

One-Year Academic Plan 2021-2022

LEEWARD DISTRICT OFFICE

MAY - 6 2021

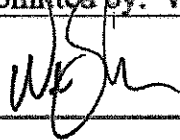
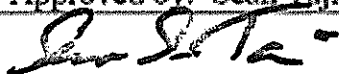
KAPOLEI HIGH SCHOOL



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	04/29/2021
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	MAY - 6 2021

One-Year Academic Plan SY 2021-2022

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● WASC Self Study <ul style="list-style-type: none"> ▪ 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) 	<p><u>2018 WASC Self Study School-Wide Critical Areas for Follow Up</u></p> <p><u>Student Success</u></p> <ol style="list-style-type: none"> 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. <p><u>Staff Success</u></p> <ol style="list-style-type: none"> 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. <p><u>Successful Systems of Support</u></p> <ol style="list-style-type: none"> 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. <p><u>2018 HIDOE/ACS WASC Visiting Committee Report, Additional Areas for Follow Up</u></p> <ol style="list-style-type: none"> 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 increase stakeholder involvement in school-wide decisions, especially parents and classified staff.

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STUDENTS	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	**SY 2020-21
Enrollment	2020	2035	1996	1946	1979
Free/Reduced Meals	32.4%	34.2%	34.3%	32%	37%
SpEd	11.6%	11.4%	11.6%	12%	12%
English Learners	2.4%	2.3%	2.5%	2.69%	2.57%
ELA Proficiency	54%	53%	59%	*	
Math Proficiency	25%	20%	32%	*	
Science Proficiency	29%	22%	36%	*	
AP Participation Rate	27%	33%	36%	35%	
AP Proficiency Rate	13%	13%	12%	13%	
Dual Credit Rate	4%	3%	4%	5%	
Daily Attendance Rate	93.7%	93.2%	92.75%	92.31%	91.97%
Chronic Absentee Rate	15%	18%	18%	17%	17.65%
On-time 10th Grade Promotion Rate	86%	90%	92%	91%	
CTE Completion Rate	61%	55%	76%	74%	
# of Industry Certificates	na	na	na	na	
On-time Graduation Rate	84%	86%	85%	90%	
Enrolled in Postsecondary after Graduation	49%	50%	46%	51%	
College Scholarships (in the millions)	5.7	13.5	10.6	8.1	
Detentions	na	140	199	204	0
Suspensions	na	130	142	147	0
Students Report Feeling Positive About Their School	na	72%	74%	*58% Panorama Survey	

*Indicates no data to report due to COVID-19 pandemic and HIDOE waiver from administering assessments.

**Data as of March 12, 2021

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	<p>Addressing Equity: SubGroup 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> <ul style="list-style-type: none">● Special Education: a. To increase ELA, Math, and Science Proficiency b. To decrease ELA, Math, and Science Gap Rate ● English Learners: a. To increase ELA, Math, and Science Proficiency b. To decrease ELA, Math, and Science Gap Rate
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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. Standards Implementation & Learning Intentions and Success Criteria
4. Joan Lewis, Instructional Coach / Mentor	4. Data Driven Instructional Cycles
5. Marisol Onza, CTE, Learning Center & EL Coordinator	5. Perkins and Learning Center / TESOL Certification / EL PD and Microcredentials
6. Courtney Suma, Academy Director	6. Work-based learning opportunities / Internships / Industry-Valued Certifications / Externships / Advisory Boards / Business Engagement
7. VACANT, Assistant Principal	7. Technology Integration / Social Emotional Learning / On-Line Learning / State-Wide Assessments
8. Bryan Rankie, Assistant Principal	8. Academic Reflection Team / Academy Design
9. Traciann Dolim, Assistant Principal	9. Special Education / Response to Intervention (academic & behavior), English Learners (EL)
10. Shari Nohara, Assistant Principal	10. Next Generation Science Standards / Project Lead The Way /AVID
11. Kauai Nakamoto, Assistant Principal	11. Educator Effectiveness System / Career and Technical Education
12. Wesley Shinkawa, Principal	11. Early College

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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 one year,	Rationale:
<p><u>61%</u> of Kapolei High School (KHS) 11th grade students will demonstrate proficiency within the area of ELA.</p> <p><u>34%</u> of Kapolei High School (KHS) 11th grade students will demonstrate proficiency within the area of Math.</p> <p><u>38%</u> of Kapolei High School (KHS) 11th grade students will demonstrate proficiency within the area of Science.</p> <p><u>6%</u> of Kapolei High School (KHS) students will obtain dual credit (high school and college)</p>	<p>KHS 11th grade students continue not to meet proficiency in ELA and Math. Based on 2018-2019 report, <u>59%</u> of KHS 11th grade students met proficiency within the area of ELA; <u>32%</u> of KHS 11th grade students met proficiency in the area of Math; and <u>36%</u> of KHS 11th grade students met proficiency in the area of Science.</p> <p>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 (CCSS), Hawaii Core Standards for Social Studies (HCSSS) and Next Generation Science Standards (NGSS). It was also mentioned for more support for differentiation training.</p> <p>For the reason that KHS 11th grade students continue to struggle to meet proficiency in ELA, Math, and Science; all KHS teachers shall receive training in research/evidence based practices focused on teacher clarity within standards based instruction.</p> <p>According to John Hattie’s Visible Learning, when teachers see learning through the eyes of students and become evaluators of their own teaching, student achievement increases.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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>WCA = WASC Critical Area of Follow Up</p> <p>61% of KHS 11th grade students will meet proficiency within the area of ELA</p> <p>34% of KHS 11th grade students will meet proficiency within the area of Math</p> <p>36% of KHS 11th grade students will meet proficiency within the area of Science</p> <p>6% of KHS students will obtain dual credit (high school and college)</p>	<p>(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</p> <p>Address Disciplinary Literacy: Review, refine, and continue providing teachers with Research and Evidence Based Practices & Strategies – Disciplinary Literacy:</p> <ul style="list-style-type: none"> • Ensure common understanding of what Disciplinary Literacy looks like within every content area. • Develop higher level questioning within content areas. • Create/enhance discipline academic vocabulary list and Questioning Bank <p>Enhance Special Education:</p> <ul style="list-style-type: none"> • Provide SpEd Teachers and Educational Assistants with Professional Development • Continue reading labs to boost literacy skills • Provide teachers with Differentiated Instruction Professional Development 	<p>Kalea Rogers (Instructional Coach)</p> <p>Joan Lewis (Instructional Coach)</p> <p>Dee Kusumoto (Instructional Coach)</p> <p>Jackie Gamayo (Instructional Coach)</p> <p>Traciann Dolim (Assistant Principal)</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>SBA Scores</p> <p>Interim Comprehensive Assessments (ICAs)</p> <p>Interim Assessment Blocks (IABs)</p> <p>Leadership Meeting Minutes</p> <p>Team Support Meeting Minutes</p> <p>Department and PONI Meeting Minutes</p> <p>Professional Development Sign-In Sheets</p> <p><u>Department Action Plans</u></p> <p>Peer Observations:</p> <ul style="list-style-type: none"> • Walkthrough Form • Teacher Reflection <p>(See above measures)</p>

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	<p>Enhance English Learner Program:</p> <ul style="list-style-type: none"> ● Provide teachers with Professional Development to meet state TESOL requirement ● Continue to language labs to boost language acquisition skills <p>Enhance Academy Design:</p> <ul style="list-style-type: none"> ● Students will participate in internships ● Students will obtain industry certification <p>Early College:</p> <ul style="list-style-type: none"> ● Increase the amount of Early College and dual credit offerings 	<p>Marisol Onza (CTE & EL Coordinator)</p> <p>Courtney Suma (Academy Director)</p> <p>Wesley Shinkawa (Principal) and Early College Coordinator</p>		<p>PDE3</p> <p>EL Program Survey</p> <p>Microcredentials</p> <p>EL Exit Statistics</p> <p><u>National Standards of Practice (NSOP) - Academy Rubrics</u></p> <p><u>Enhance Program of Studies (POS)</u></p> <p># of industry certifications offered</p> <p># of industry certifications obtained</p> <p># of internships</p> <p># of course offerings</p> <p># of students enrolled per course</p>
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Goal 2: 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 one year,	Rationale:
<p>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.</p>	<p>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 2020-2021 school year 22 first and second year teachers were a part of the KHS Beginning Teacher PLC.</p> <p>Having a comprehensive and systemic induction and mentoring program will ensure the professional success and retention of promising new teachers.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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 Beginning Teachers will receive induction and mentoring support.	<p>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.</p> <ul style="list-style-type: none"> • 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 (Instructional Coach)	<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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	Beginning Teachers List Teacher Exit Survey

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<p>WCA = WASC Critical Area of Follow Up</p> <p>100% of teachers will participate in targeted collaboration</p> <p>Staff and administration will review, refine, and solidify our school's vision and mission statements</p> <p>Teachers will begin to acquire relevant Professional Development to meet teacher TESOL requirements</p>	<p>Administration, Instructional Coaches, and CTE/EL Coordinator will...</p> <p>(WCA #3) Enhance school design to include dedicated collaboration time for teachers within the school day</p> <p>(WCA #4) Collaborate with teachers to create a comprehensive Teaching and Learning Framework that represent how teaching and learning takes place across campus</p> <p>(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</p> <p>Create a 3-year Professional Development map that scaffolds state TESOL qualification requirements</p> <p>Work with state and district offices to provide Professional Development opportunities to meet teacher TESOL requirements</p>	<p>Jacqueline Gamayo (Instructional Coach)</p> <p>Dee Kusumoto (Instructional Coach)</p> <p>Kalea Rogers (Instructional Coach)</p> <p>Joan Lewis (Instructional Coach)</p> <p>Marisol Onza (CTE & EL Coordinator)</p> <p>Bryan Rankie (Assistant Principal)</p> <p>Kaui Nakamoto (Assistant Principal)</p> <p>Traciann Dolim (Assistant Principal)</p> <p>Shari Nohara (Assistant Principal)</p> <p>VACANT (Assistant Principal)</p> <p>Wesley Shinkawa (Principal)</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" 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 checked="" type="checkbox"/> Other: Grant Funds</p> <p><input type="checkbox"/> N/A</p>	<p>Collaboration logs/agendas/minutes</p> <p>Visual Representation of Teaching and Learning Framework</p> <p>PDE3</p> <p>EL Program Survey</p> <p>EL Program PD Map</p>
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Goal 3: 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 one year,	Rationale:
<p>Kapolei High School instructors will begin to systematize research-based practices and processes that enhance teacher collaboration, teacher satisfaction, and student growth and achievement.</p>	<p>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.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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>WCA = WASC Critical Area of Follow Up</p> <p>100% of teachers will participate in differentiated and targeted professional development based off of individual progress of implementation</p> <p>Re-establish the Academic Reflection Team</p> <p>Increase stakeholder involvement in school-wide decision making activities by 3%</p>	<p>Administration and Instructional Coaches will...</p> <p>(WCA #3) Create differentiated professional development opportunities</p> <p>(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</p> <p>(WCA #8) Create and publicize ways unto which greater stakeholder involvement in school-wide decisions can be fostered</p>	<p>Jacqueline Gamayo (Instructional Coach)</p> <p>Dee Kusumoto (Instructional Coach)</p> <p>Kalea Rogers (Instructional Coach)</p> <p>Joan Lewis (Instructional Coach)</p> <p>Bryan Rankie (Assistant Principal)</p> <p>Kaui Nakamoto (Assistant Principal)</p> <p>Traciann Dolim (Assistant Principal)</p> <p>Shari Nohara (Assistant Principal)</p> <p>VACANT (Assistant Principal)</p> <p>Wesley Shinkawa (Principal)</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 checked="" type="checkbox"/> Other: Complex Support/Grant Funds</p> <p><input type="checkbox"/> N/A</p>	<p>Professional Development agendas/sign-in sheets</p> <p>School Community Council agendas/minutes/sign-in sheets</p> <p>SBA Scores</p> <p>Interim Comprehensive Assessments (ICAs)</p> <p>Interim Assessment Blocks (IABs)</p> <p>College & Career Readiness Indicators</p> <p>Department Meeting Minutes</p> <p>Data Driven Instructional Cycle Minutes</p> <p>Curriculum Maps</p> <p>Pacing Guides</p> <p>Observations:</p> <ul style="list-style-type: none"> ● Linking Walks Form ● Teacher Reflection <p>Academic Reflection Team minutes</p>