

Academic Plan School Year 2021-22



School: *KALAHED H.S.*

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

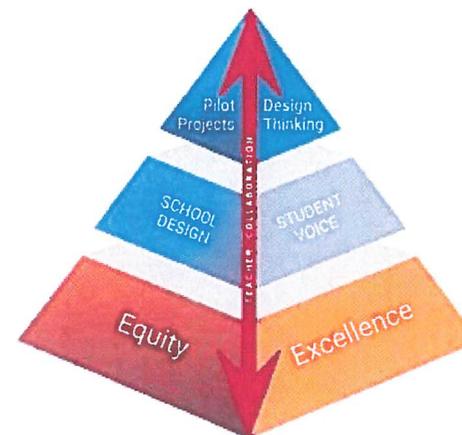
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): *JAMES SCHLOSSER*

Principal's signature and date:

James Schlosser 05/05/2021

Complex Area Superintendent (print): *Lanelle Hibas*

Complex Area Superintendent's signature and date:

Lanelle Hibas 05/10/2021

KALAHED H.S., 5/5/21

[School Name], [Version 1], [Date]

Overview/Key

	Activity	Alignment	Who
CA1	SAP for PRIDE/HA/GLO	School Design/Student Voice - Staff Outcomes	VP Lin
CA1	Differentiated Support for S	School Design/Student Voice - Student Outcomes	ACs
CA1/4	Student Voice Opportunity	School Design/Student Voice - Student Outcomes	ACs
CA2	Naviance	School Design/Student Voice - Student Outcomes	Counselor DH
CA2	ID- Post Secondary Goals	School Design/Student Voice - Student Outcomes	Counselor DH
CA2	Early College	School Design/Student Voice - Student Outcomes	CTE DH
CA2	6-16 Pathways	School Design/Student Voice - Student Outcomes	CTE DH
CA2	Attendance	School Design/Student Voice - Student Outcomes	VP Lin
CA2	Summer School	School Design/Student Voice - Student Outcomes	VP Lin
CA2	Math Consultant	Equity and Excellence	Math DH
CA2	Math tutoring and intervention	Equity and Excellence	Math DH
CA2	Increase Inclusion Rate	Equity and Excellence	SSC
CA2	RTI/MTSS System Management	School Design/Student Voice - Staff Outcomes	VP Ramolete
CA3	Common Summatives in Math	Equity and Excellence	Math DH
CA3	Pacing Revision/ Common Summatives	School Design/Student Voice - Staff Outcomes	ACs
CA3	Differentiated PD for T	School Design/Student Voice - Staff Outcomes	ACs
CA3	Common NTPs	School Design/Student Voice - Staff Outcomes	ACs
CA3	Use of 21-hours to train	School Design/Student Voice - Staff Outcomes	ACs
CA4	Streamline Communication	School Design/Student Voice - Staff Outcomes	Principal
CA4	Transition Center	School Design/Student Voice - Student Outcomes	VP Ramolete
CA4	Celebrate Success (Increase RTI 1 Support)	School Design/Student Voice - Staff Outcomes	VP Lin
	PTT for EL	Equity and Excellence	VP Lin
	Sheltered English Instruction Qualification	Equity and Excellence	VP Lin
	Facilities Improvement	School Design/Student Voice - Staff Outcomes	VP Ramolete

Equity and Excellence

Achv. Gap	Theory of Action	Enabling Activities
Math Gap	If we provide support (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Math teachers support class for freshman Algebra students that lack the foundational skills to succeed in math class based on triangulation of data.
		Math consultant will support the math department through observation, workshop, and strategy focus.
		Continue to provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school.
SPED Gap	If we embrace and offer inclusion, students with disabilities and special education will have the opportunity to learn alongside their typically-developing peers in general education classrooms. The HI DOE inclusion rate baseline was 37% in 2016, and the goal for 2020 is 51%. Kalaheo as of 11/29/19 (from Child Count), met the Hawaii DOE inclusion rate goal at 51.43%	Care Coordinators at annual and re-evaluation IEP meetings will triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement). Child Count data listed below (number of students with LRE of 80%+ in gen ed by total special ed students). ***11/29/19, 54/105 = 51.43% ***11/30/18, 37/91 = 40.66% ***12/01/17, 23/75 = 30.67% ***12/01/16, 30/78 = 38.46% ***12/01/15, 33/90 = 36.67%
WIDA Scores	If our English Language Learner (EL) program offers English Language Development courses, we will accelerate students' acquisition of English so students can access mainstream content courses as quickly as possible. The EL program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop literacy and language skills necessary to access high school curriculum. We strive to prepare our students for language demands of the post secondary world, both in the workplace and academia.	Continue to offer the English Language Development (ELD) course for students with WIDA scores 1 through 3. The focus is to strengthen all four WIDA domains of ELD: Listening, speaking, reading, and writing. Students are instructed at their proficiency level for the different domains. The ELD course is currently taught by a PTT that is TESOL certified and also pushes into the students' content courses to provide support.
WIDA Scores	If all our teachers are qualified in Teaching English to Speakers of Other Languages (TESOL), Kalaheo will be able to better support our English Learners (ELs) in all our classrooms.	The EL Leadership Team (EL Coordinator, District EL RT, and the EL Admin Liaison) will continue to inform the faculty on how to be TESOL certified. The EL Leadership Team will conduct faculty EL PD focused around Academic Language Production, which parallels the current PIP - Collaborative Conversations.

Overall Gap	If we develop and refine a system of tracking and support for struggling students (GAP/at-promise) then school leaders will be able to identify specific students to provide support and students will increase their achievement and decrease the gap rate by 2 points.	School leadership will identify a tracking system/universal screener for all learners.
Overall Gap	If we formalize RTI supports available for struggling students and procedures for accessing supports, then staff will identify and refer targeted students and students will increase attendance, behavior, and/or course grades.	<p>SEC & SSC will evaluate and revise the RTI/MTSS system. Procedure is distributed to faculty via meeting agendas, materials, minutes, etc. Refine and revise forms based on staff feedback</p> <p>SEC & SSC will provide refresher training periodically for obtaining RTI/MTSS services and classroom interventions/supports for Tiers 1-3.</p>

School Design/Student Voice Yearly Outcomes

SDSV		SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
Target: Student	What	If we effectively use systems and lines of communication to enable increased communication with students, parents, and the community about school wide opportunities, events, and resources, then stakeholders will have access to pertinent information and be more likely to participate in the school community.		
CA4	Why	The Kalaheo staff, parents, and community identified communication as a critical need during our comprehensive needs assessment. There was a clear need for more written policy and procedures within the staff and a need for more communication platforms with parents and community.		
Lead: Principal	Success Indicator	SQS "percent of positive response" results for overall "Satisfaction" question, to increase to 76% . Kalaheo will revise and implement one school protocol per semester.	SQS "percent of positive response" results for overall "Satisfaction" question, to increase to 78% . Kalaheo will revise and implement one school protocol per quarter.	SQS "percent of positive response" results for overall "Satisfaction" question, to increase to 80% .
Target: Staff	What	If SCC increases stakeholder attendance at SCC annual Fall/Spring Semester Community Meetings, then the community will have more of a voice in the school.		
CA4	Why	It is important to create opportunities for stakeholder voice so we can reflect and revise to increase our ability to provide a better environment for our students.		
Lead: Principal	Success Indicator	SQS "percent of positive response" results for "Satisfaction" for SY 21.22 will increase by 5% for Parents and Teachers. Parents = 65.3% , Teachers = 69.6% .	SQS "percent of positive response" results for "Satisfaction" for SY 22.23 will increase by 5% for Parents and Teachers. Parents = 70.3% , Teachers = 74.6% .	SQS "percent of positive response" results for "Satisfaction" for SY 23.24 will increase by 5% for Parents and Teachers. Parents = 75.3% , Teachers = 79.6% .
Target: Student	What	If we streamline and prioritize the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges, then student surveys will have a higher positivity rating and student participation will increase.		
CA1/CA4	Why	Kalaheo identified the need for student voice as an area for growth. This is also a focus area with the HIDOE.		
Lead: ACs	Success Indicator	By end of SY 21.22, PTP student surveys will have a 63% return rate.	By end of SY 22.23, PTP student surveys will have a 65% return rate.	By end of SY 23.24, PTP student surveys will have a 68% return rate.
Target: Student	What	If we intentionally plan Student Activity Period, then teachers will implement the lessons with fidelity and student feedback will indicate that SAP is valuable.		
CA1	Why	Create and maintain a positive learning environment that advocates considerate, responsible, and emotionally healthy behaviors where each individual student will feel that they are a part of the Kalāheo community, which promotes social,		

		emotional, and academic success. Students currently report that SAP is a waste of time and that they do not find value in the SEL activities. There is inconsistency in how teachers present the SEL activities.		
Lead: VP Lin	Success Indicator	<i>PBIS committee will implement 8 lessons from the Choose Love curriculum in SAP per year and hold one student focus group at mid-year to solicit student feedback.</i>	<i>PBIS committee will implement 12 lessons from the Choose Love curriculum in SAP per year and hold one student focus group per semester to solicit student feedback.</i>	<i>PBIS committee will monitor current progress from the Choose Love curriculum in SAP per quarter and hold one student focus group per semester to solicit student feedback.</i>
Target: Student	What	If the Transition Center provides classes to support transitioning parents and families, then new students will feel more connected with other students, the school, and the community.		
CA4	Why	Kalaheo identified the need for increased support for our transfer students, especially with the high military population.		
Lead: VP Ramolete	Success Indicator	<i>By the end of SY 21.22, 50% of transitioning students & their families will participate in follow up activities in the transition center.</i>	<i>By the end of SY 22.23, 60% of transitioning students & their families will participate in follow up activities in the transition center.</i>	<i>By the end of SY 23.24, 70% of transitioning students & their families will participate in follow up activities in the transition center.</i>
Target: Staff	What	If we systematically improve the school wide facilities, then students and staff will feel more welcomed and safe at school.		
	Why	The Custodial Team strives to attain a productive, customer service-oriented department that values and provides students, staff, parents, and guests with an exceptionally clean learning and working environment that promotes an efficient, healthy, and safe school atmosphere for every person - everyday.		
Lead: VP Ramolete	Success Indicator	<i>Survey students and staff each year to determine areas to improve for students through the Custodial Staff Customer Survey once per semester in SY 21.22. Use previous results to complete at least one beautification project.</i>	<i>Survey students and staff each year to determine areas to improve for students through the Custodial Staff Customer Survey once per quarter in SY 22.23. Use previous results to complete at least two beautification projects.</i>	<i>Continue to survey students and staff each year to determine areas to improve for students through the Custodial Staff Customer Survey. Use previous results to complete at least three beautification projects.</i>
Target: Student	What	If the tech team creates short lessons per grade level addressing topical technology skills for CCR to be delivered through SAP, then students will have an easier time navigating online and have less computer problems.		
CA1	Why	Students do not have a common understanding of technology expectations throughout the school. We need to help them develop this skill if they are to become global citizens.		
Lead: ACs	Success Indicator	<i>Tech lessons will be delivered once per quarter through SAP to each grade level (freshman lessons delivered to all students developed this year). Pre and</i>	<i>Tech lessons will be delivered once per quarter through SAP to each grade level (sophomore lessons delivered to grades 10-12 developed this year). Pre</i>	<i>Tech lessons will be delivered once per quarter through SAP to each grade level (junior lessons delivered to grades 11-12 developed this year). Pre and post</i>

		<i>post survey will be given to indicate an increase in competency.</i>	<i>and post survey will be given to indicate an increase in competency.</i>	<i>survey will be given to indicate an increase in competency.</i>
Target: Student	What	<i>If we offer one Early College course with WCC per semester in the clinical health or natural resource pathways, then students will have extended opportunities to work towards fulfilling certificate/degree-seeking programs.</i>		<i>If we explore/expand additional Early College offerings (within the existing pathway or new pathway) based on industry needs, student interest and funding, then students will have extended opportunities to work towards fulfilling certificate/degree-seeking programs.</i>
CA2	Why	College & Career Readiness: To expand course offerings beyond (day) school, expose students to college during high school and offer post-secondary opportunities on the high school campus. Eliminate barriers to those who (normally) would not have access or financial limitations. Studies show that high school students who earn at least 3.0 credits by graduation are more likely to enroll in and finish college.		
Lead: CTE DH	Success Indicator	<i>Increase the total number of students successfully completing an EC course to 11 out of 15 (73% passing).</i>	<i>Increase the total number of students successfully completing an EC course to 12 out of 15 (80% passing).</i>	<i>Increase the total number of students successfully completing an EC course to 14 out of 15 (93% passing) and add 1 EC course per semester in the other pathway.</i>
Target: Student	What	<i>If we shift to Pocket Academy Structure to align course offering, selection and opportunities (AP, EC, pathways, externships, certifications, etc.) and align post-high-school counseling with selections, then students will have more opportunities in post-secondary planning/choices.</i>		
CA2	Why	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.		

Lead: CTE DH	Success Indicator	<p>1) Increase the number of students successfully completing an EC course to 11 out of 15 (73% passing).</p> <p>2) Increase number of tiered activities for students in WBL to one per quarter in the pathways.</p> <p>3) Offer a WBL elective course so students can participate in internships.</p> <p>4) Complete pocket academy tasks: - Mission, Vision, and smartE goals for the academy - Form Advisory Board protocols and participants - 2 day Teaming PD - 2 day PBL PD (multidisciplinary)</p>	<p>1) Increase the number of students successfully completing an EC course to 12 out of 15 (80% passing).</p> <p>2) Work with Kailua Intermediate to implement tiered activities for WBL (one per semester).</p> <p>3) Increase number of students in the WBL elective course from 20 to 24 (20% increase)</p> <p>4) Implement pocket academy structure with the Health and Natural Resources pathway. Class of 2026 Cohort.</p>	<p>1) Continue academy roll-out with Class of 2027 cohort in both pathways.</p> <p>2) Begin implementation plan for second (last) pocket academy with Construction and Media (Design or STEAM academy)</p>
Target: Student	What	If we implement Naviance (online personal transition plan) school wide, students will have and use a tool to plan for their post-secondary goals.		
CA2	Why	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.		
Lead: Counselor DH	Success Indicator	<p>#% of students in grades 9-11 will finish their PTP work on time by end of year.</p> <p>90% of students in grades 12 will complete their PTP by December 2021.</p> <p>#% of students in grades 9-11 will identify their post-high goal by May 2022.</p>	<p>#% of students in grades 9-11 will finish their PTP work on time by end of year.</p> <p>95% of students in grades 12 will complete their PTP by December 2022.</p> <p>#% of students in grades 9-11 will identify their post-high goal by May 2023.</p>	Full implementation of Naviance in all grade levels with #% completing PTP at end of year (100% of seniors completing in December 2023).
Target: Staff	What	If we train faculty, then Naviance will be implemented for PTP in all grades.	Exit Goal from AcPlan.	
CA2	Why	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.		
Lead: Counselor DH	Success Indicator	100% of staff to be trained to implement Naviance in grades 9-12.		

Target: Staff	What	If 100% of our teachers complete the sheltered instruction qualification by school year 2022-23, then they will have completed the HDOE mandated qualification.		Exit goal from AcPlan.
	Why	We want all teachers to maintain a Highly Qualified status. In addition, we want to ensure all teachers have skills, knowledge, and capacity to differentiate instruction for EL students.		
<i>Lead: VP Lin</i>	<i>Success Indicator</i>	<i>All teachers will have completed 66% or more.</i>	<i>All teachers will have completed 100%.</i>	
Target: Staff	What	If we revise and increase new teacher support, then Kalaheo will retain more licensed professionals.		
CA3	Why	Care and Captivate Environment: Kalaheo has a high number of new teachers/turnover, and we need to help acclimatize those people to our community.		
<i>Lead: ACs</i>	<i>Success Indicator</i>	<i>In SY 20.21 new teachers will have 3 PLC meetings to support transition to the new school.</i>	<i>In SY 21.22, each PLC will have 3-5 support meetings. New teachers will be paired with common course veteran mentors.</i>	<i>Probationary-6 teachers (started in SY 20.21) will wish to remain at Kalaheo and will apply for their positions.</i>
Target: Staff	What	If all departments have Common Summatives aligned with state standards, then grading policies will be more aligned and students will have more equal opportunities across classes.		
CA3	Why	Decrease Gap, Increase Math: New standards released mean that departments need time to revise their curriculum to align with those changes.		
<i>Lead: ACs</i>	<i>Success Indicator</i>	<i>By end of SY 21-22, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for at least two courses.</i>	<i>By end of SY 22-23, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for all the courses in their department.</i>	<i>By end of SY 23-24, SS and Sci will have reflected on and adjusted common pacing guides that reflect the released C3 and NGSS standards for all the courses in their department.</i>
Target: Staff	What	If all departments have Common Summatives aligned with state standards, then grading policies will be more aligned and students will have more equal opportunities across classes.		
CA3	Why	Decrease Gap, Increase Math: Departments that are off-pace don't get to have good data discussions and can't use data to affect student achievement.		
<i>Lead: ACs</i>	<i>Success Indicator</i>	<i>By end of SY 21-22, all teachers will report at least two common course pacing guides with common</i>	<i>By end of SY 22-23, all teachers will have all common course pacing guides with common summatives identified in monthly NTP Data Checks.</i>	<i>By end of SY 23-24, all teachers will have all common course pacing guides with common formatives and</i>

		<i>summatives identified in monthly NTP Data Checks.</i>		<i>summatives identified in monthly NTP Data Checks.</i>
Target: Staff	What	If ACs coordinate differentiated training to support teachers struggling with new technology and offer information about new innovations in education and tech through whole-faculty and common department NTPs, then teachers will incorporate new strategies and technology in their everyday teaching.		
CA3	Why	Tech Innovations: Staff needs continuous updates of technology, educational innovations, and best practices to keep up with student abilities and utilize our resources well.		
Lead: ACs	Success Indicator	<i>Differentiated PD, including technology updates and department-directed initiatives offered each semester, with teachers reporting back successful use or reflection for next use at least once per year.</i>	<i>Differentiated PD, including technology updates and department-directed initiatives offered each semester, with teachers reporting back successful use or reflection for next use at least once per semester.</i>	<i>Differentiated PD, including technology updates and department-directed initiatives offered each quarter, with teachers reporting back successful use or reflection for next use at least once per quarter.</i>
Target: Staff	What	If we design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2, then grading policies will be more aligned and students will have more equal opportunities across classes.		
CA3	Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.		
Lead: Math DH	Success Indicator	<i>By the end of SY 21.22 math teachers in common course teams will revise curriculum and common assessments and complete 6 total data cycles. 1 common summative per semester will be aligned.</i>	<i>By the end of SY 22.23 math teachers in common course teams will revise curriculum and common assessments and complete 8 total data cycles. 2 common summatives per semester will be aligned.</i>	<i>By the end of SY 23.24 math teachers in common course teams will have fully aligned curriculum and common assessments.</i>
Target: Staff	What	If we hire the math consultant, Wesley Yuu, to coach math teachers on instructional strategies, then math teachers will be more comfortable using new tools to support student-centered teaching.		
CA2	Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.		
Lead: Math DH	Success Indicator	<i>By the end of SY 21.22, the consultant-identified area of need will be a focus and have built in assessments so that the students and teacher can receive feedback.</i>		

Target: Student	What	If we provide support for struggling students through tutoring before and after school and mandatory tutoring during the school day, math proficiency will increase.		
CA2	Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.		
Lead: Math DH	Success Indicator	<i>By the end of SY 21.22, 87% of students identified for support will have participated in tutoring opportunities. By the end of SY 21.22, math Gap will decrease by 2% to 25%.</i>	<i>By the end of SY 22.23, 90% of students identified for support will have participated in tutoring opportunities. By the end of SY 22.23, math Gap will decrease by 2% to 23%.</i>	<i>By the end of SY 23.24, 92% of students identified for support will have participated in tutoring opportunities. By the end of SY 23.24, math Gap will decrease by 2% to 21%.</i>
Target: Student	What	If we utilize inclusive practices, High Needs students (English learners, economically disadvantaged, and students receiving Special Education services) have the opportunity to learn alongside their Non-High Needs (All other students) peers in general education classrooms.		
CA2	Why	Care Coordinators at annual and re-evaluation IEP meetings need to triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement).		
Lead: SSC	Success Indicator	<i>ELA proficiency gap will increase by 3% to 57% and Achievement gap will decrease by 3 to 23. Math proficiency gap will increase by 3% to 21% and Achievement gap will decrease by 3 to 26. Inclusion rate for diploma-track will increase each year by 3% to 58.56%.</i>	<i>ELA proficiency gap will increase by 3% to 60% and Achievement gap will decrease by 3 to 20. Math proficiency gap will increase by 3% to 24% and Achievement gap will decrease by 3 to 23. Inclusion rate for diploma-track will increase each year by 3% to 61.56%.</i>	<i>ELA proficiency gap will increase by 3% to 63% and Achievement gap will decrease by 3 to 17. Math proficiency gap will increase by 3% to 27% and Achievement gap will decrease by 3 to 20. Inclusion rate for diploma-track will increase each year by 3% to 64.56%.</i>
Target: Student	What	If we provide an ELD course, then there will be an increase of overall WIDA & GMRT scores for NEP (Not English Proficient) & lower LEP (Limited English Proficient) EL students.		
CA2	Why	The mission of the English Language Learner program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop the literacy and language skills necessary to access the high school curriculum.		
Lead: VP Lin	Success Indicator	<i>Increase the average WIDA scores for Non-English proficient (NEP) and Limited-English proficient (LEP) students by 0.5 to 3.2.</i>	<i>Increase the average WIDA scores for NEP and LEP students by 0.5 to #. Increase the average GMRT scores from Fall to Spring by 1 to # in</i>	<i>Increase the average WIDA scores for NEP and LEP students by 0.5 to #. Increase the average GMRT scores from Fall to Spring by 1 to # in</i>

		<i>Increase the average GMRT scores from Fall to Spring by 1 to # in vocabulary and # in reading comprehension.</i>	<i>vocabulary and # in reading comprehension.</i>	<i>vocabulary and # in reading comprehension.</i>
Target: Student	What	If we monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee) and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system, then more struggling students will get support and begin to succeed.		
CA2	Why	Decrease achievement gap and increase sense of care and student engagement by providing services to meet students academic, behavioral, and emotional needs. We need to identify the point person for building and updating data, identify the data for disaggregation, and the method of presentation for SEC meetings in order for those meetings to be more efficient.		
<i>Lead: VP Ramolete</i>	<i>Success Indicator</i>	<i>Identify the person in charge of gathering/organizing data for SEC meetings. Identify how Panorama supports creating this system. Revise current protocol to be more efficient.</i>	<i>Fully incorporate Panorama data into SEC identification of GAP students. Evaluate SEC protocol and data management.</i>	<i>SEC protocol/data management becomes SOP for GAP student identification and referral.</i>
Target: Student	What	If stakeholders understand our system of tracking and support for struggling students (GAP/at-promise) then all stakeholders will be able to provide support for GAP students to increase achievement.		
CA2	Why	We need to identify and provide support for at-risk students so they have resources to succeed. Teachers identified times where faculty meetings discuss at-risk students as being helpful. We want to make this more sustained and intentional so that we can provide better support and close the gap, which is currently still high.		
<i>Lead: VP Ramolete</i>	<i>Success Indicator</i>	<i>Decrease the proficiency gap by 2 points to 27. SEC to identify 3-4 students to present at each weekly faculty meeting to highlight gap students.</i>	<i>Decrease the proficiency gap by 2 points to #. Weekly GAP student highlights at faculty meetings becomes SOP.</i>	<i>Decrease the proficiency gap by 2 points to #.</i>
Target: Student	What	If we have options for Tier 2-3 supports and staff know how to refer students for these services, then students will get needed supports in a timely manner.		
CA2	Why	As a school we've worked on Tier 1 instructional strategies a lot over the past few years and that has led us to identify the need for Tier 2 interventions for all students (not just 504, IDEA, low SES-identified). Teachers need to know how to refer students for Tier 2 intervention.		

Lead: VP Ramolete	Success Indicator	Explore possible Tier 2 supports (non-SPED study skills period). Train faculty on RTI/MTSS referral process for new supports.	Offer supports identified in SY 21.22. Continued evaluation and revision of current RTI/MTSS system based on staff feedback and comparison to national models. Continued staff training on referral process.	Evaluate effectiveness of supports identified in SY 21.22. Revise Tier 2 supports according to evaluation results.
Target: Student	What	If we actively monitor student attendance and communicate/provide tiered support to chronically absent students and their parents, then attendance rates will improve.		
CA2	Why	Pivoting out of COVID-19, Kalaheo needs to do another baseline to determine how to address new attendance issues. By increasing student daily attendance, we will improve student learning and grades.		
Lead: VP Lin	Success Indicator	1) Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - 96.27% . 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 172 , Letter 2: 62 , Letter 3: 0	1) Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - #% . 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 162 , Letter 2: 62 , Letter 3: 0	1) Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - #% . 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 152 , Letter 2: 52 , Letter 3: 0
Target: Student	What	If we offer Summer Academy options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities, then students will graduate on time.		
CA2	Why	Failure rate and modified school following COVID-19 necessitates alternative credit recovery avenues to help students get back on track.		
Lead: VP Lin	Success Indicator	Students will enroll based on credits needed and 100% will pass courses. Increase the "on track" rate by 1 percent - 93.02%	Students will enroll based on credits needed and 100% will pass courses. Increase the "on track" rate by 1 percent - 94.02%	Students will enroll based on credits needed and 100% will pass courses. Increase the "on track" rate by 1 percent - 95.02%

SDSV Staff Outcomes

Measurable Outcome(s)/Success Criteria	Enabling Activity/What	Dur	Funds Prog ID	Monitoring Activity	Freq	Complex Monitoring Activity (CAS)
<i>By end of SY 21-22, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for at least two courses.</i>	All departments will use NTPs to align Common Summatives with state standards by end of SY 21.22.	Yr	N/A	Data Team Meeting minutes.	Wk	
<i>By end of SY 21-22, all teachers will report at least two common course pacing guides with common summatives identified in monthly NTP Data Checks.</i>	All departments will use NTPs to align Common Summatives with state standards by end of SY 21.22.	Yr	N/A	Data Team Meeting minutes.	Wk	
<i>Website will be updated (regularity indicator) with timely information and connected to other forms of communication (PTSA Newsletter, official social media accounts, mass parent emails, etc.).</i>	Streamline systems and lines of communication to enable increased communication with students, parents, and the community about school wide opportunities, events, and resources. These systems and lines of communication include: community meetings, open house, school website, School Messenger, school news broadcast, newsletter, email, text messages, automated phone calls, Facebook, Instagram.	Yr	42101	OLT Meeting minutes	Mth	
<i>Panorama results for 20.21 will show increased favorability by 5% - Classroom Teacher-Student Relationships at 65% (Care) and Classroom Engagement at 47% (Captive).</i>	Consistently celebrate and communicate student and staff successes throughout the school year.	Yr	42101	SQS Survey	Yr	

<p><i>Survey students and staff each year to determine areas to improve for students through the Custodial Staff Customer Survey once per semester in SY 21.22. Use previous results to complete at least one beautification project.</i></p>	<p>Over the next 5-10 years, systematically improve the school wide facilities, i.e. fans in the gym, marquee, ac classrooms, new classroom furniture, remodel the library, remodel the band hall, remodel all locker rooms, and install water fountains to every building.</p>	Yr	42113	CNA, Faculty Survey, Safety and Facilities Committee Input	Yr	
<p><i>Differentiated PD, including technology updates and department-directed initiatives offered each semester, with teachers reporting back successful use or reflection for next use at least once per year.</i></p>	<p>Differentiated PD, including technology updates and department-directed initiatives offered each semester, with teachers reporting back successful use or reflection for next use at least once per year.</p>	Yr	42101	NTP PD meetings and minutes	Mth	
<p><i>In SY 21.22, each PLC will have 3-5 support meetings. New teachers will be paired with common course veteran mentors.</i></p>	<p>Revise new teacher training at Kalaheo based on previous year's evaluation of support.</p>	Yr	42101	PLC minutes	Qtr	
<p>100% of staff to be trained to implement Naviance in grades 9-12.</p>	<p>PTP Coordinators will receive Naviance training/support to continue to develop and implement grade level plans.</p>	Yr	42101	Naviance trainings	Mth	
<p><i>By the end of SY 21.22, the consultant-identified area of need will be a focus and have built in assessments so that the students and teacher can receive feedback.</i></p>	<p>Hire the math consultant, Wesley Yuu, to coach math teachers on instructional strategies</p>	Yr	42101	Data Team Meetings	Qtr	
<p>EL Teacher will increase WIDA scores of NEP (Not English Proficient) and LEP (Limited English Proficient) students by .5 each year. <i>Increase the average GMRT scores from Fall</i></p>	<p>If 100% of our teachers complete the sheltered instruction qualification by school year 2022-23, then they will have completed the HIDEOE mandated qualification.</p>	Yr	42102	EL Committee Meetings	BiWk	

<i>to Spring by 1</i>						
<i>All teacher will have completed 66% or more.</i>	The EL Leadership Team (EL Coordinator, District EL RT, and the EL Admin Liaison) will continue to inform the faculty on how to be TESOL certified. The EL Leadership Team will conduct faculty EL PD focused around Academic Language Production, which parallels the current PIP - Collaborative Conversations.	Yr	42101	EL Committee Meetings	Qtr	
<i>Identify the person in charge of gathering/organizing data for SEC meetings. Identify how Panorama supports creating this system. Revise current protocol to be more efficient.</i>	If we monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee) and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system, then more struggling students will get support and begin to succeed.	Yr	42101	SEC Committee & SSC	Mth	
<i>Decrease the proficiency gap by 2 points to 27. SEC to identify 3-4 students to present at each weekly faculty meeting to highlight gap students.</i>	If stakeholders understand our system of tracking and support for struggling students (GAP/at-promise) then all stakeholders will be able to provide support for GAP students to increase achievement.	Fall	N/A	Use of monitoring forms	Yr	
<i>Explore possible Tier 2 supports (non-SPED study skills period). Train faculty on RTI/MTSS referral process for new supports.</i>	If we have options for Tier 2-3 supports and staff know how to refer students for these services, then students will get needed supports in a timely manner.	Fall	N/A	Teacher/staff surveys, admin walkthrough data	Yr	

SDSV Student Outcomes

Measurable Outcome(s)/Success Indicator	Enabling Activity/What	Dur	Funds Prog ID	Monitoring Activity	Freq	Complex Monitoring Activity (CAS)
<i>Increase the total number of students successfully completing an EC course to 11 out of 15 (73% passing).</i>	Offer Early College courses in the clinical health and natural resource pathways to extend opportunities for students.	Spring	Leg. 42101	Registration	Yr	
<i>1) Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - 96.27%. 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 172, Letter 2: 62, Letter 3: 0</i>	Actively monitor student attendance. Provide tiered support to those students who are chronically absent and their parents, as needed or necessary. Consistently communicate student's attendance with their parents.	Yr	42101	Truancy Abatement Committee	Every three weeks	
<i>Students will enroll based on credits needed and 100% will pass courses. Increase the "on track" rate by 1 percent - 93.02%</i>	Evaluate effectiveness of summer school options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities.	Spring	42101	Admin w/Counselors	Spring	
<i>1) Increase the number of students successfully completing an EC courses by 5% to #. 2) Increase number of tiered activities for students in WBL to one per quarter in the pathways. 3) Offer a WBL elective course so students can participate in internships. 4) Complete pocket academy tasks: - Mission, Vision, and smartE goals for the academy</i>	6-16 Pathways : Continue articulation between 6-16 Health Services and Natural Resources pathways to identify tiered learning opportunities in a school-wide effort to align content relevancy to support student's post-secondary plan/choice and industry demand.	Yr	16485 42101 Perkins	CTE Coordinator	Smstr	

<p>- Form Advisory Board protocols and participants - 2 day Teaming PD - 2 day PBL PD (multidisciplinary)</p>						
<p>#% of students in grades 9-11 will finish their PTP work on time by end of year. 90% of students in grades 12 will complete their PTP by December 2021. #% of students in grades 9-11 will identify their post-high goal by May 2022.</p>	<p>Complete Naviance implementation schoolwide.</p>	<p>Yr</p>	<p>42101</p>	<p>Naviance in SAP</p>	<p>Mth</p>	
	<p>Provide the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges.</p>	<p>Yr</p>	<p>42101</p>	<p>Surveys Distributed</p>	<p>Qtr</p>	
<p>Pre and post survey will indicate an increase in competency.</p>	<p>Tech lessons will be delivered once per quarter through SAP to each grade level (freshman lessons delivered to all students developed this year).</p>	<p>Yr</p>	<p>N/A</p>	<p>Lessons Finished and Updated</p>	<p>Qtr</p>	
<p>PBIS committee will implement 8 lessons from the Choose Love curriculum in SAP per year and hold one student focus group per semester to solicit student feedback in the first year of implementation</p>	<p>If we intentionally plan Student Activity Period, then teachers will implement the lessons with fidelity and student feedback will indicate that SAP is valuable.</p>	<p>Yr</p>	<p>42101</p>	<p>PBIS Lessons/campus climate survey/results</p>	<p>Mth</p>	
<p>Increase the number of CTE concentrators by 5% to #. Administer and collect data from the CTE senior exit survey (baseline).</p>	<p>School-wide effort to align course offering, selection and opportunities (AP, EC, pathways, externships, certifications, etc.) that support students' post-secondary plan/choice. Post-high school counseling and alignment with course offering, selection and opportunities.</p>	<p>Spring</p>	<p>42101, EC = P-20 Grant</p>	<p>Registration Manual check</p>	<p>Yr</p>	

<p><i>By the end of SY 21.22, 87% of students identified for support will have participated in tutoring opportunities. By the end of SY 21.22, math Gap will decrease by 2% to 25%.</i></p>	<p>Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school and mandatory tutoring during the school day.</p>	<p>Yr</p>	<p>42101</p>	<p>Monitoring forms/schedule</p>	<p>Daily</p>	
<p><i>By the end of SY 21.22 math teachers in common course teams will revise curriculum and common assessments and complete 6 total data cycles. 1 common summative per semester will be aligned.</i></p>	<p>Design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2.</p>	<p>Yr</p>	<p>42101</p>	<p>Monitoring forms/schedule</p>	<p>Qtr</p>	

Pilot Projects/Design Thinking

School Ideas	Conditions for Success	Lead	Notes
Grade 6-16 Career Pathways Grant	Clear pipeline 6-16 for the selected pathways	Nishimura	Working w/ Steele Dynamics on a pocket academy structure
Internships and Teacher Externships	System to incorporate tiered WBL experiences	Nishimura	WBL ACCN has been created and course is offered
Counseling Center		Counseling DH	
Comprehensive School Wide Literacy Development Plan	1st Phase - Academic Language Production: Teachers having "Language Objectives" along with their lesson objectives. Focusing on Tier 2 language (cross-curricular language)	EL - Lin	Reading scaffolds such as graphic organizer to understand text accurately
Freshman House and Transition Class	Create a smaller learning community to support freshman transition to high school	AC	
Library Co-working Space		Ramolete (Fujii)	
School Makerspace?		Nishimura (Fujii)	This was something James spoke to me about, but not sure where we are at now