

## 2020 Academic Plan, School Year 2020-21



**School:** KEAAU 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.

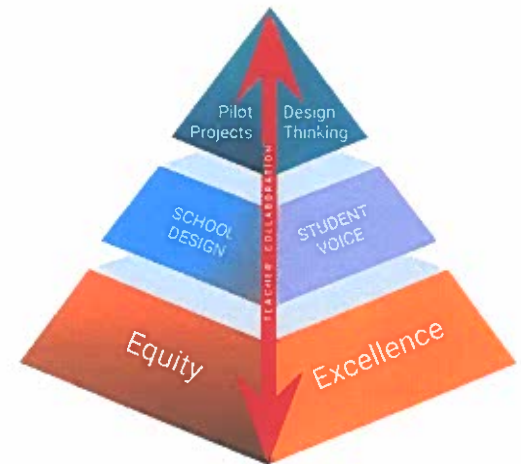
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

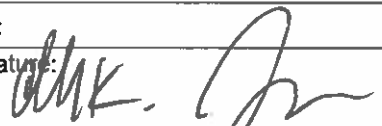
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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 HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Dean Cevallos	
Principal's signature: <b>Dean Cevallos</b>	Digitally signed by Dean Cevallos Date: 2020.05.20 10:45:41 -10'00'
Date: 5/20/20	
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 6/3/20



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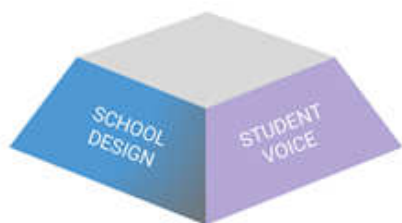


## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <ol style="list-style-type: none"> <li>1. Create opportunities for students to engage in design thinking collaboratives.</li> <li>2. Hold an annual student-led design thinking modeling exhibition.</li> <li>3. Engage student councils in identifying ways to integrate Nā Hopena A'o into student-led actions</li> <li>4. Include student presentations at annual Leadership Symposium to help focus on student impact.</li> <li>5. Include student input on statewide Social-Emotional-Learning (SEL) framework.</li> <li>6. Increase student choice in the classroom and school — courses, assignments, projects, space utilization.</li> <li>7. Engage students in peer feedback processes for student learning.</li> <li>8. Increase applied learning opportunities in the school and community; encourage creativity and innovation.</li> <li>9. Fund opportunities for students to tell our great public education story by highlighting their authentic work.</li> <li>10. Structure opportunities for students to bring community languages and culture into school</li> </ol> <p>1. Chronic absentee has consistently gone up in percentage over the past four years with 2018-19</p>	<p><b>What is your Theory of Action (if-then) to improve the achievement gap?</b> If Keaau High focuses on making sure teachers are teaching in their qualified areas and we focus attention on the SEL of students which includes tutoring, emphasis on testing, creating PD using data, create clarity with our subject matter and focus on formative data with improve PLC strategies and vertical/horizontal alignment we should see improvements in our academics when we test on SBAC, EOC, WIDA, Achieve and AP exams. We should also see a decrease in the chronic absenteeism as the students will be engaged in the learning.</p> <ol style="list-style-type: none"> <li>1. Making sure the teachers are teaching the contents they are best qualified for with students in mind. (2, 3, 4, 5,6)</li> <li>2. SEL of students(1,6)</li> <li>3. Tutoring for all students (2,3,4,5,6)</li> <li>4. <b>All stakeholders buy in with the same voice with non-academic teachers being supportive of the testing subjects (2, 3, 4,5,6)</b></li> <li>5. Re look at how to utilize our PD days. Look at curriculum being utilized(2,3,4, 5,6)</li> <li>6. Clarity with subject matter needed for our classes. (2,3,4,5,6)</li> <li>7. Need to improve the literacy rate for all students.(2,3,4,5,6)</li> <li>8. <b>Focus on attendance at school (1,2,3,4,5,6)</b></li> <li>9. Improve the PLC process (2,3,4,5,6)</li> <li>10. Horizontal and vertical alignment for all contents (2,3,4,5,6)</li> </ol>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <ol style="list-style-type: none"> <li>1. 100% of teaching lines will be done through a designated leadership team process.</li> <li>2. Increase the number of teachers trained in TSS and PD to all faculty. TSS trained teachers will follow KHS PD protocol.</li> <li>3. Ensure equal access to students requesting tutoring programs on campus by communicating program hours and availability.</li> <li>4. <b>100% of faculty will promote a positive testing culture. Suggested ways to do this are as follows:</b> <ol style="list-style-type: none"> <li>a. a faculty group will be formed to develop and implement ways to create a positive test culture (positive posters, positive incentives, promote test dates, test prep, test related skills. etc.) and create a school environment that is conducive to testing.</li> </ol> </li> <li>5. The Executive Committee will review our comprehensive needs assessment and plan at least 80% of the 21-Hours and opening school year PD as recommended by administration.</li> <li>6. Bring in training and provide time for teachers to look at understanding and creating Power Standards.</li> <li>7. Target those students with “approaching” reading levels to be scheduled into a reading</li> </ol>

<p>ending at 34%.</p> <ol style="list-style-type: none"> <li>2. ELA over the past 4 years has wavered between 45-39% on the SBA exam and is stagnant.</li> <li>3. With math SBA we have seen both growth and reduction over the past four years with last year's results being at 26% proficient.</li> <li>4. Science over the past two years were stagnant from 2017-18 and a double digit gain in 2019 to 27%.</li> <li>5. Algebra 1 was a single class baseline was 18% last year and this year 13% with a full line.</li> <li>6. Our GAP rates are a need as they have ranged between ELA 32% and Math 22% in 2017 to ELA 18% and Math 22% 2018. TSI for EL and SpEd over the past 3 years due to low test results</li> </ol> <p>“SW1”</p>	<p>(Tie in the initiatives.) revisit</p> <ol style="list-style-type: none"> <li>11. Minimize teachers being pulled out(1,2,3,4, 5,6)</li> <li>12. Prioritize academics over extra curricular (1,2)</li> <li>13. Revisit PPT and EA resources(2,6)</li> </ol>	<p>workshop class.</p> <ol style="list-style-type: none"> <li>8. Attendance Team to collect, and analyze school wide and student data. Counselors to utilize LDS, IC, EWS systems to monitor and implement interventions to decrease chronic absenteeism rate.</li> <li>9. PLC Cadre will establish PD to improve the PLC protocols for more efficient and effective use of PLC time.</li> <li>10. Designate a 21 hour for curriculum alignment PD and one meeting per quarter for continued work.</li> <li>11. Offer alternative options such as stipend days or utilizing other times such as PLC or 21 hours when possible.</li> <li>12. At the beginning of the year, 100% of faculty will review with administration the policy for students to attend extra curricular activities that occur during class time.</li> <li>13. 100% of placement for EA, PPT, PTT will be determined by utilizing students' needs.</li> </ol> <p>“SW6”</p>
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## Innovation in Support of the Core: School Design and Student Voice

### Describe here your complex/school contexts for School Design and Student Voice.

We create a pathway school that allows the students choice in their future. Offering 8 classes a year allows the students to experience electives assist them in being well rounded and choose pathways that explore needs for college and career fields post high school.

### Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Our faculty are in the midst of Professional Development on Hattie with power standards to focus on what our PLC format will focus on with data collection. Along with this we have PD on TSS to assist in what we need to do in the classroom for our community needs.

**Describe here your Conditions for Success for School Design and Student Voice**

The leadership sends small groups to National Conferences to learn more and keep up to date on PLC practices and TSS strategies. These selected members join a committee of teachers that plan out our 21 hours so they can educate the full faculty on best practices for both areas. This will strengthen our School Design and allow us to open up to Student Voice.

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><a href="https://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/10step.pdf">https://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/10step.pdf</a> for school design</p> <p>Define school empowerment &amp; accountability structure; embed into leadership training.</p> <ol style="list-style-type: none"> <li>1. Kea'au High School follows the empowerment and accountability structure of Hierarchy as follows: Administration works with the Executive/Leadership team. This team is a representation of all the Department Heads as well as Specialized personnel such as; Registrar, SAC and SSC. This group is accountable for the AcFin and CNA process. Once they put together both plans they share this with the faculty and SCC for their input. This is then shared out in two meetings per year with the community for input. <b>"SW2"</b></li> <li>2. At Kea'au High we offer a wide variety of programs including:               <ol style="list-style-type: none"> <li>a. CTE pathways, CTSO's, Gen Yes, Construction Academy, STEM, FFA.</li> <li>b. English Language Arts (Achieve, STAR renaissance- universal screener, reading writing workshop, AP English.</li> <li>c. Math (Geometry before Algebra 1, Everyday Algebra 2, ALEKS, Computer Science, Cyber Patriot, Robotics, AP Calculus).</li> <li>d. Science STEM, AP Biology, Biology Workshop, GenYes.</li> </ol> </li> </ol>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> <li>1. Continue to follow the empowerment and accountability structure of the Leadership Team.</li> <li>2. Look at the data from 2020-21 and see what changes need to be made with 2-10 if changes are necessary.</li> </ol>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> <li>1. Continue to follow the empowerment and accountability structure of the Leadership Team.</li> <li>2. Look at the data from 2021-22 and see what changes need to be made with 1-10 if changes are necessary.</li> </ol>

<ul style="list-style-type: none"> <li>e. College Readiness- AVID, AP courses, Early College, Running Start, P20 Grant, Naviance.</li> <li>3. Alternative Learning Programs and Supports- Ulupono, Intensive Learning Center, Fully Self Contained- Medically Fragile, Alternative Learning Center, Community Based Instruction, Reading/Writing Workshop.</li> <li>4. TSS Trauma Sensitive Schools Practices and Implementation - social emotional aspect of supporting student needs to enhance emotional well being as well as academic readiness.</li> <li>5. Grade Level Cohorts- 9th, 10th, 11th, 12th.</li> <li>6. Health and Well Being - Blue Zones.</li> <li>7. Clubs. CTSO's</li> <li>8. Counseling</li> <li>9. Providing programs such as Achieve, and ALEKS</li> <li>10. Updated technology devices and monitoring programs and equipment for students and faculty.</li> </ul>		
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>1. Our structure follows the school design process to allow for equitable voice and input among all role groups</li> <li>2. Keaau High School is designed to empower students as a whole. Our school is built for students to explore and create the path of their future. We offer a full variety of courses that support our students' choices to go to college or pursue a career. We are privileged to have a school with state of the art CTE equipment and classrooms. We offer 5 of 6 CTE pathways as well as AP and College classes.</li> <li>3. We implement alternative learning options to support the diverse needs of our population.</li> <li>4. Due to the nature of our community's socioeconomic demographic (high poverty, high unemployment, high teen suicide, high prevalence of domestic violence), our school must have training and strategies to address the social/emotional needs of our students.</li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>1. Our structure follows the school design process to allow for equitable voice and input among all role groups</li> <li>2. Keaau High School is designed to empower students as a whole. Our school is built for students to explore and create the path of their future. We offer a full variety of courses that support our students' choices to go to college or pursue a career. We are privileged to have a school with state of the art CTE equipment and classrooms. We offer 5 of 6 CTE pathways as well as AP and College classes.</li> <li>3. We implement alternative learning options to support the diverse needs of our population.</li> <li>4. Due to the nature of our community's socioeconomic demographic (high poverty,</li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>1. Our structure follows the school design process to allow for equitable voice and input among all role groups.</li> <li>2. Keaau High School is designed to empower students as a whole. Our school is built for students to explore and create the path of their future. We offer a full variety of courses that support our students' choices to go to college or pursue a career. We are privileged to have a school with state of the art CTE equipment and classrooms. We offer 5 of 6 CTE pathways as well as AP and College classes.</li> <li>3. We implement alternative learning options to support the diverse needs of our population.</li> <li>4. Due to the nature of our community's socioeconomic demographic (high poverty, high unemployment, high teen suicide, high prevalence of domestic violence), our school must have training and strategies to address the social/emotional needs of our students.</li> <li>5. We created grade level cohorts to better identify individual</li> </ul>

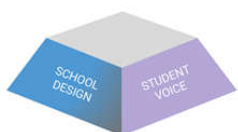
<ol style="list-style-type: none"> <li>5. We created grade level cohorts to better identify individual student needs in the areas of academics, attendance, and behavior with targeted team members. It also allows collaboration between teachers with the same students.</li> <li>6. Our school strives to educate the whole-child in all aspects of health and wellbeing, creating a well-rounded individual.</li> <li>7. Clubs allow students the opportunity to advocate for their interests and needs within the student body. Clubs encourage students to participate in activities that further their interests, facilitate community service, and leadership skills.</li> <li>8. Our counseling program assists students with emotional and academic needs. It provides students an opportunity to explore college and career interests. Examples: career fairs, college and career presentations, financial readiness fairs, sending students to HA workshops, SEEDS program. <b>"SW7"</b></li> <li>9. Online platforms that provide instruction and assessment will provide students opportunities to work at their own pace through modified, self-paced instruction.</li> <li>10. Our 5-year technology plan is put in place to make sure each year we rotate and replace the computers and carts for both teachers and students to make sure we have enough updated equipment and devices without having to replace all at once. We also have a centralized copy center to expedite the process for the needs of the students classrooms. Our technology also includes monitoring equipment, both on individual student computers and campuswide systems.</li> </ol>	<p>high unemployment, high teen suicide, high prevalence of domestic violence), our school must have training and strategies to address the social/emotional needs of our students.</p> <ol style="list-style-type: none"> <li>5. We created grade level cohorts to better identify individual student needs in the areas of academics, attendance, and behavior with targeted team members. It also allows collaboration between teachers with the same students.</li> <li>6. Our school strives to educate the whole-child in all aspects of health and wellbeing, creating a well-rounded individual.</li> <li>7. Clubs allow students the opportunity to advocate for their interests and needs within the student body. Clubs encourage students to participate in activities that further their interests, facilitate community service, and leadership skills.</li> <li>8. Our counseling program assists students with emotional and academic needs. It provides students an opportunity to explore college and career interests. Examples: career fairs, college and career presentations, financial readiness fairs, sending students to HA workshops, SEEDS program. <b>"SW7"</b></li> <li>9. Online platforms that provide instruction and assessment will provide students opportunities to work at their own pace through modified, self-paced instruction.</li> <li>10. Our 5-year technology plan is put in place to make sure each year we rotate and replace the computers and carts for both teachers and students to make sure we have enough updated equipment and devices without having to replace all at once. We also have a centralized copy center to expedite the process for the needs of the students classrooms. Our technology also includes</li> </ol>	<p>student needs in the areas of academics, attendance, and behavior with targeted team members. It also allows collaboration between teachers with the same students.</p> <ol style="list-style-type: none"> <li>6. Our school strives to educate the whole-child in all aspects of health and wellbeing, creating a well-rounded individual.</li> <li>7. Clubs allow students the opportunity to advocate for their interests and needs within the student body. Clubs encourage students to participate in activities that further their interests, facilitate community service, and leadership skills.</li> <li>8. Our counseling program assists students with emotional and academic needs. It provides students an opportunity to explore college and career interests. Examples: career fairs, college and career presentations, financial readiness fairs, sending students to HA workshops, SEEDS program. <b>"SW7"</b></li> <li>9. Online platforms that provide instruction and assessment will provide students opportunities to work at their own pace through modified, self-paced instruction.</li> <li>10. Our 5-year technology plan is put in place to make sure each year we rotate and replace the computers and carts for both teachers and students to make sure we have enough updated equipment and devices without having to replace all at once. We also have a centralized copy center to expedite the process for the needs of the students classrooms. Our technology also includes monitoring equipment, both on individual student computers and campuswide systems.</li> </ol>
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## Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<ul style="list-style-type: none"> <li>ELA 39% Math 27% Science 29%</li> <li>SBAC , 9th promoted 93%, GAP ELA 10% Math 15%, Grad rate 92%, ELA on track 11%, Chronic Abs 33%, CTE 68%, Post secondary 43%</li> </ul>	Alex/SBAC, Achieve, STAR/NGSS	ELA 42% Math 30% Science 32%

### Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity SW6	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW5	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Chronic absenteeism decrease by 3.5% as measured by LDS	-Quarterly Challenges within classes -Attendance Team created to monitor and implement school wide interventions and goals -Counseling PLC to monitor individual attendance -Cohorts to promote positive attendance rates for individual students -Blue Zones Wellness Initiatives <b>"SW7"</b> -Students Helping Students (suicide	Yearlong	WSF Drivers Ed Title 1	Daily Attendance Rate LDS EWS Incentives Core Notes Parent Teacher Conference (9th Grade) Phone Calls Home	Quarterly  Monthly  Weekly  Monthly  Monthly Monthly	

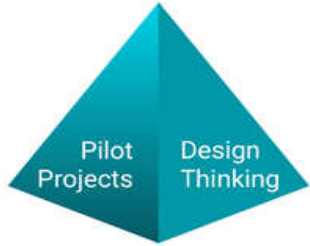
	prevention) -Significant Adult Trauma Sensitive Schools -Ulupono				Annual Monthly	
100% of students needing tutoring can access.	Ensure availability of tutoring programs are communicated to all students.	Yearlong	WSF Title 1	Sign in sheets	Quarterly	
Increase lexile level of identified students by one level by the end of the school year.	Target 9th grade students with "approaching "reading levels to be scheduled into a reading workshop class.	Yearlong	WSF Title 1	8th Gr.STAR Renaissance test scores Achieve3000 pre level set Achieve3000 post level set	Semester	
As shown by classroom data, 100% of students have needed supports for increased academic growth 100% of students who are identified as needing RTI support are receiving RTI support.	Placement for EA, PPT, PTT will be determined by utilizing students' needs.	Yearlong	WSF Title1	IEP, Report Card Marks Data, ELL Monitoring WIDA Testing	Annual	
	Alternative Learning programs and supports - Ulupono, Intensive Learning Center, Fully Self Contained - medically fragile, Alternative Learning Center, Community Based Instruction, Reading/Writing Workshop, & ELL program. Providing programs such as STAR (universal screener), Achieve3000, and ALEKS.	Yearlong	WSF/Title 1	IEP, Report Card Marks Data, ELL Monitoring WIDA Testing	Annual	
Create TSS lessons in 100% of classrooms that teachers have been taught to incorporate through our TSS cadre	Lessons created from the 21 hour PD given by the TSS cadre.	Yearlong	WSF/Title 1	PLC meeting notes on reflections from the lesson taught	Quarterly	

#### Staff Outcomes (SY 2020-21)

[Kea'au High], [Version 1], [11-21-19]

Measurable Outcome(s)	Enabling Activity “SW6” & “SW7”	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW5	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
90% of master schedule completed before the teachers leave for summer break	100% of teaching lines will be done through a designated leadership and departmental team process.	Spring	WSF Title 1	Department Mtg Minutes SCC Minutes Executive Board Minutes	Semester	
5% annual increase in TSS trained faculty through a national <u>Trauma-Sensitive Schools</u> program.	Increase the number of teachers trained in TSS.	Yearlong	WSF Title 1	Title 1 sign in sheet Agenda	Annual	
100% TSS training for faculty and staff through in-house PD.	TSS trained teachers will follow KHS PD protocol. Faculty will receive TSS training I			21-hr PD Sign in sheet		
Higher student participation rate; 3-5% increase in test scores	100% of faculty will promote a positive testing culture. Suggested ways to do this are as follows: a faculty group will be formed to develop and implement ways to create a positive test culture (positive posters, positive incentives, promote test dates, test prep, test related skills. etc.) and create a school environment that is conducive to testing. Encourage parent involvement/engagement in various school activities.	Yearlong	WSF Title1	Meeting Minutes	Annual	
80% of the 21-Hour PD will be planned by collaboration between administration and EC	The Executive Committee will review our comprehensive needs assessment and plan PD for the year.	Yearlong	WSF Title 1	EC Meeting Minutes Sign in Sheets	Annual	

90% of the pacing guides will be written using power standards. 100% of faculty will be trained in the process of identifying power standards.	Bring in training and provide time for teachers to look at understanding and creating Power Standards.	Yearlong	Title1	PLC meeting minutes Title 1 sign-in sheets PD Agendas	Annual	
100% of PLCs are utilizing PLC protocols to support and enhance student achievement.	PLC Cadre will establish PD to improve the PLC protocols for more efficient and effective use of PLC time.  Teachers will be provided updated technology (laptops, projection devices, media, academic online programs/supplementals) to support and increase student achievement.	Yearlong	Title 1	PLC meeting minutes	Annual	
100% of pacing guides are vertically/horizontally aligned by the end of the year.	Designate a 21 hour for vertical/horizontal curriculum alignment PD and one meeting per quarter for continued work	Yearlong	Title 1	Updated pacing guides Power Standard template Meeting minutes	Annual	
100% of school day activities will be approved through a permission system in place.	At the beginning of the year faculty will review with administration the policy for students to attend activities during class time that cause missed instruction.	Yearlong	WSF	Sign in sheets Permission slips	Annual	
Create TSS lessons in 100% of classrooms that teachers have been taught to incorporate through our TSS cadre	Lessons created from the 21 hour PD given by the TSS cadre.	Yearlong	WSF/Title 1	PLC meeting minutes	Quartley	



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>SY20-21 Keaau High School will be starting a 10th grade ALC program.</p> <p>Continue to revise the Ulupono project to better support the students.</p> <p>Add an ELL summer program for those students struggling with exiting.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Making sure there is a good fit for the students with the teacher in the classroom and splitting the grad levels between the two ALC programs.</p> <p>Create elective classes and Acellus classes to assist the students that struggle going outside the programs structure.</p> <p>Coordination needs to meet the needs of the students selected for the opportunity to advance the academics in the exit testing.</p>