakehe ES; 95 Active ELL students plus 62 monitored ELL students a total of 373 total at Kealakehe HS; Failure to meet State AMAO targets at Kealakehe HS for the past 4+ years (Growth to Target- waiting on clarification of how Ss progress will be measured); High absentee rates by students failing 1 or more courses in HS – currently, petition for over 30+ students are being processed to the Family Court for non-attendance; Of the number of students failing core courses, absenteeism is cited by teachers as the major cause of failure; Increasing number of students below 16 years of age getting involved in serious Ch. 19 offenses leading to multiple suspensions; many for use, possession or distribution of illicit substances and contraband; Serious discipline suspensions greater 10 days = >15; near expulsion or expelled = 4.</p>
SY 2018-19	ELA: 64%; Math: 47%; Sci: 53%; Grad: 78%; 9th OT: 92%; Abs: 11%	
SY 2019-20	ELA: 68%; Math: 51%; Sci: 60%; Grad: 81%; 9th OT: 94%; Abs: 8%	
<p>Close achievement gap</p> <p>Transition Center</p> <p>Improve Reading, Math, Science, & Tripod Ratings</p> <p>AVID Electives and success</p> <p>Increase ECHS Credits</p> <p>Improve Freshmen on Track with 5 credits and no CORE failures.</p> <p>Improve attendance & cut court referrals</p> <p>Dynamic learning opportunities for students which includes access to online learning for Advancement and Enrichment</p> <p>100% of teachers will have designed and implemented units, lessons and assessments aligned to the CCSS and NGSS; Teachers will be practicing proven instructional strategies based on data analysis that results in improved student learning; Students will be engaged in school and attendance will improve; Student needs will be met through both Response to Intervention and J section courses and Early College opportunities.</p>		

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
100% of teachers will have designed and are implementing units, lessons and assessments aligned to the CCSS and NGSS; Teachers will be practicing proven instructional strategies based on data analysis that results in improved student learning.	S1a: Increase opportunities where all teachers receive differentiated PD to identify “Power Standards (PS)” for improving Literacy, Numeracy, Oral Communication and Citizenship and to embed PS into SMART goals, unit and lesson plans.			<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I - \$80,000* (Consultant); \$28,000 for Subs <input checked="" type="checkbox"/> Title III \$500-Subs <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Homeless <input type="checkbox"/> CTE Perkins <input type="checkbox"/> Focus/Priority \$ <input checked="" type="checkbox"/> CTE State \$1000-subs <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	90% of all classroom and resource teachers will attend and evaluate PD sessions; 100% of teachers attending the differentiated sessions shall submit at least 1 sample lesson plan, the Tracker Data gradebook entry file and at least 3 data points per student work samples per period taught or as “inclusion” support for every quarter of the school year in the Evidence Binder Quarterly Report submitted at the Data Conferences;

	<p>S1b: Increase opportunities for DFs and PLC CSs to identify “Power Standards” and develop quarterly SMART goals, revise pacing guides and instructional practices to align with the CCSS/ NGSS/ SBA, and to revise Common Formative/ Summative Assessments that measure the SMART goal.</p>			<p> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$25000 for Subs and contract services included in S1a. <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>100% of the PLCs shall submit the SMART goals, revised pacing guides and instructional practices aligned to the CCSS/ NGSS/ SBA and revised Common Formative/ Summative Assessments as part of the Evidence Binder Quarterly Data Report that is submitted at the Q1 Data Conference.</p>
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	<p>S1c: Provide opportunities for identified teachers of ELA, Math, Science and CTE to work with a consultant to develop integrated units and scripted lessons, including formative/summative assessments that are delivered according to a pacing guide and assessment schedule that has been agreed to by members of the work group.</p>			<p> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$80000 for Consultant; \$28000- Subs <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>BL Consultant will provide detailed reports for 100% of the work sessions conducted and copies of the scripted Units/Lessons.</p> <p>100% of the teachers participating in delivering the scripted units will provide copies of the Data File and 3 student work samples for each data point collected as part of the Evidence Binder Quarterly Report.</p>
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<p>All students will improve their attendance and grades of disengaged students with high rates of absenteeism and who are not on track to graduate with their class;</p>	<p>S2a: Attendance Academic Advisor and PPT continue to assist counselors in identifying students with truancy/class cutting behaviors and work with the students, their families and the Family Court to improve their attendance. [Note: Criteria for identifying truant students is 10 days or more of unexcused absences. For students cutting class, it is 60 periods or more.]</p>			<p> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$17,140- 2 PPTs; \$500 - Mileage <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>Using the criteria of the previous year's attendance to identify students on The Chronic Absentee List, one list shall be developed for each grade level and a list for ELL students.</p> <p>Increase grade 9 school/class attendance so 80% of grade 9 students are NOT on The Grade 9 Chronic Absentee List by the end of Sem 1.</p> <p>Increase attendance of 25% of the chronically absent identified students in grade 10 so they are removed from The Grade 10 Chronic Absentee List by the end of Sem 1.</p> <p>Increase grade 11 school/class so 85% of grade 11 students are NOT on The Grade 11 Chronic Absentee List by the end of the <u>school year</u>.</p>
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<p>All ESOL/Transition students will earn enough credits (5) to be promoted to the next grade level. To this end additional supports have been added including a Summer Bridge Program for incoming 8th grade ELLs, a Summer RTI/Remedial class to provide additional literacy and numeracy classes, and a transition class to provide additional support newcomers to the school.</p> <p>Our EL coordinator will go through the progress of each out EL students. If they are not on track to graduate or need support in any instruction area, they will be asked to attend a help session</p>	<p>S2b: All ESOL Identified students in ESOL/Transition classes will improve their literacy, numeracy, and oral communication skills so these students may access all high school curricula. Support to be provided through ESOL elective sections for identified 9th grade students.</p> <p>S2b: All ESOL Identified students in ESOL/Transition classes will improve their literacy, numeracy, and oral communication skills so these students may access all high school curricula. Support to be</p>		<p>W. Murakami Principal K. Freitas</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Title 1 funds will be used at PTT rate. The total for both teachers will be \$3,985</p>	<p>Relevant data that will be used are as follows: All ESOL/Transition students will pass weekly formative assessments with 70% or higher. (measured in bi-weekly frequency) All ESOL/Transition students will pass summative assessments with a 70% or higher. (measured with bi-weekly frequency) In addition, all ESOL/Transition students will have an 90% attendance rate (absence and tardies) checked with daily frequency.</p> <p>Data of how each individual student is doing to determine if the student would benefit from the summer school help. The EL coordinator will be looking at their STAR scores, WIDA scores, overall performance in class, and other relevant data.</p>
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with a teacher. The teachers will be hired for 30 days, there will be two teachers, and they will work 3 hours a day. This is to support EL students and give them the skills to be successful in their classes during the school year. It is an academic intervention.	provided through ESOL elective sections/ summer intervention program for identified EL students.				
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<p>Increase the number of students pursuing post-secondary education through the ECHS program.</p>	<p>S2c: Partner with UH System to continue “Transition Counselor” position assigned to the Kealakehe High School campus to service the 5 high schools in the West Hawaii Complex Area by working with current counseling staff to visit the campuses, meet with students and conduct activities promoting ECHS and post-secondary college education.</p>		<p>Art Souza W. Murakami Principal</p>	<p><input checked="" type="checkbox"/> WSF \$3,000</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"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Transition Counselor continue to work with the 5 complex area high school students. 90% of all grade 9 students will visit the Palamanui Campus by the end of the Sem 1. 100% of grade 11 & 12 CEP/A classrooms will have an orientation session to college given by the grade level and transition counselors. 70% of all grade 12 students will submit applications and receive acceptance letters by the end of Q3 to a 2/4 year post-secondary school, a “trade” school or a branch of the military. 100% of grade 12 students intending to enroll at Palamanui shall complete pre-registration procedures to know costs, complete financial aid applications and develop course request applications. At least 1 ECHS courses qualifying for AA and/or 4 year degrees will be scheduled for each semester and the Summer of 2017.</p>
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	<p>S2d: Continue AVID Academy that cohorts which offer at least one (1) AVID elective class for each year in high school; As part of the course, students would be required to take a least one (1) ECHS course in grade 9 and two (2) ECHS courses in each succeeding year.</p>		<p>C. Macatiag W. Murakami</p>	<p><input checked="" type="checkbox"/> WSF \$5000 <input checked="" type="checkbox"/> Title I \$13,350- PTTs <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>At least one section of the AVID elective will be offered at every grade level; each section will have at least 20 students enrolled; grades 11 & 12 will have at least 5 ELL students who will complete the elective with a grade of “C” or higher; grades 9 & 10 will have at least 10 ELL students who will complete the elective with a grade of “C” or higher; 100% AVID students in grades 9 and 10 will complete ECHS course ISO 101 and HSER 110 at no cost to students with a passing grade. KHS will also fund 2 online EC courses</p>
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	<p>S2e: Continue efforts to increase student access to computers in the classrooms to enable students to work on RTI applications in Reading, Math and Science; work on internet based research assignments; work on interdisciplinary, integrated units of study and enable teachers to administer electronic material including assessments.</p>			<p><input checked="" type="checkbox"/> WSF \$75,000 <input checked="" type="checkbox"/> Title I \$13,350-</p> <p>PTTs</p> <p><input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Inventory of computer equipment at the end of SY 16-17; Samples of integrated projects implemented involving 2 or more teachers; Samples of teachers using computers for assessment, i.e. QUIA, WIDA, STAR, PTP, etc.; Samples of computer generated projects, i.e. design of web pages; Samples of online courses, i.e. Empower3000; Virtual labs, etc.</p> <p>Maintain inventory of computer equipment in SY 18-19</p>
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	S2f: Increase RTI and After School Program				<p>85% of students enrolled in the Wave Rider Learning Center and the Title III Tutorial Program with 75% or higher attendance rate will complete each quarter with a grade of a “C” or higher. 85% of students assigned to the In-School RTI program with a 75% or higher attendance rate will complete each quarter with a grade of a “C” or higher.</p> <p>Increase AMAO exit rate by 25% or more when compared to SY 16-17.</p> <p>Reading interventions (phonics instruction) for struggling readers.</p>
	S2g: 7 Pd. Bell Schedule				<p>A 7 period Bell Schedule which includes CEP/A and Advisory to will be adopted for implementation in SY 17-18 18-19.</p>

	S2h:Continue efforts to Plan, develop and implement pilot project for the Aloha-Newcomer Transition Center.		C. Macatiag T. Furrer M. Freitas V. Takamoto	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$2000 – Chromebooks for parents in the center; \$9493 – PTT for coordinator to lead the project. <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>For the pilot year, completed plans for the Center's design, curriculum and budget;</p> <p>Selection criteria for how students will be enrolled in the Center.</p> <p>List of current and incoming students and their families who will be part of the Charter members of the Center.</p>
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Classroom teachers will administer formative/summative assessments agreed upon the PLCs with fidelity; to have all PLCs regularly collect formative assessment data, analyze the data and adjust their instructional practices that result in improved student learning.	S3a: Increase time for PLC CSs to work with consultant to revise Formative/ Summative CCSS/ NGSS/ SBA assessments, agree and implement assessments according to a schedule, collect at least 3 data points excluding the pre/readiness assessments and input results in The Tracker Data File.			<input checked="" type="checkbox"/> WSF \$Per diem & Subs <input checked="" type="checkbox"/> Title 1 25000 + Contract services; <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>Improve grades of 85% of students that are removed from The Chronic Absentee List in every grade level to be passing with a “C” or higher at the end of the course.</p> <p>Improve grades of 50% of all students NOT on a Chronic Absentee List failing a Core Class required to earn a high school diploma to be passing with a “C” or higher by the end of the course.</p> <p>Improve GPA of 50% of ELL students who received at least one “F” in a previous semester/year course to be a “C” or higher in every course on their schedule by the end of the course.</p> <p>Increase AMAO exit rate by 25% or more when compared to SY 15-16.</p>
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	<p>S3b: Structure meeting time for PLCs to analyze data and determine next steps in making adjustments to address student needs based on the analysis; identify the instructional strategies each PLC will use to improve student learning.</p>			<input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$ Contract services; <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>100% of the PLCs will submit “Next Step” plans no later than 1 week after formative assessments have been discussed indicating adjustments that will be made to classroom instruction. Plans to include summaries of the data analysis detailing “student strengths” and “areas of improvement”. PLCs will continue to meet and follow the Data Team process with quarterly meetings with their designated admin.</p>
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	<p>S3c: Collect student works samples showing student performances on The Common F/S assessments and store document them in the Evidence Binder data points in Infinite Campus for submittal at the quarterly Data Conferences.</p>			<p> <input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A </p>	<p>100% of classroom teachers and non-classroom teachers will submit The Evidence Binder Quarterly Report at the Quarterly Data Conferences; binders will include the copies of The Tracker Data File and samples of student works aligned to the SMART goal of the PLC. [Electronic copies of the Data Tracker File to be email to the Principal] will continue to input Data Points (Common Formative Assessment data) into their grade books to be exported for Tracker</p>
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	S3d: Counselors to increase communications and working with other counselors, teachers and administrators to improve timely delivery of services specifically related to non-attendance, failures, individual/group sessions, parental contact, college/career planning, PTP conferences; 504 Plans and testing: Social Emotional Learning efforts			<input checked="" type="checkbox"/> WSF \$3000 <input checked="" type="checkbox"/> Title I \$527: Mileage; 2 PPTs - <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	100% of counselors will submit The Evidence Binder Quarterly Report at the Counselors PLC Data Conferences. Evidence will include logs and samples of what was discussed within allowable limits.
Develop programs that are project based and relevant to the changing landscape in the 21st century.	S4a: Continue to develop STEM academy made up of students receiving Science Technology Engineering and Math focused education.			<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input checked="" type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>STEM core elective classes will be offered to students.</p> <p>80% of students within the STEM academy will be program completers.</p> <p>Identified students will be placed into content integrated classes with practical application (i.e. IET Core/PID-MHH, NR Core/PID/MHH)</p>

Increase percentage of students graduating high school on time.	<p>S5a: Continue to offer credit recovery courses/programs to students not on track to graduate. Offer summer school courses for advancement and recovery.</p> <p>Expand the Acellus program in SY 18-19 to include advancement/enrichment in addition to credit recovery</p>			<input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$40,000 <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>Success rate of students completing recovery/advancement/enrichment courses/programs will increase each year.</p> <p>.</p>
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Goal 2: Staff Success. Kealakehe High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
SY 17-18: ELA: 57%; Math: 43%; Sci: 46%; Grad: 80%; 9th OT: 90%; Abs: 14%	
SY 18-19: ELA: 64%; Math: 47%; Sci: 53%; Grad: 78%; 9th OT: 92%; Abs: 11%	

SY 19-20:ELA: 68%; Math: 51%; Sci: 60%; Grad: 81%; 9th OT: 94%; Abs: 8%

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
To provide the necessary support for teachers; Identify & provide support to teachers in need through a PDPDP.	S4a: Conduct all mandatory EES conferences and meetings within contractual timelines for all teachers to scheduled to be evaluated in current SY.			<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Administrators will follow EES process and all required components for all teachers scheduled to be evaluated through EES.

	S4b: Collect data, conduct conferences, meetings provide PD and if necessary, develop PDPDPs (with documentation to substantiate), for teachers requiring additional support and training.			<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Administrators will collect and maintain records and documentation for 100% of the teachers to identify teachers in need of support including Danielson observations, Summary of Conferences and Quarterly Evidence Binder Reports.
	S4c: Conduct walk-throughs and provide teachers with immediate feedback on specific strategies and behaviors of students and teachers 3-4 hours/wk.			<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	100% of administrators shall maintain a message pad record of walk-throughs conducted and feedback provided to teachers. (No other formal records shall be maintained.)

	<p>S4d: Structure meeting time for PLCs to analyze data and determine next steps in making adjustments to address student needs based on the analysis; identify the instructional strategies each PLC will use to improve student learning.</p>			<p> <input type="checkbox"/>WSF \$ <input checked="" type="checkbox"/>Title I \$80,000 Contract services; <input type="checkbox"/>Title III \$ <input type="checkbox"/>IDEA \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A </p>	<p>100% of the PLCs will submit “Next Step” plans no later than 1 week after formative assessments have been discussed indicating adjustments that will be made to classroom instruction.</p> <p>Plans to include summaries of the data analysis detailing “student strengths” and “areas of improvement”.</p>
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	<p>S4e: Professional Development to equip teachers with the strategies needed to teach block periods.</p> <p>Equip teachers with social/emotional strategies and academic strategies that reach all learners.</p>			<p><input type="checkbox"/>WSF \$</p> <p><input checked="" type="checkbox"/>Title I \$ 80,000</p> <p>Contract;</p> <p><input type="checkbox"/>Title III \$</p> <p><input type="checkbox"/>IDEA \$</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>Other \$</p> <p><input type="checkbox"/>N/A</p>	<p>100% of the classroom teachers will receive PD in SY 18-19 in preparation for bell schedule which includes block schedule.</p>
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All teachers who qualify for the IM program to have a mentor and to have mentors and mentees meet regularly to the extent that mentees rate the program as helpful and beneficial.	S5a: Provide opportunities for mentors and mentees to meet monthly to discuss rituals and routines, challenges and to develop supportive relationships.			<input checked="" type="checkbox"/> WSF \$2000 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>100% of mentors shall provide a log of meeting times with general descriptions of topics discussed, challenges and resolutions.</p> <p>100% of the mentees shall complete a monthly log of professional reflections, challenges and insights.</p>
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Goal 3: Successful Systems of Support. The system and culture of **Kealakehe High School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Y 17-18: ELA: 57%; Math: 43%; Sci: 46%; Grad: 80%; 9th OT: 90%; Abs: 14%	
SY 18-19: ELA: 64%; Math: 47%; Sci: 53%; Grad: 78%; 9th OT: 92%; Abs: 11%	

SY 19-20: ELA: 68%; Math: 51%; Sci: 60%; Grad: 81%; 9th OT: 94%; Abs: 8%	
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

<p>All teachers will have equipment and training needed to effectively use Infinite Campus and the Data Tracker to generate individual classroom reports; to increased student access to updated technology.</p>	<p>S3a: Review Tech Plan to determine replacement of older technology equipment; renew leases for copiers and printers.</p>			<p><input checked="" type="checkbox"/>WSF \$125,000 <input type="checkbox"/>Title I <input type="checkbox"/>Title II <input type="checkbox"/>Title III <input type="checkbox"/>IDEA <input type="checkbox"/>Homeless <input type="checkbox"/>CTE <input type="checkbox"/>Other <input type="checkbox"/>N/A</p>	<p>100% of POs documenting “tech” purchases will be available within 3 days’ notice. Location of 100% of the purchases will be on file 95%% of discarded computer, projectors and equipment will be accounted for with proper documentation. 90% of all computers in labs, mobile carts and the library will be available for student use 100% of the time at teachers’ discretion.</p> <p>100 % of New teachers will receive support with creating a category specifically for data points within Infinite Campus gradebook</p>
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	S3b: Provide PD on developing department and classroom reports from the Tracker; integrated use of Google Docs.; identify office assistants to print, collate and distribute classroom reports to teachers.			<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	100% of classroom teachers and counselors shall be proficient in creating reports and interpreting their classroom data and demonstrate proficiency by establishing 3 groups in each class, collecting data points of formative/summative assessments and identify PLC instructional strategies used to improve achievement at the Quarterly Data Conferences and in the Quarterly Evidence Binder Data Report (from Infinite Campus) submitted at the Data Conferences.
Engage all stakeholders in school improvement planning and efforts.	S4a: Strengthen community relations through Kealakehe High School Waverider SCC and Hokupa'a Council			<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Monthly Kealakehe High School Waverider SCC and Hokupa'a Council meetings will include all stakeholders in process of planning for school improvement; problem solving; and improve communication of the school's plans through sharing of Academic and Financial Plans.

	S4b: Provide opportunities for parents to attend informative, relationship building events sponsored by the school.			<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$3000 <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>School will host a minimum four parent nights designed to engage & inform parents of school programs.</p> <p>Increase participation at school sponsored events.</p> <p>Continue Campus Beautification projects – collaboration between parents, staff, and students.</p>
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