

2022 Academic Plan, School Year 2022-23



School:

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.

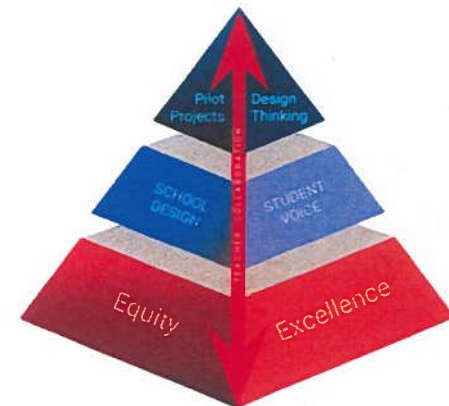
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

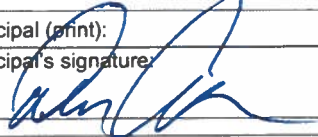
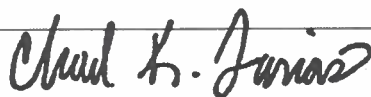
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

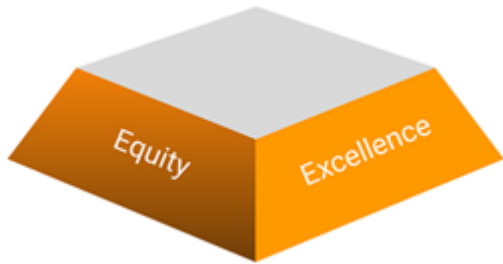
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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):		Date:
Principal's signature: 		4/13/22
Complex Area Superintendent (print):		Date:
Complex Area Superintendent's signature: 		4/13/22



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
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<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"> 1. Create opportunities for students to engage in design thinking collaboratives. 2. Hold an annual student led design thinking modeling exhibition. 3. Engage student councils in identifying ways to integrate Nā Hopena A'o into student led actions. 4. Include student presentations at the annual Leadership Symposium to help focus on student impact. 5. Include student input on statewide Social Emotional Learning (SEL) framework. 6. Increase student choice in the classroom and school — courses, assignments, projects, space utilization. 7. Engage students in peer feedback processes for student learning. 8. Increase applied learning opportunities in the school and community; encourage creativity and innovation. 9. Fund opportunities for students to tell our great public education story by highlighting their authentic work. 10. Structure opportunities for students to bring community languages and culture into school <ol style="list-style-type: none"> 1. Chronic absenteeism has consistently gone up in percentage over the past four years with 2018-19 ending at 34%. 2. ELA over the past 4 years has wavered between 45-39% on the SBA exam and has stagnated. 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. 4. Science over the past two years were stagnant from 2017-18 and a double digit gain in 2019 to 27%. 5. Algebra 1 was a single class baseline was 18% last year and this year 13% with a full line. 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 	<p>What is your Theory of Action (if-then) to improve the achievement gap? 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 improved 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 chronic absenteeism as the students will be engaged in the learning. Implementing the initiatives in the CLSD - KKP complex grant will contribute to decreasing the achievement gap by improving literacy across all content areas.</p> <ol style="list-style-type: none"> 1. Make sure teachers are teaching the contents they are best qualified for with students in mind. (2,3,4,5,6) 2. Ensure we consider the SEL of students (1,6) 3. Provide tutoring for all students (2,3,4,5,6) 4. All stakeholders buy in with the same voice with non-academic teachers being supportive of the testing subjects (2,3,4,5,6) 5. Re look at how to utilize our PD days. Look at curriculum being utilized(2,3,4,5,6) 6. Clarity with subject matter needed for our classes. (2,3,4,5,6) 7. Need to improve the literacy rate for all students.(2,3,4,5,6) 8. Focus on attendance at school (1,2,3,4,5,6) 9. Improve the PLC process (2,3,4,5,6) 10. Horizontal and vertical alignment for all contents (2,3,4,5,6) (Tie in the initiatives.) revisit 11. Minimize teachers being pulled out(1,2,3,4, 5,6) 12. Prioritize academics over extra curricular (1,2) 13. Revisit PPT and EA resources(2,6) 14. Implement school-wide strategies to improve student literacy in all content areas. 15. Identify students for enrollment in a targeted reading intervention program. 16. Family and community engagement will be emphasized and encouraged to help improve student literacy. 17. Literacy instruction will incorporate culturally relevant 	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. 100% of teaching lines will be done through a designated leadership team process. 2. Increase the number of teachers trained in TSS and PD to all faculty. 3. Ensure equal access to students requesting tutoring programs on campus by communicating program hours and availability. 4. 100% of faculty will promote a positive testing culture. Suggested ways to do this are as follows: <ol style="list-style-type: none"> 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. 5. The Executive Committee will review our comprehensive needs assessment and plan opening school year PD as recommended by administration. 6. Bring in training and provide time for teachers to look at understanding and creating Power Standards along with BERC, NSOP and Stetson 7. Attendance Team to collect, and analyze school wide and student data. Counselors to utilize LDS/LEI Kulia, IC, EWS systems to monitor and implement interventions to decrease chronic absenteeism rate. 8. Offer alternative options such as stipend days or utilizing other times such as PLC or 24 hours when possible. 9. 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. 10. 100% of placements for EA, PPT, PTT will be determined by utilizing students' needs. 11. All faculty will be trained and supported in comprehensive literacy instruction focusing on critical content with emphasis on strategies for
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“SW1”	materials and resources to engage all of our learners from diverse backgrounds. We will utilize the Ha designers convening process.	<p>vocabulary, comprehension, and writing. The “Principles of Explicit Instruction” will be implemented in every classroom and embedded in instruction. Faculty will be supported by the school's coaching team including a literacy coach.</p> <p>12. High need students will be screened for placement in a targeted reading intervention class using the Third Quest curriculum and their progress will be monitored using regular formative assessments.</p> <p>13. Staff will receive training/PD in developing family/community/school partnerships to improve student literacy. “SW7”</p> <p>14. Literacy instruction will be designed to encourage and engage students from all cultural backgrounds.</p> <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 that 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.

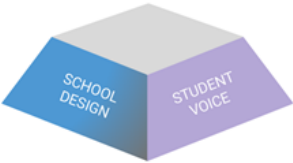
SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>https://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/10step.pdf for school design</p> <p>Define school empowerment & accountability structure; embed into leadership training.</p> <p>School Design</p> <ol style="list-style-type: none">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. “SW2”2. At Kea’au High School we offer a wide variety of College/Career readiness tools including:<ol style="list-style-type: none">a. CTE: CTSO, Construction Academy(HawCC partnership), STEM	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none">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. “SW2”2. At Kea’au High School we offer a wide variety of College/Career readiness tools including:<ol style="list-style-type: none">a. CTE: CTSO, Construction Academy(HawCC partnership), STEMb. English Language Arts: Achieve3000, iReady universal screener, Reading Lab, AP English (Comp & Lit.).c. Math: ALEKS, AP Calculus.d. Science: STEM, AP Biology, Biology Workshop, Science Fair.e. College Readiness: AVID, Honors Courses, Early College, Running Start, P20 partnership, Naviance, HETS partnership	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none">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. “SW2”2. At Kea’au High School we offer a wide variety of College/Career readiness tools including:<ol style="list-style-type: none">a. CTE: CTSO, Construction Academy (HawCC partnership), STEMb. English Language Arts: Achieve3000, iReady universal screener, Reading Lab, AP English (Comp & Lit.).c. Math: ALEKS, AP Calculus.d. Science: STEM, AP Biology, Biology Workshop, Science Fair.e. College Readiness: AVID, Honors Courses, Early College, Running Start, P20 partnership, Naviance, HETS partnership

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<p>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.</p> <ol style="list-style-type: none">4. We implement alternative learning options to support the diverse needs of our population.5. 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.6. 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.7. Our school strives to educate the whole-child in all aspects of health and wellbeing, creating a well-rounded individual.8. 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.9. 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. "SW7"10. Online platforms that provide instruction and assessment will provide students opportunities to work at their own pace through modified, self-paced instruction.11. 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 them all at once. 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<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> Faculty satisfaction will remain high or increase on the SQS. SCC assurances are in place and Community suggestions are listed in the SCC notes. Indicators for item: <ol style="list-style-type: none"> Maintain or increase the number of CTE completers. Maintain or increase the variety of courses offered to the students. Maintain or increase the enrollment of AP courses Overall increase in SBAC, Biology EOC, and AP scores. Increase in college enrollment post graduation. Increased participation, attendance, and improved grades for our high risk populations. Reduced numbers of students across grade levels who cannot identify a Significant Adult on campus. Increased numbers of teachers who are trained in TSS practices. Joining the complex area in efforts to promote understanding and awareness of TSS practices. 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<p>areas of interest.</p> <p>9. Increased use of online platforms by teachers of various contents which in turn increases student achievement.</p> <p>10. Provision of 1:1 devices for all students, teacher increased use of online formats and platforms to provide instruction, and increased scores on statewide assessments.</p>	<p>areas of interest.</p> <p>9. Increased use of online platforms by teachers of various contents which in turn increases student achievement.</p> <p>10. Provision of 1:1 devices for all students, teacher increased use of online formats and platforms to provide instruction, and increased scores on statewide assessments.</p>	<p>areas of interest.</p> <p>9. Increased use of online platforms by teachers of various contents which in turn increases student achievement.</p> <p>10. Provision of 1:1 devices for all students, increased teacher use of online formats and platforms to provide instruction, and increased scores on statewide assessments.</p>
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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"> • ELA 39% Math 27% Science 29% • SBAC , 9th promoted 93%, GAP ELA 10% Math 15%, Grad rate 92%, ELA on track 11%, Chronic Abs 33%, CTE 68%, Post secondary 43% 	ALEKS/SBAC, Achieve, STAR/NGSS, iReady	ELA 42% Math 30% Science 32%

Student Outcomes (SY 2020-21) (SY 2021-22))(SY 2022 - 23)

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	<p>We will use the following methods to try to decrease Chronic absenteeism.</p> <ul style="list-style-type: none"> -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 Clubs and Organizations (Such as) <ul style="list-style-type: none"> -Blue Zones Wellness Initiatives “SW7” -Students Helping Students (suicide prevention) -Significant Adult -Trauma Sensitive Schools -Ulupono Home visits from School Social Worker and Counselors - Create an Attendance committee to monitor and implement school wide interventions and goals -Teachers held accountable to complete attendance correctly on a daily basis -Consistent communication between teachers and families regarding student absences -Creation of consistent policies and procedures regarding contacting and logging contact with families -Continued usage of School Messenger as an absence notification to families 	Yearlong Yearlong	WSF Drivers Ed Title 1 WSF Student	<p>Daily Attendance Rate</p> <p>LDS EWS Incentives Core Notes Parent Teacher Conference (9th Grade) Phone Calls Home IC/LDS</p> <p>LDS Incentives Core Notes Contact Log Attendance Committee Notes Counselor PLC Notes</p>	<p>Quarterly</p> <p>Monthly</p> <p>Weekly</p> <p>weekly pulls Students progress reports</p> <p>Monthly</p> <p>Monthly</p> <p>Monthly</p> <p>Annual</p> <p>Monthly</p> <p>Monthly</p>	
100% of students needing tutoring can access.	By offering the following we will make sure all students can access tutoring;	Yearlong	WSF Title 1	Sign in sheets	Quarterly	

Tutoring will be made available to 100% of the students.	<p>Ensure availability of tutoring programs are communicated to all students. Study Hall Teacher Office Hours After school tutoring UH virtual tutoring</p> <p>-HETS (OLA) Tutoring -Upward Bound Tutoring -After School Special Education/504 Tutoring -teacher optional tutoring supports during school day -Placement of PPT/PTT in the Library during Recess/Lunch for tutoring</p>					
Increase the lexile levels of identified students by one level by the end of the school year.	<p>Utilizing the following we will make sure all students are identified: Target 9th & 10th grade students with grade 3-5 reading levels to be scheduled into a reading workshop class.</p> <p>Reading intervention program “Third Quest” will be implemented for 9th and 10th in the 2021-2022 graders identified through screening data.</p> <p>Achieve 3000 WICOR iReady</p> <p>Reading intervention program “Third Quest” will be implemented for targeted 9th and 10th graders in the 2022-2023 SY identified through screening data, academic performance, and teacher recommendation.</p>	Yearlong	WSF Title 1	8th Gr.iReady screener scores Achieve3000 pre level set Achieve3000 post level set 9-10 iReady scores	Semester Tri-annually	

<p>As shown by classroom data, 100% of students have access to needed support for increased academic growth.</p> <p>100% of students who are identified as needing RTI support are receiving RTI support.</p>	<p>To make sure RTI 1 is in place for students needs we will do the following: Placement for EA, PPT, PTT will be determined by utilizing students' needs.</p> <p>Student supplies needed for educational learning provided by WSF/Title 1 funding (Approval by Executive Committee)</p> <p>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. EL summer program to improve on the WIDA scores. Providing programs such as i-Ready (universal screener), Achieve3000, and ALEKS. HUB, Keystone, MOW</p> <p>Edmentum AP 1-to-1 Computers Mifi's for families Google Classroom/Google Meets with students</p>	<p>Yearlong</p> <p>Yearlong</p>	<p>WSF Title1</p> <p>WSF/Title 1</p>	<p>IEP, Report Card Marks Data, ELL Monitoring WIDA Testing</p> <p>IEP, Report Card Marks Data, ELL Monitoring WIDA Testing</p>	<p>Annual</p> <p>Annual</p>	

<p>Create TSS lessons in 100% of classrooms that teachers have been taught to incorporate through our TSS cadre</p> <p>100% of teachers will implement TSS strategies</p>	<p>Training will be conducted by those that have been trained using the following: Lessons created from the 21 hour PD given by the TSS cadre.</p> <p>Reorganize the PBIS committee and create a TSS committee to design, recommend, and provide resources and PD on schoolwide strategies.</p>	Yearlong	WSF/ Title 1	<p>PLC meeting notes on reflections from the lesson taught</p> <p>TSS Committee minutes Walkthrough data</p>	Quarterly	
<p>Prepare all students for College and Career opportunities</p>	<p>We will use the following classes, personnel and programs to assist with preparing students for College and Career:</p> <ul style="list-style-type: none"> • College/Career EA • HETS • Project Ho'oku'i • Naviance • CTE Redesign Program of Study • AVID Class & Strategies Campuswide • AP/Honors Courses • NOSP Standards (9th grade focus, 10 -12 Pathway structure) • Early College Courses - Offered on campus by HawCC • ACT • STEM/CTE/Academic (honors) • NGSS • 9th Grade Essential Elective - Transitions to High School • Upward Bound • Hawai'i P-20 • Robotics Program (VEX/FIRST) • CTSO 	Yearlong	WSF/ Title 1 Hawai'i P-20	<p>HETS Logs Career Fair Sign In Sheets Naviance data AVID minutes AP Scores NOSP Standards Early College sign up sheets ACT student count Science Dept. minutes STEM/CTE Academic honors list CCRI Report</p>	Quarterly	

100% of students will be exposed to common literacy strategies/principles of explicit instruction across content areas on a daily basis.	Comprehensive literacy instruction focusing on critical content with emphasis on strategies for vocabulary, comprehension, and writing as well as the “Principles of Explicit Instruction” will be implemented in every classroom and embedded in instruction.	Yearlong	WSF CLSD(21-22) Title 1 CLSD(22-23)	Walkthrough data collection, evidence of coaching meetings and follow up conversations	Quarterly	
100% of Students identified through use of diagnostic screening, academic performance/grades, and teacher recommendation will be directed toward an applicable intervention program aimed at improving literacy 1-2 grade levels.	High need students will be screened for placement in a targeted reading intervention class using the Third Quest curriculum and their progress will be monitored using regular formative assessments.	Yearlong	WSF CLSD (21-22) Title 1 CLSD(22-23)	iReady Formative Assessments Curricular based assessments	Semester	

Staff Outcomes (SY 2020-21) (SY 2021-22)

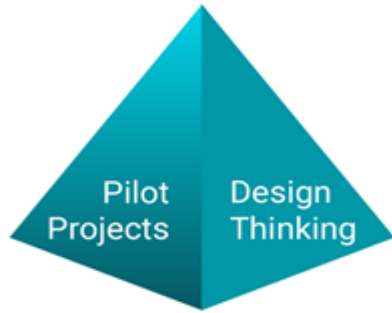
Measurable Outcome(s)	Enabling Activity “SW6”	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW5	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
5% annual increase in TSS trained faculty through a national <u>Trauma-Sensitive Schools</u> conference. 100% TSS training for faculty and staff through in-house PD.	Increase the number of teachers trained in TSS using the 21 hours and the trained staff. Increase the number of teachers trained in TSS using the 21 hours and the trained staff. TSS trained teachers will follow KHS PD protocol. Increase the number of teachers trained in TSS using in-house PD.	Yearlong	WSF Title 1	Title 1 sign in sheet Agenda 21-hr PD Sign in sheet	Annual	

<p>BERC Group Training</p> <p>100% of faculty will be trained in the process of the Four Habits of Powerful Teaching and Learning</p>	<p>Four Habits of Powerful Teaching and Learning</p> <p>STAR Learning Walks</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Agendas</p> <p>Sign In Sheets</p> <p>Walkthrough Reflections</p>	<p>Quarterly</p>	
<p>Higher student participation rate in the EOC, SBA and ACT testing.</p> <p>3-5% increase in test scores.</p>	<p>100% of faculty will promote a positive testing culture. Suggested ways to do this are as follows:</p> <p style="padding-left: 40px;">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.</p> <p>100% of faculty will promote a positive testing culture. Suggested ways to do this are as follows:</p> <ul style="list-style-type: none"> ● Encourage parent involvement/engagement in various school activities. “SW7” ● Reorganize the AVID Committee into the College Career Readiness Committee 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 	<p>Yearlong</p>	<p>WSF Title1</p>	<p>Meeting Minutes</p>	<p>Annual</p>	

<p>80% of the 21-Hour PD will be planned by collaboration between administration and EC</p> <p>80% of the 21-Hour PD will be planned by collaboration between administration and EC</p>	<p>The Executive Committee will review our comprehensive needs assessment and plan PD for the year.</p> <p>EA1. 100% of teaching lines will be done through a designated leadership team process.</p> <p>The Executive Committee will review our comprehensive needs assessment and plan PD for the year.</p> <p>EA1. 100% of teaching lines will be done through a designated leadership team process.</p>	<p>Yearlong</p> <p>Yearlong</p>	<p>WSF Title 1</p> <p>WSF Title 1</p>	<p>EC Meeting Minutes Sign in Sheets</p> <p>EC Meeting Minutes Sign in Sheets</p>	<p>Annual</p> <p>Annual</p>	
<p>90% of the pacing guides will be written using power standards.</p> <p>100% of faculty will be trained in the process of identifying power standards.</p>	<p>Bring in training and provide time for teachers to look at understanding and creating Power Standards.</p>	<p>Yearlong</p>	<p>Title1</p>	<p>PLC meeting minutes Title 1 sign-in sheets PD Agendas</p>	<p>Annual</p>	
<p>100% of PLCs are utilizing PLC protocols to support and enhance student achievement.</p>	<p>PLC Cadre will establish PD to improve the PLC protocols for more efficient and effective use of PLC time. (WASCR.1)</p> <p>Grade Level Cohorts, Content Level Groups.</p> <p>The Executive Committee will review our comprehensive needs assessment and review and plan PLC protocols for the year.</p> <p>Teachers will be provided updated technology (laptops, projection devices, media, academic online programs/supplementals) to support and increase student achievement.</p>	<p>Yearlong</p>	<p>Title 1</p>	<p>PLC meeting minutes EC Meeting Minutes</p>	<p>Annual</p>	

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 Diary mapping of Pacing Guides 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. 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. 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 Yearlong	WSF WSF	Sign in sheets Permission slips Sign in sheets Permission slips	Annual Annual	
Create TSS lessons in 100% of classrooms that teachers have been taught to incorporate through our TSS cadre 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. Lessons created from the 21 hour PD given by the TSS cadre.	Yearlong Yearlong	WSF/Title 1 WSF/Title 1	PLC meeting minutes PLC meeting minutes	Quarterly Quarterly	
Literacy strategies/"The Principles of Explicit Instruction" will be implemented in instruction in all classes on a daily(?) basis.	The "Principles of Explicit Instruction" will be implemented in every classroom and embedded in instruction. Faculty will be supported by the	Yearlong	WSF Title 1 CLSD(21-22)	Walkthrough data collection, evidence of coaching meetings and follow up conversations	Quarterly	

	<p>school's coaching team including a literacy coach.</p> <p>EA16. Staff will receive training/PD in developing family/community/school partnerships to improve student literacy. “SW7”</p> <p>EA17. Literacy instruction will be designed to encourage and engage students from all cultural backgrounds.</p>					
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE 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 HIDOE 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 Kea'au 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 the ELL Program.</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 grade levels between the two ALC programs.</p> <p>Create elective classes and Acellus Edmentum classes to assist the students that struggle going outside the program's structure.</p> <p>Coordination needs to meet the needs of the students selected for the opportunity to advance the academics in the ELL exit testing.</p>

PINK = additions for CLSD

Orange = changes made on 3-24-21

Purple = in SY21-22 for SY22-23 - AcPlan worked on in the month of October 2021, December 2021, January 2022, & February 2022

Notes:

WASCR - WASC Recommendations and the corresponding number

Title I Addendum for SY22-23 as of 2-18-22 & KHS CNA SY22-23- as of 12/9/21

Key to Highlighted numbers in EA columns on pages 3 & 4, & 10 to 18

RCS 1- There is a need to build a sense of collective responsibility and efficacy to address priority challenges of academics, ELP, attendance, and retention.	RCS 2 - There is a need for consistent systems of collecting, communicating, and using data so support can be provided to students in a timely manner - at both schoolwide and classroom levels.	RCS 3 - There is a need to monitor, support, and accelerate students who were retained the previous year to put them back on track for on-time graduation.
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Tite I Addendum as of 4-13-21
SY20-21 Title I Addendum as of 3-10-21
SY20-21 Title I Addendum