

Academic Plan School Year 2021-22



School: Kailua High School

Developing a collaborative Academic Plan framed by the HDOE 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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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.

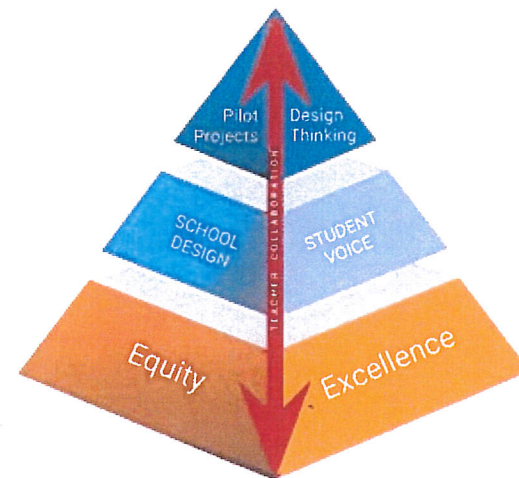
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Stacey S. Oshio

Principal's signature and date:

Stacey S. Oshio

5/4/2021

Complex Area Superintendent (print): Lanelle Hibbs

Complex Area Superintendent's signature and date:

Lanelle Hibbs

05/05/2021

Three-Year Academic Plan SY 2021 - 2024

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 (Title I Schools) ● 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 	<p>2016-17 WASC Self Study School Needs and CNA Needs:</p> <ol style="list-style-type: none"> 1. There is a need to analyze data and implement strategies to close the achievement gap between disadvantaged and non-disadvantaged students and to increase student achievement in all core areas. (WASC/CNA) 2. There is a need to develop and implement a data team process and a schoolwide RTI system to address the needs of all students. (WASC) 3. There is a need to refine the process of collecting, analyzing, and using data in all areas of instruction to ensure a rigorous academic culture, driving school improvement and supporting student academic and personal success. This should be done in a timely and consistent manner and nurtured in all classes using research based practices and standard based grading. (WASC) 4. Continue to try initiatives such as the Surf Rider Way to encourage a more positive school culture and pride in the school community, resulting in increased participation in student activities. (WASC) 5. There is a need to develop a technology plan supported by PD to increase teacher use of technology. (WASC) 6. Increase student engagement. (CNA) 7. Raise rigor that is aligned to standards. (CNA)
	<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> <ol style="list-style-type: none"> 1. SPED 2. EL 3. SES (Title 1) 4. ALPSS (Alternative Learning Program Support and Services (?))

Three-Year Academic Plan SY 2021 - 2024

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
Pasion, Kamei	MTSS
Cummings, Grimble	ILT
Sahara, Chang	Culture
Unten, Harada	Technology
Agena, Bush	Future
Rezentes, H.	Systems

Three-Year Academic Plan SY 2021 - 2024

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:
<p>Kailua High School will ensure student success by focusing on increasing student engagement through problem-based and project-based activities and increased use of technology. In addition, Kailua High School will focus on closing the achievement gap, in turn raising student achievement, by concentrating on the continued use of our action teams to refine our instructional practices. We hope to increase the rigor in all classes so that the alignment of classroom grades to standardized test scores are evident. Our school culture will have evolved into one where staff, students, parents and community find value in and are involved and engaged in activities provided by the school.</p> <p>Achievement gap scores should decrease by 5%, an increase of 5% in student achievement across ELA, Math and Science should occur and scores on the Panorama Student Survey in the area of Classroom Engagement should increase by 5%. Lastly, SQS ratings from the parent group should increase by 5% on the dimension of Involvement/Engagement.</p> <p>Kailua High School will institutionalize the PDCA model for continuous improvement. P = Plan (Develop); D = Do (Implement); C = Check (Evaluate, Reflect); A = Act (Refine)</p>	<p>Our desired outcomes addresses the needs in student engagement and student achievement, the achievement gap, and raising rigor.. The need for student engagement is based on our low scores as shown in the Panorama Student Survey. The use of problem-based and/or project-based learning, paired with the increased use of technology provides students an approach to education that allows for student choice, relevance and real-life application, through community partnerships. The need for decreasing our achievement gap is based on the steady increase in the gap for math over the last 3 years as well as the large (but steady) gap in ELA. We need to help boost our struggling students by developing our providing targeted support and increase the use of Tier 1 and 2 instruction for those students. The need for raising rigor stems from the fact that we have an inordinate amount of students receiving grades that demonstrate proficiency in the classroom but not on standardized tests. This misalignment should be addressed through the development of curriculum maps, and the continued use of action teams. Lastly, our school culture needs to develop into one that fosters participation from all role groups because based on our SQS ratings, we are low in the area of engagement and involvement.</p>

Three-Year Academic Plan SY 2021 - 2024

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 Lead	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Decrease the student achievement gap and increase overall student achievement. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ </div>	1. Teachers will implement the Triple Crown Routine: <ol style="list-style-type: none"> a. Beginning: Learning Target/Success Criteria, b. Middle: Student Engagement Strategy c. End: Exit Pass 2. Monitor the effectiveness of Triple Crown Routine 3. Determine changes, improvements to Triple Crown Routine	2021-22	Cummings Grimble	<input type="checkbox"/> WSF <input type="checkbox"/> Title I Advertisement supplies (\$2000) Nearpod subscription (\$4000) Other student engagement tools/sites (\$5,000) <input type="checkbox"/> Title II	1. Student work 2. Teacher reported data via Google Forms 3. Observations 4. Student Surveys
	1. Continue school wide initiative - Triple Crown 2. Monitor the effectiveness of schoolwide initiative 3. Make any necessary changes, improvements to school wide initiative (focus on learning targets/success criteria to standards-based instruction, assessment)	2022-23	Cummings Grimble	<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	1. Student work 2. Teacher reported data via Google Forms 3. Observations 4. Student Surveys
	1. Transition Triple Crown to include a focus on standards-based instruction, assessment 2. Begin student self-assessment	2023-24	Cummings Grimble	<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	1. Student work 2. Teacher lessons 3. Teacher reported data via Google Forms 4. Observations 5. Student Surveys 5. Student self assessments

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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 Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Foster positive school culture/pride. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER </div>	<ol style="list-style-type: none"> Continue to promote the procedures for reading and posting bulletin announcements for the school community. <ul style="list-style-type: none"> •Create exemplars to share with staff and provide training to create announcements for their club, sports, organization. •Create a survey to see how the school community gets school information to see what's working. •Establish a team of teachers/students that may be interested in creating the announcements. People could submit announcement info and they will create. Support teachers who want to create a better classroom/working environment to promote positive school culture. <ul style="list-style-type: none"> •Create google doc for quarter 4 to have teachers sign up for support for the following year. Supply store with Surfer Pride inventory, school supplies, snacks, etc. <ul style="list-style-type: none"> •Invite culinary and cafe to provide products to sell in the school store. •Look into garden items grown on campus to sell. •Collect data on what is being sold and what school community is interested in buying and start to look at grants to write for supplies/etc. Create staff and student activities to increase participation. Create schoolwide videos (focus: popular trends) per semester to promote positive school spirit. Trial of enabling activities suggested by Panorama (Culture ART Team) to improve school belonging. 	2021-22	Sahara Chang	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Bulletin (\$150) Store (\$100) Video (\$250) Classroom environment (\$500) Store supplies (\$100) <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	Panorama SY20-21 Data: -Sense of Belonging average 39% Survey to see what's working Data on how many teachers request support and survey students in those classes. Inventory of store items and items sold quarterly Data on staff/student participation
	<ol style="list-style-type: none"> Gather information from other schools who do live broadcast on what we need to start moving in that direction. Create annual events announcements that can be reused. Look at community/business partnerships to help with store or coffee cart merchandise. Offer other clubs, teams, programs to sell items through the store 	2022-23	Sahara Chang	<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	Presentation of what other school are doing and how to get started List of community and business partnerships (each semester)

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	<p>3. Keep data on participation. Expand on activities</p> <p>4. Create a resource for all teachers to implement suggested Panorama enabling activities to increase school belonging after piloted by Culture ART group.</p>			<input type="checkbox"/> Other	
	<p>1. Live broadcast (monthly) to highlight student accomplishments, activities, upcoming events.</p> <ul style="list-style-type: none"> •Do a Super Surfer Feature (featuring good things students are doing in school and in community) •Broadcast/Communications team that creates and posts announcements <p>2. Begin looking into Virtual sales. Students create webpage to purchase items from store</p> <p>3. Expand on activities. Continue usage of Panorama suggested enabling activities.</p>	2023-24	Sahara Chang	<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	Calendar of live broadcast/events

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	Define the relevant data used to regularly assess and monitor progress
<p>Students are college and career ready.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises </div>	<p>1. Ahupuaa pathway 1 Begin at KHS Framework Incorporated Here (Malu & Josh)</p> <p>2. Implement Ready to SURF, Year 1 SPED work based readiness and transition curriculum (Cherriesse & Shari)</p>	2021-22	Agena Bush	X WSF Cost of positions <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 X Other <input type="checkbox"/> N/A	<p>100% of Malama Honua students pass their courses with a C or better</p> <p>100% of Ready to SURF students take part in interdisciplinary career studies</p> <p>100% of Malama Honua & Ready to Surf students take part in a Survey for</p>

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<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input checked="" type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____					the purpose of analyzing data to develop college and career pathways
	1. Malama Honua Cohort 1, year 2 (MH.c1) Malama Honua Cohort 2, year 1	2022-23	Agena Bush		100% of Malama Honua students continue in program 100% of Malama Honua students pass their courses with a C or better
	2. Ready to SURF, Year 2 (Cherriesse & Shari)				100% of Ready to SURF students take part in interdisciplinary career studies
	3. School Framework Freshmen Cohort 1, year 1				100% of freshmen take part in PBL aspect of the New Framework
					100% of Malama Honua, Ready to Surf students, & Freshmen cohort 1 take part in a Survey for the purpose of analyzing data to develop college and career pathways
	1. Malama Honua Cohort 1, year 3 Malama Honua Cohort 2, year 2 Malama Honua Cohort 3, year 1	2023-24	Agena Bush		100% of Malama Honua students continue in program
2. Study Malama Honua & improve for new years & for our Framework Cohorts				100% of Malama Honua students pass their courses with a C or better	
3. Ready to SURF, Year 2 (Cherriesse & Shari)				100% of Ready to SURF students take part in	

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	<p>4. School Framework Freshmen Cohort 2, year 1 School Framework Sophomores Cohort 1, year 2</p>			<p>interdisciplinary career studies</p> <p>100% of freshmen and sophomores take part in the PBL aspect of the New Framework...</p> <p>100% of Malama Honua, Ready to Surf students, Sophomores cohort 1, and Freshmen Cohort 2 take part in a Survey for the purpose of analyzing data to develop college and career pathways</p>
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Planning				Funding	Interim Measures of Progress			
Outcome	Desired	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Lead	Source of Funds	Define the relevant data used to regularly assess and monitor progress		
<p>Decrease the achievement gap</p> <p>Decrease the Language Arts achievement gap by 5 points from 31 points to 26 points</p> <p>Decrease the Math achievement gap by 5 points from 32 points to 27</p> <p>Increase the percent of students who are on-track to English language proficiency from 7% to 12%</p>	<p>1. ELA and math departments will develop a system to provide targeted instruction to identified students.</p> <p>2. Core departments and SPED department will develop and implement a co-teaching program in grade 9 where 1-general education teacher and 1-resource teacher work in partnership to develop inclusive practices using Stetson coaching support.</p> <p>3. EL support group will continue providing targeted instruction to all EL students.</p> <p>4. Start the discussion of a Freshman academy, research consulting company to assess KHS needs.</p>	2021-22	Kamei Pasion	<input type="checkbox"/> WSF <input type="checkbox"/> Title I iReady (\$5,000) Reading Plus (\$57,253 for 3 year) Fast Forward (\$3928) Harcourt-Mifflin Geom Curriculum (\$9000) PTT/PPT/PPE (\$16,168 PPE + \$26,579 PPTx2) WIDA training? (\$6000 = \$2000/2 hr webinars) EA (\$52,625) <input type="checkbox"/> Title II <input type="checkbox"/> Title III	-iReady -Reading Plus -Fast Forward -Screening -Peer Review			
				<p>1. ELA and math departments will implement a system to provide targeted instruction to identified students.</p> <p>2. Core departments and SPED departments will implement the co-teaching program in grades 9 & 10.</p> <p>3. EL support group will continue providing targeted instruction to all EL students.</p> <p>4. Organize and plan for a Freshman academy.</p>	2022-23	Kamei Pasion	<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	-iReady -Reading Plus -Screening -Peer Review
				<p>1. ELA and math departments will evaluate the effectiveness of services that provide targeted instruction to identified students using data gathered through progress monitoring</p> <p>2. Core departments and SPED department will implement the co-teaching program in grades 9-11</p> <p>3. EL support group to continue providing targeted instruction to all EL students</p> <p>4. Implement and monitor a freshman academy</p>	2023-24	Kamei Pasion	<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	-iReady -Reading Plus -Fast Forward -Screening -Peer Review

- Title I SW Activities
- SW #1
- SW #2
- SW #3
- SW #4
- SW #5
- SW #6
- SW #7

- X WASC
- 5 Promises
- Hawaii
- Equity
- School Design
- Empowerment
- Innovation
- X CNA
- KK Complex
- PBL
- MTSS
- OTHER _____

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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 Lead	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Students receive academic and social emotional support in a timely and consistent manner. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input checked="" type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input checked="" type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ </div>	<ol style="list-style-type: none"> Counseling department will implement a system to provide targeted interventions to identified students Continue to implement weekly PTP lessons; counseling department will continue to incorporate SEL lessons Provide identified students with Tier 2 and 3 interventions and remediation opportunities for ELA, math, and other courses and social emotional support. Identify needs of students for successful transition to 9th grade. Collaborate with feeder schools to plan and implement transition activities, summer learning hub, ALPSS 	2021-22	Pasion Kamei	<input type="checkbox"/> WSF <input type="checkbox"/> Title I Panorama SEL (free) Nearpod (SEL) (\$1950) Edgenuity or similar program (\$5,000) ALPSS (\$5,000) <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	-SRSS-IE -Panorama SEL Survey -PTP lessons
	<ol style="list-style-type: none"> Counseling department will continue to implement a system to provide targeted interventions to identified students Staff will continue to implement weekly PTP lessons; counseling department will continue to incorporate SEL lessons Provide identified students Tier 2 and 3 social emotional supports Develop a program to address the needs of students for successful transition to 9th grade. Collaborate with feeder schools to plan and implement transition activities. Summer school, ALPSS 	2022-23	Pasion Kamei	<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	-SRSS-IE -Panorama SEL Survey -PTP lessons
	<ol style="list-style-type: none"> Counseling department will continue to implement a system to provide targeted interventions to identified students. Staff will continue to implement weekly PTP lessons; counseling department will continue to incorporate SEL lessons 	2023-24	Pasion Kamei	<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	-SRSS-IE -Panorama SEL Survey -PTP lessons

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	<p>3. Provide identified students Tier 2 and 3 social emotional supports</p> <p>4. Implement and evaluate our program to address the needs of students for successful transition to 9th grade. Collaborate with feeder schools to plan and implement transition activities. Summer school, ALPSS</p>			<input type="checkbox"/> N/A	
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Planning				Funding	Interim Measures of Progress
<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input checked="" type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER <hr/> </div>	<ol style="list-style-type: none"> Create google form to see what students interest are to join clubs, teams, organizations on campus. Share list of interested students with coaches/advisors/coordinators to personally invite students. 	2021-22	Chang Sahara	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Google form data and # of students who participate
	<ol style="list-style-type: none"> Work with teacher PBL Cohort to look at Preliminary PBL Curriculum maps. <ul style="list-style-type: none"> To increase student application of skills To provide increased purpose for student learning To increase student pride in work 	2021-22	Harada Unten	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Meeting minutes/ notes in developing on campus curriculum map
	<ol style="list-style-type: none"> Create Recognition Assemblies (ex sports, honor roll, clubs, etc) and collect data on these activities. 	2022-23	Chang Sahara	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (\$200) <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Data on the # of students being recognized
	<ol style="list-style-type: none"> Provide a place for students to present/sell products made as a result of PBLs/maker space usage (School Store, craft fair, etc...) 	2022-23	Harada Unten	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Data on students participating and sales
	<ol style="list-style-type: none"> Make adjustments on year 2 activities for improvement 	2023-24	Chang Sahara	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Data on the # of students participating

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Goal 2: Staff Success. Kailua 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:
<p>Kailua High School staff will have a high-performing culture where all staff members have the training, support and professional development to contribute effectively to student success. Targeted professional development will be provided to address the issues of student engagement, student achievement, rigor, and increased use of technology. In addition, more PD on strategies to decrease the achievement gap will be provided.</p>	<p>There are many initiatives and programs utilized at Kailua High School. Some of these were started before or touched upon at some point but never fully gained momentum to the point of mastery by the staff. Further, although many veteran teachers remain, new teachers are constantly entering the school community. Thus, a need for targeted PD for all teachers exists for many of the initiatives and programs including but not limited to: technology, action teams, problem based/ project based learning, and student engagement. Consistent, ongoing PD must be implemented using a “teachers teaching teachers” framework, with regularly scheduled refresher training, follow up trainings and reflections by teachers because the staff needs the constant recycling of material in order to truly understand and implement it.</p>

Three-Year Academic Plan SY 2021 - 2024

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	Define the relevant data used to regularly assess and monitor progress
Implement the Action Teams (data teams) Process to meet students' needs and improve academic success of students <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ </div>	<ol style="list-style-type: none"> Continue providing PD to staff on the Action Team Process Continue to schedule dates for Action Team meetings on the hyperdoc/calendar. Refine, monitor and make changes as needed to the Action Teams process by collecting data, analyzing and prioritizing student needs, and implementing common instructional strategies. 	2021-22	Cummings Grimble	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I ILT Stipends(12) (\$2281) Action Team supplies/materials (\$1000) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	<ol style="list-style-type: none"> PD slides, agendas, minutes, sign in sheets Action Team Process docs such as minutes, GO, timeline, etc. Evals/Exit Passes
	<ol style="list-style-type: none"> Continue providing PD to staff on the Action Team Process Continue scheduling dates for Action Team meetings on the hyperdoc calendar. Continue to refine, monitor and make changes as needed to the Action Teams process by collecting data, analyzing and prioritizing student needs, and implementing common instructional strategies. Increase the number of cycles performed per Action Team from SY 21-22. Start to train non-ILT members to lead Action Teams. 	2022-23	Cummings Grimble	<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	<ol style="list-style-type: none"> PD slides, agendas, minutes, sign in sheets Action Team Process docs such as minutes, GO, timeline, Evals/Exit Passes

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	<ol style="list-style-type: none"> 1. Continue providing PD to staff on the Action Team Process 2. Continue scheduling dates for Action Team meetings on the hyperdoc calendar. 3. Continue to refine, monitor and make changes as needed to the Action Teams process by collecting data, analyzing and prioritizing student needs, and implementing common instructional strategies. 4. Increase the number of cycles performed per Action Team from SY 22-23. 5. Continue to train non-ILT members to lead Action Teams. 	2023-24	Cummings Grimble	<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	<ol style="list-style-type: none"> 1. PD slides, agendas, minutes, sign in sheets 2. Action Team Process docs such as minutes, GO, timeline, etc. 3. Evals/Exit Passes
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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 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
Provide educators with PD needed for student success <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex </div>	<ol style="list-style-type: none"> 1. Teachers will receive PD and training on Triple Crown Routine 2. PD will be provided for ILT members to plan, implement, and monitor Triple Crown routines. 	2021-22	Cummings Grimble	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> ILT Stipends (12) (\$2281) <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	<ol style="list-style-type: none"> 1. PD training documents. handouts, slide deck, PD evaluations
	<ol style="list-style-type: none"> 1. Teachers will receive PD to implement the Triple Crown with a focus on standards based instruction, assessment 2. PD will be provided for ILT members to implement Triple Crown routines. 	2022-23	Cummings Grimble	<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	<ol style="list-style-type: none"> 2. PD training documents. handouts, slide deck, PD evaluations

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<input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	<ol style="list-style-type: none"> Teachers will receive PD to implement the Triple Crown with a focus on standards based instruction, assessment PD will be provided for ILT members to implement Triple Crown routines. 	2023-24	Cummings Grimble	<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	<ol style="list-style-type: none"> PD training documents, handouts, slide deck, PD evaluations
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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 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
Rigorous Standards-Based Curriculum Maps will focus and align courses. <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA	<ol style="list-style-type: none"> Teachers will receive PD on developing rigorous standards-based curriculum maps. Teachers of the same course will work together to develop rigorous standards-based curriculum maps using the provided template. Teachers will teach and assess according to their rigorous standards-based curriculum maps. Provide stipends and/or sub days for curriculum mapping PD 	2021-2022	Cummings Grimble	<input type="checkbox"/> WSF <input type="checkbox"/> Title I Sub (\$6,449)/Stipends (\$6,082) for staff <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	<ol style="list-style-type: none"> Curriculum Maps Observations (Admin) PD slide decks, handouts, attn sheet, evaluation

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<input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	<ol style="list-style-type: none"> Teachers will receive PD on revising their rigorous standards-based curriculum maps. Teachers will continue teaching and assessing according to their rigorous standards-based curriculum maps. Teachers will review rigorous standards-based curriculum maps of other courses and plan for interdisciplinary lessons. Provide stipends and/or sub days for curriculum mapping PD 	2022-2023	Cummings Grimble	<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	<ol style="list-style-type: none"> Curriculum Maps Observations (Admin) PD slide decks, handouts, attn sheet, evaluation
	<ol style="list-style-type: none"> Teachers will receive PD on revising their rigorous standards-based curriculum maps. Teachers will continue teaching and assessing according to their rigorous standards-based curriculum maps. Teachers will review curriculum maps of other courses and implement rigorous standards-based interdisciplinary lessons. Provide stipends and/or sub days for curriculum mapping PD 	2023-2024	Cummings Grimble	<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	<ol style="list-style-type: none"> Curriculum Maps Observations (Admin) PD slide decks, handouts, attn sheet, evaluation

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 Account able Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Increase Purposeful Student Engagement and Achievement <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input checked="" type="checkbox"/> SW #5	<ol style="list-style-type: none"> Develop Framework to best incorporate Interdisciplinary/ Place-Based / Problem-Based/Place-based Learning systems <ul style="list-style-type: none"> Multiple proposals already reviewed by fac; with feedback, to narrow/specify/finalize framework Finalize Framework with faculty, student groups, & SCC. (by Fall of 21-22) Join the Hawaii Academies Consortium <ul style="list-style-type: none"> Attend meetings & receive feedback on our 	2021-22	Agena Bush	<input type="checkbox"/> WSF x Title I HAcademies fees (\$500?) Stipend Days (\$2,281/full day for 12 teachers) +Cost to visit other schools (12 subs \$2,418). (5 stipend days to visit & create proposals = \$11,403)	Multiple proposals reviewed and finalized by fac; with feedback, to narrow/specify/fin alize framework 100% of Future Group will visit other similar-sized

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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input checked="" type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ 	<p style="text-align: center;">Framework(s)</p> <ol style="list-style-type: none"> 3. Teachers will participate in PD through Windward AIT (3 opportunities: May 2021, Summer 2021 Stipend, Fall 2021). 4. Provide Faculty PD through AIT or peer training re Project-Based vs Problem-Based vs Place-Based vs Interdisciplinary 5. Create Survey to analyze data to develop college and career pathways (Survey the following students: Malama Honua, Ready to Surf students) 6. Teachers will begin to incorporate interdisciplinary and PBL curriculum 			<p>PBL supplies \$10,000</p> <ul style="list-style-type: none"> <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>schools that run academies</p> <p>100% of teachers participate in 1 or more of the Windward AIT professional development on PBL etc</p> <p>Pathway Survey is completed & given to students in targeted programs</p>
	<ol style="list-style-type: none"> 1. (as needed) Network curriculum (interdisciplinary, ptp, community internship); PD on new programs/initiatives 2. Continue participation in Hawaii Academies Consortium (HAC) 3. Teachers will incorporate interdisciplinary and PBL curriculum based on PD done in previous year 	2022-23	Agena Bush	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I HAC fee (\$500) Stipend days x3 (\$6900) <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>Consortium reps take part in HAC mtgs</p> <p>25% of teachers incorporate interdisciplinary and/or PBL curriculum (9th Grade Academy and/or PTP/L?)</p> <p>Pathway Survey is given to students in targeted programs</p>

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	<ol style="list-style-type: none"> Increase academies/pathways as per Framework (Soph, Jnr...) Study Malama Honua, Team Surf, & established pathways and use data to improve as needed Continue working with Hawaii Academies Consortium Teachers incorporate interdisciplinary/ PBL curriculum based on PD done previous year 	2023-24	Agena Bush	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I HAC Fee (\$500) Stipend days x 2 (\$4600) <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	Consortium reps take part in HAC mtgs Pathway Survey is given to students in targeted programs 50% of teachers incorporate interdisciplinary and/or PBL curriculum (9th & 10th Grade Academies and/or PTP/L)
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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 Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Adopt flexible scheduling to allow for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized	<ol style="list-style-type: none"> Present proposed bell schedule (voted on by faculty in 20-21) to SCC and students and conduct voting Provide PD for Bell Schedule during a PC day or PD time 	2021-22	Agena Bush	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	>50% of Faculty, SCC, and Students vote to change to Proposed Bell Schedule

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<p>programs. (2030 Promise Plan, p13)</p> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <ul style="list-style-type: none"> <input type="checkbox"/> Title I SW Activities <ul style="list-style-type: none"> <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <ul style="list-style-type: none"> <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity XSchool Design <ul style="list-style-type: none"> <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input type="checkbox"/> CNA <input type="checkbox"/> KK Complex <ul style="list-style-type: none"> <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ </div>	<p>1. Implement Year 1 of new bell schedule</p>	<p>2022-23</p>	<p>Agena Bush</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III 	<p>100% of teachers complete survey to see who is using the time for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized programs.</p> <p>25% of teachers are using the time for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized programs.</p>
	<p>1. Implement Year 2 of new bell schedule</p>	<p>2023-24</p>	<p>Agena Bush</p>	<ul style="list-style-type: none"> <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 	<p>100% of teachers complete survey to see who is using the time for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized programs.</p> <p>50% of teachers are using time for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized programs.</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>	School Year(s) of Activity	ART 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 be provided professional development needed for student success <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input checked="" type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 </div>	1. Implement the following trainings and conferences by providing subs/stipends/registration and conference fees: Stetson refresher training; Panorama SEL training; SRSS-IE training; EL/WIDA training; Trauma-Informed training; Suicide Prevention training; Cyberbullying training; AVID training, NACAC training; SOTF Conference; etc.	2021-22	Kamei Pasion	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$4,500 to pay for trainings' fees (EL, AVID, NACAC etc) \$951 to pay for stipends and \$1,008 subs for trainings <input type="checkbox"/> Title II <input type="checkbox"/> Title III	-Sign-In Sheets

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<input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input checked="" type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	1. Continue to implement the following trainings: Stetson refresher training; Panorama SEL training; SRSS-IE training; EL/WIDA training; Trauma-Informed training; Suicide Prevention training; Cyberbullying training;	2022-23	Kamei Pasion	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	--Sign In Sheets
	1. Continue to implement the following trainings: Stetson refresher training; Panorama SEL training; SRSS-IE training; EL/WIDA training; Trauma-Informed training; Suicide Prevention training; Cyberbullying training;	2023-24	Kamei Pasion	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	--Sign In Sheets

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 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
Teachers and students will have 21st century skills (i.e. Critical thinking, Information literacy, Media literacy, Technology literacy)	1. Develop a Makerspace area: <ul style="list-style-type: none"> ● Research a plan on how to create the new learning space. ● Create a project timeline and map for the creation of the space. ● Begin developing a workflow for PBL projects and how to train teachers on PBL. ● Visits to schools ● Purchase furniture to furnish Makerspace area 	2021-22	Harada Unten	<input type="checkbox"/> WSF <input type="checkbox"/> Title I P/D: 8 subs (\$1,613), 8 stipends (\$1,521) Software, licences, subscriptions, etc.: \$5,000	Learning Space Development Plan Project timeline map for creation of Space Teacher surveys on tools used. Document and monitor learning space utilization

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<input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> XSchool Design <input checked="" type="checkbox"/> X Empowerment <input checked="" type="checkbox"/> X Innovation <input checked="" type="checkbox"/> X CNA <input type="checkbox"/> KK Complex <input checked="" type="checkbox"/> X PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER <hr/>	<p>2. Provide PD and tech tools to teachers to support student learning.</p> <ul style="list-style-type: none"> ● PD training on tech tools (Kami, Nearpod, etc.), use of multimedia, integrate into curriculum and projects ● Costs to subscribe to tech tools for students & teachers ● Subscribe to Kami App ● Integrating existing technology in the classroom with electronic devices (TVs, document camera, Projectors, chromebooks, laptops, etc) ● Find/procure new technology that aligns with new unit plans, curriculum maps, etc to begin incorporating into curriculum. <p>3. Increase use of E-portfolios with incoming 9th, and continue with 10th grade PTP.</p>			<p>Tech. Equip. \$ Furniture \$10,000</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>and projects created, focus on how teachers demonstrate 21st century skills</p> <p>PD attendance as evidenced by sign ins</p> <p>Students: Activities from Teachers' exit pass; PTP E-Portfolio</p>
	<p>4. Guide and implement a new curriculum with teachers utilizing the tools in the learning space (Makerspace).</p> <ul style="list-style-type: none"> ● Build out the learning space. ● Utilize new learning space to foster 21st century skills with faculty and students <ul style="list-style-type: none"> ○ Teachers will design projects with students demonstrate 21st century skills ● Costs Total - \$188,000 <ul style="list-style-type: none"> ○ Equipment <ul style="list-style-type: none"> ■ \$1,400 * 30 = \$42,000 student lab ■ \$100,000 = Industrial/Student Equipment (Laser, CNC, sublimation, VR/AR, etc) ■ \$10,000 = Consumables ○ Physical Space/Furniture <ul style="list-style-type: none"> ■ \$700[Desks/Seats] * 30 = \$21,000 ■ A/C - \$15,000 	2022-23	Harada Unten	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> X Title I (\$188,000) <input type="checkbox"/> Title II <input type="checkbox"/> Title III	<p>Learning Space Development Plan</p> <p>Project timeline and map for creation of the space that's approved by admin</p> <p>Document and monitor LS utilization and projects created, focusing on how teachers demonstrate 21st century skills</p> <p>Educators will have Curriculum Map with PBL incorporated</p> <p><u>Equipment</u> Assess, evaluate, and research equipment needed to assist in implementing new Curriculum, Units, or Lessons for teachers Surveys to staff and students Data from Learning Space Utilization</p>

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	<ul style="list-style-type: none"> • Teachers will design and create PBL projects with students to demonstrate 21st century skills. • Utilize new learning space to foster 21st century skills with faculty and students <ul style="list-style-type: none"> ○ Teachers will design projects with students demonstrate 21st century skills • Costs Total - \$188,000: <ul style="list-style-type: none"> ○ Equipment <ul style="list-style-type: none"> ■ \$1,400 * 30 = \$42,000 student lab ■ \$100,000 = Industrial/Student Equipment (Laser, CNC, sublimation, VR/AR, etc) ■ \$10,000 = Consumables ○ Physical Space/Furniture <ul style="list-style-type: none"> ■ \$700[Desks/Seats] * 30 = \$21,000 ■ A/C - \$15,000 	2023-24	Harada Unten	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (\$188,000) <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>Curriculum Map Educators will have Curriculum Map with PBL incorporated Educators create 1 PBL unit a semester.</p> <p>Equipment Assess, evaluate, and research equipment needed to assist in implementing new Curriculum, Units, or Lessons for teachers</p> <p>Surveys to staff and students</p> <p>Data from Learning Space Utilization</p>
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Goal 3: Successful Systems of Support. The system and culture of **Kailua High School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
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<p>Student success will be supported by the systems developed (or currently in place) at Kailua High School. Fostering innovations through sharing of best practices; providing adequate resources to support KHS/community plans; and increasing the efficiency and transparency of instructional and operational support to promote student learning will continue to occur. Financial, human and community resources will be adequately allocated to programs/initiatives that are deemed effective.</p>	<p>There is a lack of systems and protocols in place for many of our operations and initiatives. Student success cannot happen without clear and consistent protocols that are practiced by all.</p> <p>The lack of resources severely limits the school’s capacity to offer an array of courses and activities to meet the students’ interests and academic needs. KHS will continue to communicate school needs to external organizations, such as community and business partners, and Department of Education leadership, while pursuing other sources of funding for school programs.</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>	School Year(s) of Activity	ART Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>A system for improving school culture and pride is developed and implemented to ensure student success.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 </div>	<ol style="list-style-type: none"> Support teachers in creating a supportive classroom (learning space) environment by providing resources like paint, borders, fadeless paper. Create a positive school environment by using signage/banners/posters around campus to support school pride. 	2021-22	Chang Sahara	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (\$500) <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>Data on how many teachers request support. Survey students in those classrooms.</p> <p>Survey Students once a semester to see if signs/banners/etc helps improve culture and pride.</p>

Three-Year Academic Plan SY 2021 - 2024

<input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	1. Continue to support teachers in creating a supportive classroom (learning space) environment by providing resources like paint, borders, fadeless paper. 2. Continue to create a positive school environment by using signage/banners/posters around campus to support school pride.	2022-23	Chang Sahara	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (\$500) <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	Data on how many teachers request support. Survey students in those classrooms. Survey Students once a semester to see if signs/banners/etc helps improve culture and pride.
	1. Develop an incentive/reward program for improving school culture and pride.	2023-24	Chang Sahara	<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	

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 Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Project based and problem based learning is implemented with an accountability system so teachers can measure effectiveness	1. Develop school-wide framework/bell schedule to include project-based/problem-based opportunities	2021-22	Agena Bush	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Stipend Day (included in G2) <input type="checkbox"/> Title II <input type="checkbox"/> Title III	>50% faculty, students, & SCC vote to change to proposed bell schedule

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<input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input checked="" type="checkbox"/> SW #5 <input checked="" type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Innovation <input checked="" type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input checked="" type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	<ol style="list-style-type: none"> 1. Implement new bell schedule with time built in for project-based/problem-based/ interdisciplinary planning, internships, and pathways, etc. 2. Provide professional development for project-based/problem-based learning/interdisciplinary with the Windward AIT 	2022-23	Agena Bush	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	100% Teachers trained in project-based/problem-based/place-based learning
	<ol style="list-style-type: none"> 1. Survey staff on new bell schedule to check for use of time to develop and implement project-based/problem-based/place-based/interdisciplinary learning 2. Teachers will incorporate project-based/problem-based grade level curricula and/or for individual classes 	2023-24	Agena Bush	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	50% of teachers have incorporated project-based/problem-based learning curriculum

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A refresh system is put into place so that technology is continually updated on a regular basis <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1	<ol style="list-style-type: none"> 1. Compile list of technology on campus; 2. Research expected lifespan of technology; 3. Setup a database with the expected refresh dates. 	2021-22	Harada Unten	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Spreadsheet from Tech Dept

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<input type="checkbox"/> SW #2 <input type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input type="checkbox"/> SW #7 X WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity XSchool Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____	1. Maintain database; 2. Update with new information	2022-23	Harada Unten	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Tech Dept Database
	1. Continue to maintain database; 2. Continue to update with new information	2023-24	Harada Unten	<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	Tech Dept Database

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A school improvement system is in place that helps us monitor our processes and professional development plan.	1. Develop a system and implement a schoolwide processes to monitor our progress (PDCA) 2. Develop and implement a PD system that aligns to our initiatives in the AcPlan (PDCA)	2021-22	Rezentes	<input type="checkbox"/> WSF X Title I Conference/workshop registration, fees and costs Stipends/subs for PD opportunities <input type="checkbox"/> Title II	--Stipend paperwork forms --Sign in sheets --PD Handouts --Exit Passes

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	1. Continue to implement a system for schoolwide processes and PD (PDCA) and refine system as necessary	2022-23	Rezentes	<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	--Stipend paperwork forms --Sign in sheets --PD Handouts --Exit Passes
	1. Continue to implement a system for schoolwide processes and PD (PDCA) and refine system as necessary	2023-24	Rezentes	<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	--Stipend paperwork forms --Sign in sheets --PD Handouts --Exit Passes

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A school improvement system is in place that helps us monitor parent/family/community engagement	1. Continue to develop the Family Resource Center and other parent/family engagement initiatives.	2021-22	Rezentes	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I School App (\$2000) Postage and supplies (\$850) <input type="checkbox"/> Title II <input type="checkbox"/> Title III	--Attendance sheets --Evaluations

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<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Title I SW Activities <input type="checkbox"/> SW #1 <input type="checkbox"/> SW #2 <input checked="" type="checkbox"/> SW #3 <input type="checkbox"/> SW #4 <input type="checkbox"/> SW #5 <input type="checkbox"/> SW #6 <input checked="" type="checkbox"/> SW #7 <input checked="" type="checkbox"/> WASC <input type="checkbox"/> 5 Promises <input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation <input type="checkbox"/> CNA <input type="checkbox"/> KK Complex <input type="checkbox"/> PBL <input type="checkbox"/> MTSS <input type="checkbox"/> OTHER _____ </div>	<ol style="list-style-type: none"> Maintain the Family Resource Center and other parent/family engagement initiatives. Determine areas of improvement for the Family Resource Center and other parent/family engagement initiatives 	2022-23	Rezentes	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	--Attendance Sheets --Evaluations --Minutes
	<ol style="list-style-type: none"> Continue to improve the Family Resource Center and other parent/family engagement initiatives 	2023-24	Rezentes	<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	--Attendance Sheets --Evaluations --Minutes