



Academic Plan for School Year 2022-23

[School: Please make a copy of the 2020 Academic Plan]

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

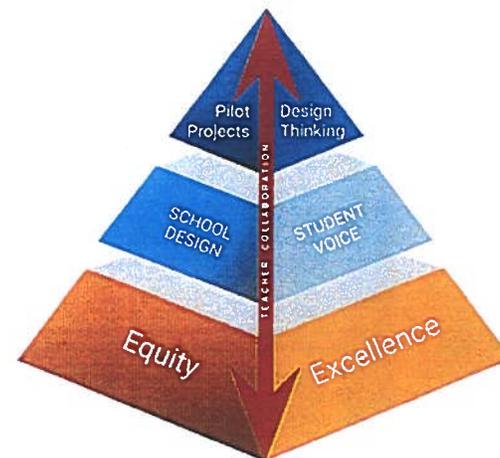
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print):	
Principal's signature: <i>[Signature]</i>	Date: 4/14/22

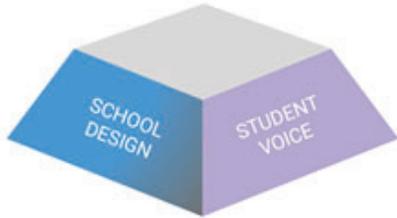
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: <i>[Signature]</i>	Date: 04/14/22



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <ul style="list-style-type: none"> The ELA gap was 22 points in 2017-18, 29 points in 2018-19, and 28 points in 2020-21. High needs proficiency has increased over this time, from 49% to 52% to 54%, while non-high needs proficiency was 71%, 82%, and 82%. Of all the sub groups of high-needs students, low socioeconomic status students had the smallest gap. The gaps for IDEA and EL students were larger and fluctuated from year to year, possibly due to the smaller number of students in these classifications that take the SBA. From 2017-18 to 2020-21, math proficiency decreased 15% (53% to 38%). The non-high needs proficiency decreased from 57% to 56% to 42%, while the high-needs proficiency fluctuated from 34% to 38% to 29%. As a result, the achievement gap for math decreased from 23 points to 18 points to 13 points. Since the math gap improved over the past three years, our focus will be on improving math proficiency for all students. 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If teachers better understand strategies that will benefit our high-needs students, then student achievement will increase.</p> <p>If SPED resource and ESOL students use Achieve3000, then their Lexile scores will increase by at least 1 grade level of expected growth in a year.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> All LTs will create a survey for their EL students to find out what strategies might help them to learn. LTs will choose their strategies to implement based on their survey results. SPED resource and ESOL students will continue to use Achieve3000. ESOL class will continue to use Imagine Learning (if continued to be funded by the state). Literacy Lead Team will commit to the goals of the FKK Comprehensive State Literacy Development Grant and communicate and work with all teachers to establish a shared understanding of how Kalani's Literacy Plan supports the FKK Literacy Grant and how it links to our Academic Plan. Literacy Lead Team will commit to attending Doug Fisher and Nancy Frey Literacy training. Identified target group will receive tiered quality instruction that is developmentally appropriate and differentiated.



Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

- All students have equitable access to a quality education.

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

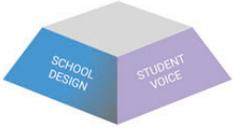
- ESOL class, Achieve3000, implementation of instructional strategies through Learning Teams, Literacy Team, Freshman houses, Project Wayfinder, Improving Communication

Describe here your Conditions for Success for School Design and Student Voice

- Time for collaboration, funds for curriculum/programs/supplies/personnel, training on instructional strategies

SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>EL student perception of positive support will increase, as measured by a student survey distributed through LTs. (WASC #1, 5)</p> <p>ESOL students will increase their Lexile by at least the expected growth for one year of high school for struggling readers (55L) in a year. (WASC #1)</p> <p>SPED resource students will increase their Lexile by at least the expected growth for one year of high school for SPED (73L) in a year. (WASC #1)</p> <p>The ELA achievement gap will decrease by 1 point from 2021-22 to 2022-23. (WASC #1)</p> <p>40% of freshmen families will support student learning by participating in a student-led portfolio conference by the end of 2022-23 SY, as measured by a survey of participants. (WASC #2)</p> <p>Teachers will continue to integrate Wayfinder and Belonging</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>EL student perception of positive support will increase, as measured by a student survey distributed through LTs. (WASC #1, 5)</p> <p>ESOL students will increase their Lexile by at least the expected growth for one year of high school for struggling readers (55L) in a year. (WASC #1)</p> <p>SPED resource students will increase their Lexile by at least the expected growth for one year of high school for SPED (73L) in a year. (WASC #1)</p> <p>The ELA achievement gap will decrease by 1 point from 2022-23 to 2023-24. (WASC #1)</p> <p>40% of freshmen families will support student learning by participating in a student-led portfolio conference by the end of 2023-24 SY, as measured by a survey of participants. (WASC #2)</p> <p>Teachers will continue to integrate Wayfinder and Belonging</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>EL student perception of positive support will increase, as measured by a student survey. (WASC #1, 5)</p> <p>ESOL students will increase their Lexile by at least the expected growth for one year of high school for struggling readers (55L) in a year. (WASC #1)</p> <p>SPED resource students will increase their Lexile by at least the expected growth for one year of high school for SPED (73L) in a year. (WASC #1)</p> <p>The ELA achievement gap will decrease by 1 point from 2023-24 to 2024-25. (WASC #1)</p> <p>40% of freshmen families will support student learning by participating in a student-led portfolio conference by the end of 2023-24 SY, as measured by a survey of participants. (WASC #2)</p> <p>Teachers will continue to integrate Wayfinder and Belonging curriculum into house and transition classes. (WASC #3)</p>

<p>curriculum into house and transition classes. (WASC #3)</p> <p>School average score for the Sense of Belonging section of the student SEL survey will increase to be at least the same percentage as the state average.</p> <p>Math proficiency will increase by at least 1% from 2021-22 to 2022-23.</p> <p>Increase the percent of students from the class of 2023 who participate in Dual Credit courses by 1%, as compared to the class of 2022.</p>	<p>curriculum into house and transition classes. (WASC #3)</p> <p>School average score for the Sense of Belonging section of the student SEL survey will increase to be at least the same percentage as the state average.</p> <p>Math proficiency will increase by at least 1% from 2022-23 to 2023-24.</p> <p>Increase the percent of students from the class of 2024 who participate in Dual Credit courses by 1%, as compared to the class of 2023.</p>	<p>School average score for the Sense of Belonging section of the student SEL survey will increase to be at least the same percentage as the state average.</p> <p>Math proficiency will increase by at least 1% from 2023-24 to 2024-25.</p> <p>Increase the percent of students from the class of 2025 who participate in Dual Credit courses by 1%, as compared to the class of 2024.</p>
<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1. To decrease the achievement gap for ELA. 2. To help our students successfully transition to high school. 3. To help our students to learn about themselves and discover their purpose in life and school. 4. To address communication concerns and build a positive school climate. 5. To increase our students' sense of belonging and community at Kalani. 6. To improve math proficiency. 7. To ease the transition between high school and college. 	<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1. To decrease the achievement gap for ELA. 2. To help our students successfully transition to high school. 3. To help our students to learn about themselves and discover their purpose in life and school. 4. To address communication concerns and build a positive school climate. 5. To increase our students' sense of belonging and community at Kalani. 6. To improve math proficiency. 7. To ease the transition between high school and college. 	<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1. To decrease the achievement gap for ELA. 2. To help our students successfully transition to high school. 3. To help our students to learn about themselves and discover their purpose in life and school. 4. To address communication concerns and build a positive school climate. 5. To increase our students' sense of belonging and community at Kalani. 6. To improve math proficiency. 7. To ease the transition between high school and college.
<p><i>How will you know that they are causing an improvement?</i></p> <p>A student survey will help us to identify what strategies/supports are perceived to be effective.</p> <p>Feedback from the Freshman House parent survey.</p> <p>Scores from the next year's SEL survey.</p> <p>Smarter Balanced Assessment math scores.</p> <p>Enrollment in Dual Credit courses.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>A student survey will help us to identify what strategies/supports are perceived to be effective.</p> <p>Feedback from the Freshman House parent survey.</p> <p>Scores from the next year's SEL survey.</p> <p>Smarter Balanced Assessment math scores.</p> <p>Enrollment in Dual Credit courses.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>A student survey will help us to identify what strategies/supports are perceived to be effective.</p> <p>Feedback from the Freshman House parent survey.</p> <p>Scores from the next year's SEL survey.</p> <p>Smarter Balanced Assessment math scores.</p> <p>Enrollment in Dual Credit courses.</p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>A student survey given at the start of 2022-23 will provide a baseline measure of perception of positive support.</p> <p>ESOL students will take a baseline assessment of their Lexile at the start of the school year.</p> <p>SPED resource students will take a baseline assessment of their Lexile at the start of the school year.</p> <p>2021-22 Freshman House Parent surveys</p> <p>2021-22 Panorama scores (Sense of Belonging/School Belonging section)</p> <p>2021-22 Smarter Balanced Assessment math scores</p>	<p><i>Add throughout the year measurements here.</i></p> <p>A student survey will be given at the end of year in 2022-23.</p> <p>ESOL students will show growth in their Lexile scores throughout the year.</p> <p>SPED resource students will show growth in their Lexile scores throughout the year.</p> <p>Smarter Balanced Assessment math practice test scores</p>	<p><i>Add end of year goals here.</i></p> <p>EL student perception of positive support will increase, as measured by a student survey.</p> <p>ESOL students will increase their Lexile by at least the expected growth for one year of high school for struggling readers (55L) in a year.</p> <p>SPED resource students will increase their Lexile by at least the expected growth for one year of high school for SPED (73L) in a year.</p> <p>40% completion rate of parent survey on Student-led portfolio conference.</p> <p>Project Wayfinder curriculum will be implemented in freshman house and transition classes.</p> <p>School average score for the 2022-23 Sense of Belonging section of the student SEL survey will increase to be at least the same percentage as the state average.</p> <p>Math proficiency will increase by at least 1% from 2021-22 to 2022-23.</p>

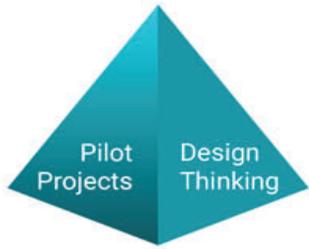
Student Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
EL student perception of positive support will increase, as measured by a student survey distributed through LTs. (WASC #1, 5)	We will survey the EL students to find out what strategies/supports they feel helped them to learn best.	Yearlong		LT workgroup progress sheets are updated each quarter.	Quarterly	
ESOL students will increase their Lexile by at least the expected growth for one year of high school for struggling readers (55L) in a year. (WASC #1)	ESOL students will continue to use Achieve3000.	Yearlong		ESOL teacher/CC will monitor the Lexile of ESOL students quarterly. (Goal is to increase the Lexile of ESOL students by at least 14L a quarter.)	Quarter	
SPED resource students will increase their Lexile by at least the expected growth for one year of high school for SPED (73L) in a year. (WASC #1)	SPED resource students will continue to use Achieve3000.	Yearlong		100% of SPED resource teachers will monitor the Lexile of SPED resource students quarterly. (Goal is to increase the Lexile of SPED resource students by at least 18L a quarter.)	Quarter	
	<p>The Literacy Lead Team will commit to the goals of the FKK Comprehensive State Literacy Development Grant and communicate and work with all teachers to establish a shared understanding of how Kalani's Literacy Plan supports the FKK Literacy Grant and how it links to our Academic Plan.</p> <p>Literacy Lead Team will commit to attending Doug Fisher and Nancy Frey Literacy training.</p> <p>Identified target group will</p>	Yearlong		LT workgroup progress sheets are updated each quarter.	Annual	

	receive tiered quality instruction that is developmentally appropriate and differentiated.					
40% of freshmen families will support student learning by participating in a student-led portfolio conference by the end of 2022-23 SY, as measured by a survey of participants. (WASC #2)	House teachers will invite parents and students to participate in a student-led portfolio conference.	Spring		Student led portfolio conference parent survey	Annual	
School average score for the Sense of Belonging section of the student SEL survey will increase to be at least the same percentage as the state average.	<p>Survey students to better understand students' responses on the Sense of Belonging section of the SEL survey.</p> <p>Teachers will use selected advisory days to conduct Tier 1 SEL lessons for students.</p> <p>Increase the number of in-person student activities from 2021-22.</p>	<p>Yearlong</p> <p>Yearlong</p>		If available, SEL survey results will be reviewed throughout the year.	Annual	
Math proficiency will increase by at least 1% on the Smarter Balanced Assessment from 2021-22 to 2022-23.	<p>Math teachers will work with students on test preparation skills:</p> <ul style="list-style-type: none"> - students will be taught how to use the on-line calculator - students can use calculators for all tests and quizzes - SBAC Practice Test will be administered for all juniors <p>Geometry will be taken by all freshmen, so that students entering high school without an Algebra I credit will take Algebra I and Algebra II consecutively.</p>	Yearlong		SBA math practice test scores will be reviewed by teachers.	Annual	

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of classroom teachers will implement strategies to help EL students by the end of the year, as evidenced by their LT workbooks. (WASC #1, 5)	Faculty will collaborate with each other to incorporate new instructional strategies into their classroom.	Yearlong		LT workgroup progress sheets are updated each quarter.	Quarterly	
Teachers will continue to integrate Wayfinder and Belonging curriculum into house and transition classes. (WASC #3)	Teachers will integrate Wayfinder and Belonging curriculum into house and transition classes	Yearlong		House and transition teachers will share about implementation of Wayfinder curriculum in departments/teams.	Annual	
Events will be hosted that provide opportunities for communication with parents during 2022-23 SY. (WASC #4)	Events for parents will be hosted by KHS (could include college and career parent meeting, SPED transition meeting, coffee hours).	Yearlong		Events for parents will be documented.	Annual	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Build a Gymnasium with a student center. This would be a versatile space that could be configured to be used as either a gym or auditorium. It is an enclosed, air-conditioned space.</p> <p>Because space on campus is limited, combining the space of the gym and auditorium would be ideal. The space could be used for athletics, fine arts, performing arts, KAS, assemblies, academic presentations, etc. It would be a gathering place for the community.</p>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> ● Physical space. ● Funding for design, construction, maintenance, furnishings, etc.
<p>Parking structure with personal parking spaces, solar panels, shade, and electric charging stations.</p> <p>This would generate electricity for our school while providing shade for vehicles. Electric charging stations would encourage the use of electric vehicles.</p>	<ul style="list-style-type: none"> ● Physical space ● Funding
<p>Air conditioning for all classes.</p> <p>Air conditioning provides an environment more conducive to learning.</p>	<ul style="list-style-type: none"> ● Funding for purchasing, installing, and running AC units.
<p>Teachers' lounge.</p> <p>This would provide a comfortable community space that would foster conversation and positive relationships.</p>	<ul style="list-style-type: none"> ● Physical space ● Funding

<p>Bleachers for the football field.</p> <p>This would enable spectators to support the school athletic teams more comfortably and with a better view of the field.</p>	<ul style="list-style-type: none"> ● Physical space ● Funding
<p>Vocational education opportunities on campus for all students, including SPED.</p> <p>This would help to prepare students for future employment and independent living, as well as provide opportunities for exploration of possible future work.</p>	<ul style="list-style-type: none"> ● Space ● Trained faculty, community partnerships, and/or internships ● Vocational Education program coordinator
<p>Rooms for all teachers.</p> <p>This would eliminate the need for floating teachers. All teachers would have adequate space to store their supplies/equipment and prepare their lessons.</p>	<ul style="list-style-type: none"> ● Space
<p>All students in Biology for the freshman house.</p> <p>This would make science AP courses more accessible to all students, increasing equity. It would also allow for more seamless coordination of integrated House projects that involve English, Social Studies, and Science.</p>	<ul style="list-style-type: none"> ● Offer another accessible third-year science course such as Earth and Space science. ● Funds to purchase resources needed to start up a new course, such as textbooks, equipment, and supplies. ● Buy-in from administration and personnel.
<p>Mobile devices with free wifi available for all students, that students can take home.</p> <p>This would improve equity of access to technology.</p>	<ul style="list-style-type: none"> ● Financial resources.
<p>Create a National Board Certification for teachers cohort specifically for Kalani High School teachers.</p> <p>The process of becoming National Board Certified helps teachers to reflect on and improve their practice. Teachers will be more likely to undertake the certification process if done together with other teachers from kalani. This cohort would give teachers the opportunity to interact in a community that supports one another. It will also be a source of pride when teachers achieve certification.</p>	<ul style="list-style-type: none"> ● Funding and space.