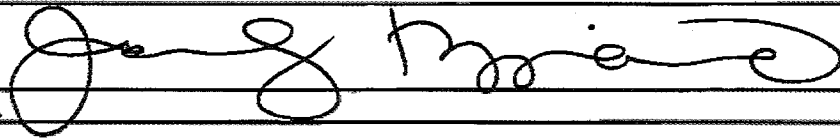



Three-Year Academic Plan 2017-2020

Kalaheo High School

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Submitted by James Rippard	Date
	4/23/2019
Approved by CAS Lanelle Hibbs	Date
	05/09/2019

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

Where are we now?

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

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

WASC Major Recommendations

1. Disaggregate achievement/student data further to ensure all gap groups' needs are being met and to help guide school initiatives, PD, and allocation of resources.
2. Explicitly incorporate GLOs so that they are an "integral" part of the school culture.
3. Evaluate and revise the grading policies schoolwide so that they better align and reflect student achievement in course assessments.
4. Develop a plan to address the concern regarding the implementation of consistent school policies and procedures through efficient and effective communication practices.

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs.

SPED Inclusion (Percentage of SPED students in general education 80% or more of the day)

2015-2016	2016-2017	2018-2019	2019-2020
41%	36%	39%	50%

EL Population

Year	2016-2017	2017-2018	2018-2019
Student Body	1.44%	1.20%	1.97%

Economically Disadvantaged

Year	2015-2016	2016-2017	2017-2018	2018-2019
Student Body	20.10%	22.16%	22.06%	20.24%

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

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. Principal - James Rippard	SCC (School Community Council)
2. Vice-Principals - Resha Ramolete & Jay Lin & Cindee Raymond	RTI system (Ramolete), Attendance (Raymond), Summer School (Lin)
3. Academic Coach/Science DH - Kim Koopman	PBIS, Data Teams for Science and Math
4. Academic Coach/Language Arts Department Head - Krystal Sato	Technology, Data Teams for ELA and SS
5. Math Department Head - Ryan Williams	Math Achievement, Math Gap Rate
6. CTE Coordinator - Lori Nishimura	ACT Interim Data
7. College Career Counselor - April Inouye	Post-Secondary Education Goals, Early College
8. Student Services Coordinator (SSC) - Kathy Carter	Student Evaluation Committee
10. Counselor DH - Joy Kahahawai-Welch	Personal Transition Plan
11. Student Activities Coordinator - Richard Lau	Transition Center

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

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	Rationale
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Increase Graduation Rate All students will identify their post-secondary education goals.				Kalaheo had a graduation rate of 82% and a college going rate of 55% identified in the Strive HI report for 2017-2018. Kalaheo's goal is to graduate 100% of enrolled students and work to close the achievement gap between the non-high needs and high-needs groups. Personal Transition Plan (PTP) is required for graduation. A system of support is needed to make PTP an effective tool for the students as they plan for college and career. In 2016-2017 all teachers weighted summative assessments more than formative assessments (summative weight is 70% or 60% depending on the department). SY 18-19 all departments will determine the adequate number and type of summative assessments for their courses that will reflect student proficiency.
SY 15-16	SY 16-17	SY 17-18	SY 18-19 Goal	
87%	89%	82%	84% (100%)	
High Needs 83% SPED-70%	High Needs 76.3% SPED-63.6%	Not Available Yet	High Needs 80% SpEd - 75%	

Decrease the gap rate in English Language Arts.					Kalaheo's ELA proficiency on SBA in 2017-2018 was 69%. The gap rate was 30 points.
	SY 15-16	SY 16-17	SY 17-18	SY 18-19 Goal	
All students	67%	72%	69%	72%	
Non-High Needs	76%	81%	75%	76%	

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

High Needs	49%	52%	45%	48%
Gap	27 points	29 points	30 points	28 points

Increase math proficiency and decrease the gap rate.					Kalaheo's Math proficiency was 29% on SBA. The gap rate was 28 points. Although Kalaheo's students are performing well in ELA, Math scores remain low. Due to the low math proficiency scores over the past three years, in 2017-2018 Kalaheo received a waiver from the state-mandated math curriculum and adopted a Houghton/Mifflin program that allows for differentiated interventions using the 1:1 chromebooks and teacher direct instruction.
	SY 15-16	SY 16-17	SY 17-18	SY 18-19 Goal	
All students	35%	35%	29%	32%	
Non-High Needs	41%	44%	36%	38%	
High Needs	24%	15%	8%	11%	
Gap	17 points	29 points	28 points	27 points	

Identify strategies to support students struggling to meet proficiency.					Kalaheo's Science proficiency was 69% on SBA. This was the highest score of any high school in the state. Kalaheo's Biology program continues to excel as it transitions to the Next Generation Science Standards.
	SY 14-16	SY 16-17	SY 17-18	SY 19-20 Goal	
All students	52%	69%	64%	69%	

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

Continue to participate in CTE Performance Based Assessments to connect students to real-world application of their learning.					<p>Career & Technical Education (CTE) is a program that provides opportunities for students to focus on a particular career interest and gain opportunities to work with industry professionals. CTE helps to support the College and Career Readiness mission by supporting students learning towards graduation, college, and career goals. Currently Kalaheo has 37% of its students completing a designated CTE Program of Study (POS). Students are encouraged to earn concentrator status in their POS and to participate in a Performance Based Assessment at the end of their coursework that can go towards the CTE Honors Recognition Diploma.</p>
	SY 16-17	SY 17-18	SY 18-19	SY 19-20 Goal	
All students	46%	37%	TBD	39%	
Develop and refine a comprehensive RTI system which includes Tiers 1-3.					<p>A data team procedure and form is used to track formative and summative assessment data, support interventions for struggling students, and drive articulation for common course teams. Teachers meet in common course data teams once a week during their common Non-Instructional period (NTP). These teams meet to design common summative assessments and plan common formative assessments. The data from the formative assessments is charted on data forms and discussed to identify areas that students are struggling. Students that are failing the assessments are tracked and Tier one RTI interventions are documented as a part of the Comprehensive Student Support Systems process. If students continue to struggle, CSSS process continues with RTI Tier two or three recommendations.</p>
Provide teacher training on the use of technology in the classroom in innovative ways.					<p>All students at Kalaheo are issued a chromebook for use in their classes. The Kalaheo staff participated in a variety of mandated differentiated trainings with the support of OCISS in both 2016-2017 and 2017-2018. Continued training is necessary on ways the chromebooks can be used besides word processing, spreadsheets, and games.</p>

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

Increase the number of students reporting positive school climate as measured by Tripod

Tripod	2016-2017	2017-2018	2018-2019	2019-2020
Students encourage each other	47%	51%	52%	53%
Students do not get teased	83%	81%	79%	83%

Identify areas of need based on the Tripod School report.

2016-2017	2017-2018	2018-2019	2019-2020
Care-61%	Care-61%	Care-56%	Care-63%
Captivate-59%	Captivate-59%	Captivate-54%	Captivate-62%

One of the major recommendations of Kalaheo's WASC report was to develop a plan to address the concern regarding the implementation of consistent school policies and procedures through efficient and effective communication practices. The new state strategic plan identifies student voice as an integral element of school success. Kalaheo is developing ways to solicit student voice more frequently including student senate, focus group discussions, surveys, and advisory discussions. The Tripod survey is given in the fall and gives teachers perception data from their students. The school report provides an overall picture of student satisfaction with their teachers.

Kalaheo has consistently scored low on Care and Captivate. In 2017-2018 teachers participated in an exercise to identify students that have not connected with an adult on campus. In 2018-2019, the Vice-Principals facilitated grade-level assemblies where they shared their personal stories to encourage students to seek support from adults on campus. Vice-Principal led faculty PD on the importance of Tripod reflection prior to 2018-2019 implementation (11/26/18).

Create a welcoming transition center for all new and continuing students to have a place of their own and to serve as a resource center.

In school year 2017-2018, approximately 26% of the students are military dependents with the majority living on Marine Corps Base Hawaii, Kaneohe Bay.

During school year 2017-2018, and after the 9th grade and upperclassmen student orientations, Kalaheo gained 80 new students. During the first quarter of 2018-2019 school year, Kalaheo gained 35 new students.

In SY 2018-2019 Kalaheo created the "Connections" transition center in a classroom, room D103 located across the main office. As a military impacted and highly transient school, Kalaheo High School wants to create a welcoming transition center for new students to have a place of their own and to serve as a resource center. The goal of this space is to create an original, fun and interactive area where new students as well as continuing students can socialize with one another and engage in structured and fun activities that promote health of the body, mind, and spirit. Future plans include hosting parent workshops in the Connections center.

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

Desired Outcome: Decrease the Gap Rate Each Year				
Disaggregate achievement/student data further to ensure all gap groups' needs are being met				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2017-2018	Formalize a system of identifying and addressing student needs through RTI-Tier 2.	Flowchart of Tier 2 and 3 services		VP Ramolete 2017-2018
2017-2018	Develop a system of support for individual student needs (Tier 3).			Admin Liaison (SEC Lead)
2018-2019	Develop a system of tracking and support for struggling students (GAP) to increase student achievement.	Decrease gap rate by 2 points List of students identified as high needs and in the gap and the supports they already have. SEC minutes		
2019-2020	Refine tracking system and identified supports.	Decrease gap rate by 2 points SEC minutes		
2017-2018	Use lexile data to identify students for Kalaheo Reading Achievement Opportunity Program. Monitor the student progress using Achieve 3000.	Shifted to ACT Interims (18-19).	WSF \$3200 (ACT Interim)	VP Ramolete (2017-2018)
2017-2018	Continue to use Achieve 3000 to assess reading comprehension, differentiate reading assignments in classes, and provide intense reading comprehension support.			
2017-2018	Offer reading workshop/half elective credit for special education students.	No longer offered (18-19)		

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

2018-2019	Disaggregate ACT interim assessment data in data teams to identify targeted skill sets and plan common interventions.	Proficiency ratings for ACT interim scores will increase 5% by the end of the school year.		CTE DH (Nishimura)
2019-2020	Identify a system to share ACT proficiency with elective teachers to enable targeted intervention outside the core subjects.	Data team forms that identify targeted skill set and intervention used. Procedure developed for sharing results with electives. Meeting minutes and artifacts		
2018-2019	Continue to utilize the data team process to design, implement and analyze results of common course assessments (formative and summative) in all content areas to make instructional decisions about the achievement of student learning outcomes. Schedule weekly Data Team meeting time for teacher collaboration. Arrange common NTPs to support data team work.	Department Heads report that data teams meet regularly. Department Heads report that data teams consistently discuss assessments in a timely manner. Data Team Forms Data Share out minutes and artifacts		Academic Coaches
2019-2020	Schedule all departments with a common NTP to allow richer data team conversations, choosing department PIP, opportunities to norm grading, and to discuss common department grading policies.	Departments develop and publish common grading policy agreements.		
2018-2019	Hire a support PTT for EL students. The purpose of the PTT would be to help the EL students with their work in all classes. Monitor EL progress on their assessments in their courses.	PTT hired and trained by EL Coordinator.		Admin Liaison
2019-2020	Schedule a support period for EL students with an EL certified	Master Schedule reflects an EL		

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

	teacher. The purpose of the class would be to help the EL students with their work in all classes. Monitor EL progress on their assessments in their courses.	support period. EL assessment data		
2018-2019	Develop and implement a process for registering special education students into resource, inclusion, and support classes that will reduce schedule changes after the master schedule is built. Intentionally schedule special education and 504 in inclusion classes to balance number of inclusion students per class period and maximize supports.	Master Schedule and Course Rosters with supports identified		Resource DH
2019-2020	Revise and update the registration process for special education students.	Decrease in schedule changes due to mistakes in scheduling.		
2018-2019	Meet with Kailua Intermediate School at registration time and throughout the school year to identify supports needed for students coming to Kalaheo High School. Meeting should include Administration, Special Education Department Head, and Counselors.	Log of transition meetings for incoming SPED, EL, and 504 students.		Resource DH
2019-2020	Revise and update the transition process for special education students.			
2018-2019	Formalize a system of identifying and addressing student needs through RTI-Tier 2. Develop a system of support for individual student needs (Tier 3).	Completed procedure		Admin Liaison
2019-2020	Inservice faculty and staff (including educational assistants) obtaining student support (Tier 2 and 3). Continue to train and review Tier 1 instructional strategies. Evaluate and revise RTI system.	Procedure is distributed to faculty. Meeting agendas, materials, and minutes.		SSC

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

Desired Outcome: Increase Math Proficiency Disaggregate achievement/student data further to ensure all gap groups' needs are being met			
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding
2018-2019	Develop a system for mandating tutoring during 8-8:30 a.m. for math students that require additional support.	Decrease the gap rate by 2 points. Write up system (form every 3 weeks) Letter/email to inform parents Attendance for tutoring	Math DH (Williams) Academic Coach (Koopman)
2019-2020	Implement and evaluate the system for mandatory tutoring for struggling math students. Revise as necessary.		
2018-2019	Continue to offer MOW 2 for general education and special education students to bridge between Algebra 1 /Geometry and Algebra 2	Decrease the gap rate by 2 points. SBA scores of MOW2 students Algebra 2 grades	Math DH (Williams) Academic Coach (Koopman)
2019-2020	Offer a support class for freshman Algebra students that lack the foundational skills to be successful in math class based on triangulation of data.	Algebra grades	
2018-2019	Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school.	Decrease the gap rate by 2 points. Class grades, SBA scores	PTT pay for tutor Math DH (Williams) Academic Coach (Koopman)
2019-2020	Continue to provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school.		
2017-2018	Utilize online computer programs that provide students with highly individualized and self-paced instruction that meets their needs to improve their secondary math skill.	Decrease the gap rate by 2 points. Class grades, SBA scores	Stipends Math DH (Williams) Academic Coach (Koopman)
2018-2019	Refine Algebra, Geometry, and Algebra 2 curriculum to focus on essential material needed for subsequent math classes.		

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

2019-2020 Implement common summative assessments for all classes.			
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Desired Outcome: Increase Graduation Rate			
Enabling Activities/Planning	Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019 Formalize RTI supports available for struggling students and procedures for accessing supports to increase course grades.	Increase Graduation rate by 1%. Create an RTI/SEC committee to create list of available services and publish forms to access supports		Admin Liaison SSC
2019-2020 Inservice staff on RTI process. Provide support to students and revise RTI process.	Refine and revise forms based on staff feedback.		
2017-2018 Teachers will identify multiple summatives per grading period to allow for student awareness of their progress.	Gradebook reflects multiple summatives per grading period.		Academic Coaches
2018-2019 Explore the number and types of summative assessments given this year in courses and how they indicate a student's proficiency in the course. Departments will determine the adequate number and type of summative assessments for their courses that will reflect student proficiency.	Gradebooks within department reflect similar summatives per grading period.		
2019-2020 Continue assessment analysis after department adjustments to pacing guides.	Updated pacing guides will reflect similarities in summative assessments.		
2018-2019 Implement new attendance procedure requiring students that are chronically absent to attend mandatory study hall.	Publish new attendance referral form.		Admin Liaison

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

2019-2020	Monitor data and adjust attendance procedure accordingly.	Collate attendance data and update form as necessary		
2018-2019	Explore summer school offering options at Kalaheo to allow for credit recovery and math support.	Increase Graduation rate by 1%		Admin Liaison
2019-2020	Implement summer school offering options at Kalaheo to allow for credit recovery and math support.	Collate information for implementation and decide if we can offer it.		
2020-2021	Evaluate effectiveness of summer school options as needed for credit recovery and math support.	Offer courses for summer 2020.		

Desired Outcome: All students will identify their post-secondary education goals.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2017-2018	Provide support and guidance for students as they develop their personal transition plans in order to better prepare them for college and career readiness. Reinforce the General Learner Outcomes in PTP.	Completed and passing PTP folders.		Counseling DH
2018-2019	Implement new PTP procedures (Naviance) in 9th grade to better prepare students for college and career. Train faculty (9th grade PTP teachers) on Naviance implementation.	Completed Naviance modules for 9th grade Survey 9th grade students to determine effectiveness.		
2019-2020	Continue implementation of Naviance in 9th and 10th grade.	Naviance modules outlined for future grade levels each year		
2018-2019	Explore/plan GLO-specific lessons (2, 6) to implement in advisory for SY 19-20. Collaborate with other secondary schools to determine how they address GLOs.	GLO 2/6-lesson plans ready for implementation. Collaboration meeting minutes.		PBIS Chair Admin Liaison

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

2019-2020	Implement and monitor use of GLO-lessons. Create lessons for other GLOs (TBD end of SY 18-19).	GLO lesson plans ready for implementation.		
2018-2019	Perform a TFI assessment to determine school PBIS needs.	Completed TFI findings presented to faculty.		PBIS Chair
2019-2020	Establish a PBIS committee to plan activities that address social-emotional needs of the school.	Committee roster formed. PBIS plan completed.		Admin Liaison
2018-2019	Each student will meet one on one with their counselor to complete the registration process. Counselors and registrar will continue to revise the process to ensure all students register correctly.	Registration schedule, procedure, and documents Student survey after registration		Counseling DH
2019-2020	Monitor and revise procedures using input from students.	Revised procedures and documents		
2018-2019	Explore the possibility of offering early college classes in partnership with Windward Community College (WCC).	Minutes of meeting with WCC, interested students, and parents		College Career Counselor
2019-2020	Implement and explore opportunities to increase offerings.	Offerings noted in registration manual for SY 20-21.		

Desired Outcome: Increase tripod scores for Care and Captivate.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2017-2019	Conduct student focus groups (random, student senate, PTP discussion, etc) to gauge progress toward positive school climate.	Minutes of meetings, Artifacts from using feedback		PBIS Chair
2019-2020	Continue to conduct student focus groups.			

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

<p>2017-2018 To improve the school climate, one school rule will be selected at a time during semester 1 to focus on 100% compliance for all.</p> <p>2016-2017 Tardy Policy</p> <p>2017-2018 Cell Phone Policy</p> <p>2018-2019 Attendance Policy</p>	<p>A new attendance policy was adopted in the third quarter of 2018-2019.</p> <p>Policies</p> <p>Survey data on implementation of the policy</p> <p>Revised dress code policy completed and ready for distribution.</p>		Admin Liaison
<p>2019-2020 In 2019-2010, the school will focus on the new attendance policy. The school will also plan for dress code revisions by getting input from all role groups and plan for full implementation in 2020-2021.</p>			
<p>2017-2018 Identify and implement a procedure for using the school website as a main communication tool (posting school successes, information, and announcements).</p>	<p>Transition to new website platform completed.</p> <p>Teachers trained on editing their own pages for the school website.</p>		Academic Coach (Sato)
<p>2018-2019 Communicate critical information to the school community in a timely manner using the school website, Jupitergrades, Remind, and School Connects phone system.</p>	<p>Updated website and procedures for use of Jupiter, Remind, School Connects.</p>		
<p>2019-2020 Continue to use a variety of outlets to communicate with the Kalaheo community. A procedure and guidelines will be developed to ensure that the use of technology is used appropriately and efficiently.</p>	<p>Agreements posted and implemented.</p>		
<p>2018-2019 Develop and implement procedures to celebrate student and staff success.</p>	<p>Increase Care Score by 3%.</p> <p>Increase positive feedback on the SQS survey.</p>		PBIS Chair
<p>2019-2020 Continue to refine and add ways to celebrate student and staff success.</p>			

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

2018-2019	Develop and implement a transition center to help transfer students integrate into Kalaheo school culture.	Increase positive feedback on the SQS survey.		SAC (Lau)
2019-2020	Create and distribute a survey to determine the effectiveness of the transition center. Use the data to refine procedures.			

Desired Outcome: Continue to refine use of technology (1:1)				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Create a technology vocabulary sheet with pictures for teachers and students (ex. Share vs. Submit) to increase technology literacy.	Tech Vocab Document completed and shared with staff.		Academic Coach (Sato)
2019-2020	Present students with technology vocabulary sheet at opening of school and monitor use. Explore common submission jargon by departments/school-wide.	Tech Vocab Document completed and shared with students.		
2017-2018	Staff a computer lab for online learning opportunities including Advanced Placement, online courses not offered at Kalaheo, credit recovery, and remediation. Continue to evaluate the guidelines for accessing the online learning environment.	Minutes of training, Survey results		Academic Coach (Sato)
2018-2019	Provide differentiated training on google calendar to increase technology literacy in staff.	Staff begins using google calendar.		
2019-2020	Provide differentiated technology PD as indicated by staff survey to increase staff technology literacy.	Tech PD offered in SY 19-20 reflect teacher preferences indicated on survey responses.		
2018-2019	Research strategies for using innovative technology in the classroom.	Strategies for PD in SY 19-20 identified.		Academic Coach (Sato)
2019-2020	Provide differentiated PD on using technology for instruction in innovative ways.	Staff surveys, minutes of PD		

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

Goal 2: Staff Success. Kalaheo 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>All courses will be fully aligned with the Common Core standards (NGSS, C3, CCSS). All common course teams will develop and implement common unit assessments.</p> <p>All teachers will apply a variety of instructional strategies (RTI Tier 1) including differentiation to address the needs of all students in their instructional practice.</p> <p>All teachers at Kalaheo will be supported according to their professional needs through differentiated training.</p>	<p>Science and Social Studies are both transitioning to new common core standards. These teachers will need to attend professional development to understand the new framework and shifts. Teachers will also need collaboration time to shift pacing and curriculum to meet the new standards. Teachers in all departments need to continue to work on common course pacing and common unit assessments.</p> <p>Kalaheo identified instructional strategies (Tier 1 RTI) as the Powerful Instructional Practice for SY 2016-2017. Professional development and evaluation of how teachers are using the strategies needs to continue.</p> <p>Trainings need to be differentiated for teachers. Some data points that will be utilized to determine customized professional development for teachers include:</p> <ul style="list-style-type: none">• Tripod Survey• Danielson Observation/Walk Through results per teacher• Formative/Summative student assessment results per teacher• Teacher interest survey• Technology use survey• Recommendations

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

Desired Outcome: All courses will be fully aligned with the Common Core standards (NGSS, C3, CCSS) and GLOs.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Science and Social Studies teachers will attend state offered trainings for NGSS and C3 and work in teams to adjust curricula to align with the new standards.	Social Studies and Science department will have attended all offered NGSS trainings. Pacing guides reflect C3/NGSS formatting.	Subs for meetings	SS DH (Baum) Sci DH (Koopman)
2019-2020	Science and Social Studies teachers will work in common course teams to write new units using the C3 and NGSS formats.			
2017-2018	Provide time for common course teachers to write unit pacing guide using a new more flexible format.	Pacing guides reflect common activities.		Academic Coaches (Koopman and Sato)
2018-2019	Provide time for common course teachers to write unit pacing guides and common unit assessments. Pacing format should include method for accounting for all standards.	Pacing guides reflect common units.		
2019-2020	Continue to develop and revise common course pacing and summative unit assessments.			

Desired Outcome: All teachers will apply a variety of instructional strategies (RTI Tier 1) including differentiation to address the needs of all students in their instructional practice.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Provide staff training on second language acquisition strategies to support EL students (RTI Tier One).	Meeting minutes		
2019-2020	Continued to provide training on instructional strategies through faculty meetings and differentiate staff professional development. Provide funding for EL support position (part-time teacher) and include a class period in master schedule for student support.	Master Schedule to reflect change. Include training documents and gradebook references for added class period.		

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

2018-2019	Provide Trauma-Based Informative Practices Training for staff at faculty meeting.	TBIP Procedures delivered to faculty.		SSC?
		Implementation and feedback on TBIP procedures.		
2019-2020	Monitor and provide refresher TBIP training as necessary.	Revised TBIP procedures based on feedback.		

Desired Outcome: All teachers at Kalaheo will be supported according to their professional needs through differentiated training.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Formalize new teacher training at Kalaheo including training at the opening of school and mid-year.	Consistent training materials and minutes.		Academic Coaches (Koopman and Sato)
2019-2020	Revise new teacher training at Kalaheo based on previous year's evaluation of support.	Positive feedback of training from new teachers.		
2018-2019	Implement and Train for Google Apps for Education. Solicit staff feedback for future supports and training.	Training materials and minutes. Staff survey indicating next steps.		Academic Coach (Sato)
2019-2020	Implement differentiated training for educational technology as indicated by teacher surveys.			
2018-2019	Develop and evaluate school-wide professional development that is differentiated to meet the individual needs of faculty and supports effective instruction. <ul style="list-style-type: none"> • Descriptive Feedback (PIP) • Data analysis process (Common Course Data Teams) • RTI (identifying student needs, knowing and using appropriate research based interventions and effectively 	Training materials and minutes. Exit passes indicating teacher understanding or need for further PD. Staff survey data indicating next steps.		Admin (Ramolete)

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

implementing interventions) • EL program procedures and effective second language acquisition strategies			
2019-2020 Monitor progress of above and plan PD according to staff needs.			

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

Outcome: By the end of three years,	Rationale:
<p>There will be a comprehensive RTI system which includes Tiers 1-3.</p> <p>Kalao will continue to solicit stakeholder voice.</p>	<p>Currently, there are various types of meetings to discuss and determine next steps for addressing needs. Meetings include Peer Reviews, Core, School Evaluation Committee and professional meetings. It is essential to provide our students with academic and behavioral interventions to reduce the achievement gap and better meet the needs of our students, To better streamline our process for determining students interventions, it is necessary for a central committee to be formed and a flowchart to be created.</p> <p>In April 2016, Kalaheo held a community forum to address concerns that were brought up by parents and community members. The forum was well-attended and groups were together to identify and prioritize areas of concern. These were posted on the school website and the ART has been working to systematically address the items. The WASC report identifies communication as one of the major recommendations. In the fall 2017, a community informational meeting was held to share progress and goals with the community. The next community forum is May 8, 2018.</p>

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

Desired Outcome: There will be a comprehensive RTI system which includes Tiers 1-3.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Form an RTI committee to determine a process for identification of program elements and a systems flowchart.	Completed flowchart distributed to staff.		SSC
2019-2020	Evaluate and revise the process based on the system's criteria and program effectiveness.	Targeted students show improvement after targeting by SEC.		Resource DH
2018-2019	Train pertinent faculty and staff on the process for obtaining services for students.	Completed evaluation tool for teachers/staff to use.		SSC
2019-2020	Evaluate and revise the process based on the system's criteria and program effectiveness.	Data identifies strengths and growth areas of tool. Student referral process streamlined to 100% accuracy.		Resource DH

Desired Outcome: Kalaheo will continue to solicit stakeholder voice.				
Enabling Activities/Planning		Interim Measures of Progress/ Artifacts of Completion	Funding	ART Lead
2018-2019	Hold an annual community meeting (fall) and forum (spring) to share school progress and identify community concerns.	Varied attendance of meetings by all stakeholders (one group does not dominate).		Principal
2019-2020	Refine community meeting (fall) and forum (spring) processes to share school progress and identify community concerns.	Exit passes indicating positive feedback of processes.		

