Three-Year Academic Plan 2017-2020

KAPOLEI HIGH SCHOOL
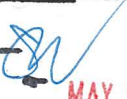
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Submitted by Principal Wesley Shinkawa
3/15/19

_____ APPROVED   _____ DISAPPROVED

MAY 17 2019

COMPLEX AREA SUPERINTENDENT
LEEWARD DISTRICT OFFICE

SEAN TAJIMA
COMPLEX AREA SUPERINTENDENT

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

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

● Comprehensive Needs Assessment

● 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

● HIDOE/ACS WASC Visiting Committee Report 2018

● StriveHI Results

● College and Career Readiness Indicators (CCRI) | 2018 WASC Self Study School-Wide Critical Areas for Follow Up

Student Success
  1. **Develop Clear Learning Targets and Success Criteria:** Teachers need to create clear learning targets and success criteria to ensure that the essential skills, knowledge, and dispositions of their respective content standards are being taught and monitored. In addition, having clear learning targets and success criteria will allow students to enhance their feedback loop and self-assessment which require students to hold an understanding of quality work that is aligned to the content standards and benchmarks.
  2. **Develop and Utilize Common Assessments:** Teachers need to create and utilize common formative and summative assessments that are aligned with their content and/or industry standards. Teachers will be provided more opportunities to collaborate, develop, and implement these assessments; which are an integral part of ensuring that students have mastered, understood, and can demonstrate the prioritized standards.

Staff Success
  3. **Provide Dedicated Time for Teacher Collaboration:** Administration needs to create dedicated time for teachers to collaborate and innovate solutions to ameliorate the disparity between achievement rates among the high needs and non-high needs student population. Furthermore, time is needed for vertical articulation. Vertical articulation ensures that lessons and assessment data are built upon each year and strengthens a student's understanding of the content material. In addition, vertical articulation will help teachers to innovate creative ways unto which the standards will be addressed.
  4. **Create a Comprehensive Teaching and Learning Framework:** Administration needs to create a teaching and learning framework designed to support teachers in the delivery of high quality teaching and learning practices which ultimately aim to improve the students' ability to learn and understand the material that they are being taught.

Successful Systems of Support
  5. **Provide Professional Development on the Data Driven Instructional Cycle (DDIC):** Teachers need professional development on a precise and systematic approach to improving student learning throughout the school year. The Data Driven Instructional Cycle includes assessment, analysis, and action and is a key framework for school-wide support of all student success.
  6. **Re-Establish the Academic Reflection Team (ART):** Administration needs to re-establish an Academic Reflection Team (ART) to ensure a consistent and rigorous view of progress on the outcomes in the Strategic Plan; clear and actionable evidence that allows for collaborative problem-solving; and the ability to focus limited time and resources on those areas that matter most to improving student success.

2018 HIDOE/ACS WASC Visiting Committee Report, Additional Areas for Follow Up

  7. **The staff and administration need to consider the revision of the school's mission and vision statements to more fully reflect the core values and unique character of Kapolei High School**

  8. **The administration needs to explore avenues to increasing stakeholder involvement in school-wide decisions, especially parents and classified staff.** |

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StriveHI Indicators for Follow Up	2016	2017	2018
1. Increase student Achievement			
English Language Arts:	52%	54%	53%
Math:	22%	25%	20%
Science:	27%	29%	22%
2. Increase student Readiness			
11th Grade ACT	33%	34%	41%
4 Year Grad Rate	85%	84%	86%
College-Going Rate	61%	NA	NA
*Enrolled in Post-Secondary	NA	49%	50%
5 Year Grad Rate	82%	NA	NA
*9th-10th On-Time Promotion	84%	86%	90%
*CTE Completers	49%	60%	55%
**Dual Credit	1%	3%	4%
**AP Participation	27%	31%	31%
**AP Performance (3 or higher)	13%	8%	12%
3. Reduce the Achievement Gap			
English Language Arts / Literacy:	56%	26pts.	36pts.
Math:	70%	14pts.	16pts.
4. Reduce Chronic Absenteeism	14%	15%	18%

*added measure in the 2017 StriveHI report
**local measure to be included in the 2018 StriveHI report

Addressing Equity: Sub Group Identification

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.

- Special Education – To increase ELA and Math Proficiency
- Disadvantaged – To increase ELA and Math Proficiency

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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. Jacqueline Gamayo, Instructional Coach / Mentor	1. Career Academy Design
2. Dee Kusumoto, Instructional Coach / Mentor	2. Induction & Mentoring
3. Kalea Rogers, Instructional Coach / Mentor	3. Learning Intentions and Success Criteria
4. Joan Lewis, Instructional Coach / Mentor	4. Data Driven Instructional Cycles
5. Lorinda Inouye, Technology Coordinator	5. Technology Inventory, Infrastructure, and Integration
6. Sandy Calio, Assistant Principal	6. Next Generation Science Standards, Career & Technical Education, Project Lead The Way, and AVID
7. Bryan Rankie, Assistant Principal	7. Response to Intervention (academic & behavior), English Learners (EL)
8. Traciann Dolim, Assistant Principal	8. Special Education
9. Shari Nohara, Assistant Principal	9. Social Emotional Learning, On-Line Learning, and Testing
10. Kaui Nakamoto, Assistant Principal	10. Educator Effectiveness System & Academic Reflection Team
11. Wesley Shinkawa, Principal	11. Early College

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<u>Goal 1:</u> **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:		
Kapolei High School (KHS) 11th grade students will meet 76% proficiency within the area of ELA. KHS 11th grade students will meet 29% proficiency within the area of Math.	KHS 11th grade students continue not to meet proficiency in ELA and Math. Based on 2015-2016 report, **52.31%** of KHS 11th grade students met proficiency within the area of ELA and **21.40%** of KHS 11th grade students met proficiency in the area of Math. It was identified within the KHS Comprehensive Needs Assessment report that there is a need of a school-wide review of curriculum and prioritized standards to align with Common Core State Standards. It was also mentioned for more support for differentiation training. For the reason that KHS 11th grade students continue to struggle to meet proficiency in ELA and Math; all KHS teachers shall receive training in research/evidence based practices focused on teacher clarity within standards based instruction. According to John Hattie Visible Learning, when teachers see learning through the eyes of students and become evaluators of their own teaching, student achievement increases.		
Planning		**Funding**	**Interim Measures of Progress**

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Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
2017-2018: KHS 11th grade students will meet <u>60%</u> proficiency within the area of ELA KHS 11th grade students will meet <u>23%</u> proficiency within the area of Math	**2017-2018:** Provide all teachers with professional development to ensure teacher clarity (Research Based & Evidence Based Practices): • Learning Intentions • Success Criteria • Data Team Process • Common Formative Assessment • Differentiated Instruction (to also support Disadvantage/SpEd Students) Review, refine, and continue providing teachers with Comprehension Strategies – Disciplinary Literacy: • Have a common understanding of what Disciplinary Literacy looks like within their content area. • PLCs to develop higher level questioning within their content • Content teachers to create discipline academic vocabulary list • Content teachers build a Disciplinary Literacy Questioning Bank Visible Learning: • All staff to be trained in Visible Learning • Implementation of Visible Learning strategies Special Education: • Provide SpEd Teachers with Professional Development • Reading Labs to continue to implement Achieve Boost and analyze data to support student achievement • Provide teachers with Differentiated Instruction Professional Development	**2017-2018** Kalea Rogers (CCSS) Jackie Gamayo (Data Teams) Shari Nohara (ART Lead) Sandy Calio (Research/Evidence Based) Emily Oandasan (Social Emotional Learning) Layla Connelley (CSSS)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**2017-2018** SBA Scores Universal Screener – STAR Scores Leadership Meeting Minutes Team Support Meeting Minutes Data Team Meeting Minutes Professional Development Sign-In Sheets Curriculum Maps Peer Observations: • Walkthrough Form • Teacher Reflection

Disadvantaged Students:
- Provide teachers with Differentiated Instruction Professional Development
- Provide teachers with SEL Professional Development
- In order to understand and be able to work with Disadvantaged Students
- Continue to support student achievement via bi-quarterly Team Support Meetings

Response to Intervention:
- Relook at RtI Structure to address ELA
- Revisit/revise RtI Math structure
- Relook at purpose and administration of Universal Screener
- Implement RtI Process
- Continue attending DBW trainings

WCA = WASC Critical Area of Follow Up

2018-2019:
KHS 11th grade students will meet 71% proficiency within the area of ELA

KHS 11th grade students will meet 25% proficiency within the area of Math

2018-2019: Teachers will...

(WCA #1) Identify priority standards by content area

(WCA #1) Create clear Learning Targets

(WCA #1) Create clear Success Criteria

(WCA #2) Create common formative/summative assessments that are aligned to content/industry standards

(WCA #2) Analyze assessment data

(WCA #2) Adjust instructional practices to address gaps in learning

(WCA #5) Participate in data driven instructional cycles

2019-2020: Teachers will . . .

2019-2020:

2018-2019

Kalea Rogers (Instructional Coach)

Sandy Calio (Assistant Principal)

☒ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☒ Other : Complex Area Support
☐ N/A

☒ WSF
☐ Title I
☐ Title II
☐ Title III

2018-2019

SBA Scores

Universal Screener – STAR Scores

Department Meeting Minutes

Data Driven Instructional Cycle Minutes

Curriculum Maps

Pacing Guides

Observations:
- Linking Walks Form
- Teacher Reflection

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KHS 11th grade students will meet <u>76%</u> proficiency within the area of ELA KHS 11th grade students will meet <u>29%</u> proficiency within the area of Math	(WCA #1) Continue to identify priority standards by content area (WCA #1) Refine and utilize clear Learning Targets (WCA #1) Refine and utilize clear Success Criteria (WCA #2) Refine and utilize common formative/summative assessments that are aligned to content/industry standards. (WCA #2) Continue to analyze assessment data (WCA #2) Continue to adjust instructional practices to address gaps in learning (WCA #5) Continue to participate in data driven instructional cycles Students will… Participate in internships Obtain industry certification	<u>2019-2020</u> Kalea Rogers (Instructional Coach) Sandy Calio (Assistant Principal)	☐ IDEA ☐ Homeless ☐ CTE ☒ Other: Complex Area Support ☐ N/A	<u>2019-2020</u> SBA Scores Universal Screener – STAR Scores Department Meeting Minutes Data Driven Instructional Cycle Minutes Curriculum Maps Pacing Guides Observations: • Linking Walks Form • Teacher Reflection # of internships # of industry certifications offered # of industry certifications obtained

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<u>**Goal 2:**</u> **Staff Success**. Kapolei 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:
With the support and guidance of Campbell/Kapolei Support Office, KHS will be fully implementing a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching experience and will have significantly reduced the number of teachers voluntarily leaving.	It was identified within the KHS Comprehensive Needs Assessment report that within the past three years, there continues to be a high number of new teachers to the school. During the 2016-2017 school year 24 first through third year teachers were a part of the KHS Beginning Teacher PLC. Having a comprehensive and systemic induction and mentoring program will ensure the professional success and retention of promising new teachers.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning			Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
2017-2018: 100% of Beginning Teachers will receive induction and mentoring support. **2018-2019:** 100% of Beginning Teachers will receive induction and mentoring support. **2019-2020:** 100% of Beginning Teachers will receive induction and mentoring support.	With the support and guidance of Campbell/Kapolei Support Office; implement a comprehensive and systemic Induction Mentoring Program for all beginning teachers in their first 2 years of teaching experience. • Beginning teachers in their first 2 years of experience are assigned an instructional mentor and receive support • Mentors receive training to grow mentoring skills (PLS 1. Instructional Mentoring, 2. Observing and Coaching, 3. Using Data to Inform Instruction, and 4. Designing Effective Instruction). • Beginning teachers and mentors receive overview of program completion requirements. • Mentor – Beginning Teacher Interaction Logs completed i.e. shows minimum 180 minutes contact/monthly • Focused Instructional Mentor support promoting effective teaching practices (Lesson Planning, Analysis of Student Work, and Engaging in the Instructional Mentoring Cycle) – Formative Assessment Support Tools • Work with Complex to provide opportunities for beginning teachers and mentors. • Continue to support teachers in their 3rd year of teaching experience with check-ins.	Dee Kusumoto (Induction/Mentoring)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	Beginning Teachers List Teacher Exit Survey

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2017-2018: Reduce the percent of teachers leaving by 2%. **2018-2019:** Reduce the percentage of teachers leaving by 3%. **2019-2020:** Reduce the percentage of teachers leaving by 5%.	Conduct interview with teachers who submitted resignation to leave in order to find out reason(s) for leaving. Information gained from interview to be used to determine school's possible next steps to support teachers. Provide Beginning Teachers and identified teachers with additional support within general teaching practices, their content area and instructional practices.	Dee Kusumoto (Induction/Mentoring)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Beginning Teachers List Identified Teachers List Teacher Interview
WCA = WASC Critical Area of Follow Up **2018-2019:** 100% of teachers will participate in targeted collaboration Staff and administration will review, refine, and solidify our school's vision and mission statements	**2018-2019:** Administration and Instructional Coaches will... (WCA #3) Enhance school design to include dedicated collaboration time for teachers within the school day (WCA #4) Collaborate with teachers to create a comprehensive Teaching and Learning Framework that represent how teaching and learning takes place across campus (WCA #7) Collaborate with staff to review, refine, and solidify our school's vision and mission statements to reflect the core values and unique character of Kapolei High School	**2018-2019** Jacqueline Gamayo (Instructional Coach) Dee Kusumoto (Instructional Coach) Kalea Rogers (Instructional Coach) Joan Lewis (Instructional Coach) Bryan Rankie (Assistant Principal) Kaui Nakamoto (Assistant Principal)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: Grant Funds ☐ N/A	**2018-2019** Collaboration logs/agendas/minutes Visual Representation of Teaching and Learning Framework

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		Traciann Dolim (Assistant Principal) Shari Nohara (Assistant Principal) Sandy Calio (Assistant Principal)		
2019-2020: 100% of teachers will participate in targeted collaboration	**2019-2020:** Administration and Instructional Coaches will... (WCA #3) Monitor, support, and evaluate effectiveness of embedded collaboration time with teachers (WCA #4) Collaborate with teachers to review and/or enhance the KHS Teaching and Learning Framework that represent how teaching and learning takes place across campus	**2019-2020** Jacqueline Gamayo (Instructional Coach) Dee Kusumoto (Instructional Coach) Kalea Rogers (Instructional Coach) Joan Lewis (Instructional Coach) Bryan Rankie (Assistant Principal) Kaui Nakamoto (Assistant Principal)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: Grant Funds ☐ N/A	**2019-2020** Collaboration logs/agendas/minutes Visual Representation of Teaching and Learning Framework

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		Traciann Dolim (Assistant Principal) Shari Nohara (Assistant Principal) Sandy Calio (Assistant Principal)		

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<u>**Goal 3:**</u> **Successful Systems of Support.** The system and culture of **Kapolei High School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Kapolei High School instructors will begin to systematize research-based practices and processes that enhance teacher collaboration, teacher satisfaction, and student growth and achievement.	According to Dr. John Hattie's meta-analysis and research on strategies that yield the highest effect size, Collective Teacher Efficacy ranks number one with an effect size of 1.57. In order for our students to benefit from this, Kapolei High School must create systems that allow teachers to enhance their craft through on-going, research-based, professional development. Furthermore, greater stakeholder involvement in school-wide decisions may help to enhance teaching and learning experiences for all students.

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Planning			Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
WCA = WASC Critical Area of Follow Up **2018-2019:** 100% of teachers will participate in targeted baseline professional development. Re-establish the Academic Reflection Team Increase stakeholder involvement in school-wide decision making activities by 2%	**2018-2019:** Administration and Instructional Coaches will… (WCA #3&5) Provide opportunities for professional development in the areas of: • Learning Intentions & Success Criteria • Data Driven Instructional Cycles • Project Based Learning • Universal Design for Learning • Design Thinking • Technology Integration (WCA #3) Monitor and support implementation of professional development opportunities (WCA #6) Re-establish the Academic Reflection Team to ensure consistent and rigorous view of progress on the outcomes of the academic and strategic plans. (WCA #8) Create and publicize ways unto which greater stakeholder involvement in school-wide decisions can be fostered	**2018-2019** Jacqueline Gamayo (Data Driven Instructional Cycles) Dee Kusumoto (Induction & Mentoring) Kalea Rogers (Learning Intentions & Success Criteria) Joan Lewis (Universal Design for Learning) Bryan Rankie (AVID and Response to Intervention) Kaui Nakamoto (Academic Reflection Team) Traciann Dolim (Project Based Learning & Design Thinking)	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: Complex Support/Grant Funds ☐ N/A	**2018-2019** Professional Development agendas/sign-in sheets School Community Council agendas/minutes/sign-in sheets SBA Scores Universal Screener – STAR Scores College & Career Readiness Indicators Department Meeting Minutes Data Driven Instructional Cycle Minutes Curriculum Maps Pacing Guides Observations: • Linking Walks Form • Teacher Reflection Academic Reflection Team minutes

		Shari Nohara (Social Emotional Learning, Early College, and On-Line Learning) Sandy Calio (NGSS, STEM, PLTW) Lorinda Inouye (Technology Coordinator) Lolita Takeda (Parent Community Networking Center, Coordinator)		
2019-2020: 100% of teachers will participate in differentiated and targeted professional development based off of individual progress of implementation Maintain the Academic Reflection Team Increase stakeholder involvement in school-wide decision making activities by 3%	**2019-2020:** Administration and Instructional Coaches will... (WCA #3) Create differentiated professional development opportunities (WCA #6) Review the effectiveness of the Academic Reflection Team activities to ensure consistent and rigorous view of progress on the outcomes of and revisions to the academic and strategic plans; adjust if necessary (WCA #8) Create and publicize ways unto which greater stakeholder involvement in school-wide decisions can be fostered	**2018-2019** Jacqueline Gamayo (Instructional Coach) Dee Kusumoto (Instructional Coach) Kalea Rogers (Instructional Coach) Joan Lewis (Instructional Coach) Bryan Rankie (Assistant Principal)	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: Complex Support/Grant Funds ☐ N/A	**2019-2020** Professional Development agendas/sign-in sheets School Community Council agendas/minutes/sign-in sheets SBA Scores Universal Screener – STAR Scores College & Career Readiness Indicators Department Meeting Minutes Data Driven Instructional Cycle Minutes Curriculum Maps

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		Kaui Nakamoto (Assistant Principal) Traciann Dolim (Assistant Principal) Shari Nohara (Assistant Principal) Sandy Calio (Assistant Principal)		Pacing Guides Observations: • Linking Walks Form • Teacher Reflection Academic Reflection Team minutes