Academic Plan, School Year 2023-24

School: Keaau High 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. 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).
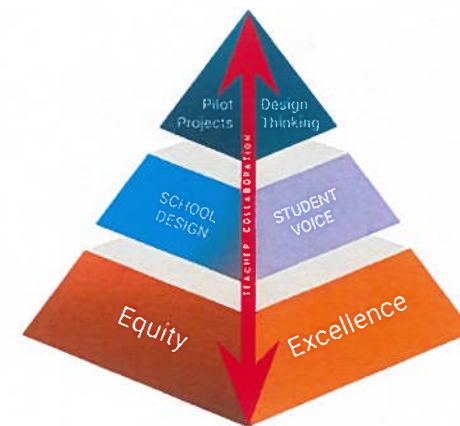
Principal (print): Dean Cevallos	
Principal's signature:	Date: 04/14/2023

Complex Area Superintendent (print): Stacey Bello	
Complex Area Superintendent's signature:	Date: 04/14/2023

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 "SW6"
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. 1. Chronic absenteeism has consistently gone up in percentage. 2. Over the past 4 years ELA has scored between 36-47% on the SBA exam. 3. Math SBA 16-29% 4. Science Biology EOC 15-29% 5. Our GAP rates are a need as they have ranged between ELA 24-30% and Math 11-24% Even though the GAP lowered we saw the non high needs students scored lower this past year. 6. In 21-22 Sped proficiency ELA	**What is your Theory of Action (if-then) to improve the achievement gap?** **IF** Kea'au High School offers rigorous courses and SEL supports, **THEN** there should be a reduction in the Achievement Gap rates and absenteeism. 1. Make sure teachers are teaching the contents they are HQ in. (1) 2. Ensure we address the SEL needs of students (2,3,4,5, 8,9) 3. Provide tutoring for all students (3,8) 4. Support all tested subjects (4,5,6) 5. Relook at how to use PD days to implement school initiatives in the classroom (2,3,4,5,6) 6. Improve the literacy rate for all students.(2,3,4,5,6) 7. Create measures to improve student attendance (1,2,3,4,5,6) 8. Review the PLC process to improve impact on student learning (2,3,4,5,6) 9. Align all contents horizontally and vertically (2,3,4,5,6)	*What are your Enabling Activities to improve the achievement gap?* 1. 100% of teaching lines will be done through a designated leadership team process. 2. Increase and support PD opportunities for focused areas supporting student learning. Provide continued support measures for all teachers . EC to suggest PD for meeting teacher needs. 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. 5. Attendance Team (established through the executive board) to address chronic absenteeism. 6. All faculty will be trained and supported in comprehensive literacy instruction focusing on critical content with emphasis on strategies for 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 administration and coaching team including a literacy coach. 7. All students will be screened to establish a baseline ELA level using iReady. Students identified at RGL 2-5 will be placed in a targeted reading intervention class using the Third Quest curriculum and their progress will be monitored using regular formative assessments. Students identified at RGL 6-8 will be placed in a targeted reading intervention class using the "Language Live" curriculum. 8. To improve student literacy through family engagement, the school will utilize a text messaging platform to increase school-home communication. 9. Literacy instruction will be designed to encourage and engage students from all cultural

3.5% 7. EL 7% on track **"SW1"**	10. Prioritize academics over extra curricular (1,2) (remind teachers throughout year) 11. Incorporate culturally relevant materials and resources to engage all learners.	background **"SW6"**

Innovation in Support of the Core: School Design and Student Voice

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

We are 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 2022-23 School Design and Student Voice.

Initiatives we have implemented to support our school design include using Explicit Instruction(CLSD Grant) strategies as well as STAR Learning Walks (BERC Group) to improve equitable access to high quality instruction. Student voice is amplified by using the NSOP(National Standards of Practice) design for academies and pathways.

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

Our conditions for success include a school environment and culture where all students feel supported in attaining the academic, social, and professional skills necessary to achieve post-secondary success in their chosen college or career pathway.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 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"**	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 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"**	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 1. 100% of 9th grade academy students will have selected a pathway by the end of semester 1 of the current school year. 2. 100% of students will be surveyed to identify a significant adult by the end of May 2023. 3. 100% of administration, students, faculty and staff will be represented in twice monthly meetings to look at ways to improve school

		culture, morale and established traditions. **"SW2"**

2. At Kea'au High School we offer a wide variety of College/Career readiness tools including:
  a. CTE: CTSO, Construction Academy(HawCC partnership), STEM
  b. 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
  f. Technology - Gen Yes, Robotics, Computer Science, Cyber Patriots, STEM
  g. World Language: Multi-year programs (Chinese, ASL, Hawaiian, Spanish), Seal of Biliteracy
3. Alternative Learning Programs and Supports- Ulupono, Intensive Learning Center, Fully Self Contained- Medically Fragile, Alternative Learning Center, Community Based Instruction.
4. TSS Trauma Sensitive Schools Practices and Implementation - social emotional aspect of supporting students needs to enhance emotional well being as well as academic readiness.
5. Grade Level Cohorts- 9th, 10th, 11th, 12th.
6. Health and Well Being
7. Student driven clubs
8. College/Career Transition Coordinator
9. 1-to-1 digital devices for all students
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1. Our structure follows the school design process to allow for equitable voice and input among all role groups 2. Kea'au 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	1. Our structure follows the school design process to allow for equitable voice and input among all role groups 2. Kea'au 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	*Why are you implementing them?* 1. To increase student choice and improve academics school wide.

of 6 CTE pathways as well as AP and College classes. This year we will incorporate the NSOP Academy Schools for 9th and Pathways for 10-12.

3. We implement alternative learning options to support the diverse needs of our population.
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.
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.
6. Our school strives to educate the whole-child in all aspects of health and wellbeing, creating a well-rounded individual
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.
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.
9. Online platforms that provide instruction and assessment will provide students opportunities to work at their own pace through modified, self-paced instruction.
10. Our ongoing 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. 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.

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How will you know that they are causing an improvement?	How will you know that they are causing an improvement?	How will you know that they are causing an improvement?

1.
   a. Faculty satisfaction will remain high or increase on the SQS.
   b. SCC assurances are in place and Community suggestions are listed in the SCC notes.
2. Indicators for item:
   a. Maintain or increase the number of CTE completers.
   b. Maintain or increase the variety of courses offered to the students.
   c. Maintain or increase the enrollment of AP courses
   d. Overall increase in SBAC, Biology EOC, and AP scores.
   e. Increase in college enrollment post graduation.
3. Increased participation, attendance, and improved grades for our high risk populations.
4. 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.
5. Cohorts meet Bi monthly to focus on improving attendance, grades, and behavior to ensure students are promoted to the next grade level while ensuring communication with parents for students of concern. Cohorts also meet to discuss planning for grade-specific activities to engage students.
6. Multiple clubs on the campus provide support for the education of the whole child
7. Increased offering of club choices and increased participation by both students and adult advisors.
8. Counseling department encompasses social/emotional wellbeing of students as well as looking into post-high school opportunities our students may be interested in; Increased involvement in different college fairs, career fairs, and finance fairs allow students to try out different areas of interest.
9. Increased use of online platforms by teachers of various contents which in turn increases student achievement.
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.
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	10. Provision of 1:1 devices for all students, increased teacher use of online formats and platforms to provide instruction, and
		1. Students have identified a pathway for their educational/career plan.
		2. When students have a significant adult on campus, they will feel supported. Reduced number of students who do not identify a significant adult on campus.
		3. Increased participation in activities that promote school pride and student engagement.

	-Consistent communication between teachers and families regarding student absences (School Messenger and Talking Points) -Establish engaging activities					
Tutoring will be made available to 100% of the students.	Ensure equal access to students requesting tutoring programs on campus by communicating program hours and availability. -After school tutoring is offered to all students and access is communicated to all students and parents through Talking Points and email. -HETS (OLA) Tutoring -Upward Bound Tutoring -After School Special Education/504 Tutoring -Teacher offered tutoring supports during school day	Yearlong	WSF CLSD HETS Upward Bound Title 1	Tutoring sign in sheets	Quarterly	
School will reach a 95% participation rate in SBA English and Math as well as Biology EOC tests. School will decrease "rush" red flags on iReady by 3% in each testing window. ACT college readiness indicator will increase by 3%.	Testing schedules will be coordinated between departments and communicated to all stakeholders. The College and Career Readiness Committee will develop and implement ways to create a positive test culture: • teach students to care, • positive posters, • positive incentives, • promote test dates, • test prep • test related skills Create a school environment that is	Yearlong	WSF Title 1	Strive Hi iReady ACT College and Career Readiness Committee Minutes	Tri annually Monthly	

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	conducive to testing.					
100% of targeted students who are reading below an 8th grade level will be placed in a reading intervention class.	To improve student literacy through family engagement, the school will utilize a text messaging platform to increase school-home communication. All students will be screened to establish a baseline ELA level using iReady. Students identified at RGL 2-5 will be placed in a targeted reading intervention class using the Third Quest curriculum and their progress will be monitored using regular formative assessments. Students identified at RGL 6-8 will be placed in a targeted reading intervention class using the "Language Live" curriculum.	Yearlong	WSF CLSD	DIBELS iReady	Annually	
Create baseline data on family engagement activities.	To improve family engagement, the school will utilize communication platforms to increase school-home communication.	Yearlong	WSF CLSD Title I	School Messenger Talking Points School Info App	Quarterly	
100% of students who are identified as needing RTI support are receiving RTI support.	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. Student supplies needed for educational learning provided by WSF/TItle 1 funding (Approval by Executive Committee)	Yearlong	Title 1 ALPSS WSF	SCC EA master schedule Attendance Committee minutes Tech google sheets	Quarterly	

	increased scores on statewide assessments.	

Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2023-24: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
• Establish baseline data for 9th Grade Academy pathway selection • Establish school wide baseline data for significant adult • Establish baseline data for student participation in activities (clubs, sports, etc) that promote school pride and student engagement	• By end of Q1, 50% of 9th Grade Academy students have selected a pathway • By end of December 2023, 75% of students have identified a significant adult • Number of activities (clubs, sports, etc) offered by December • Number of students who participated in activities offered by December	• By end of Semester 1, 100% of 9th Grade Academy students have selected a pathway • By end of May 2023, 100% of students have identified a significant adult • Number of activities (clubs, sports, etc) offered by May • Number of students who participated in activities offered by May

Student Outcomes (SY2023-24)

| 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)
100% of 9th Grade Academy students will have selected a	9th Grade Academy students will be enrolled in a Transition to High School	Semester 1	WSF Title 1	Transitions to High School course	Monthly	

pathway by the end of semester 1 of the current school year.	course in Semester 1. CTE Student Ambassadors will promote pathways in the Transition to High School course.					
100% of students will be surveyed to identify a significant adult by the end of May 2023.	Counselors will administer a survey to students. Counseling department will compile significant adult data and notify faculty/staff members who were identified as a significant adult. Grade level cohorts will review significant adult data to target students who did not identify a significant adult and create a plan to follow up with those students.	Yearlong	WSF Title 1	9th grade through Transitions to High School 10th-12th done through ELA or Social Studies Grade level cohorts	Quarterly	
100% of administration, students, faculty and staff will be represented in twice monthly meetings to look at ways to improve school culture, morale and established traditions.	Executive leadership meetings Respective members of the executive council will review information with named stakeholders at appropriate meeting times (ie. staff, department, or student council meetings).	Yearlong	WSF Title 1	EC Meeting minutes	twice Monthly	
Decrease chronic absenteeism by 3.5%	The Attendance Team will monitor interventions and goals and report out results. -Counseling PLC to monitor individual attendance -Grade Level Cohorts to promote positive attendance rates for individual students -Home visits from School Social Worker and Counselors	Yearlong	WSF Title 1	Daily Attendance Rate LEI Kulia Incentives Core Notes Parent Teacher Conferences Contact Log Talking Points Executive Council Notes Counselor PLC Notes	Monthly	

Staff Outcomes (SY2023-24)

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)
100% of classes will be taught by teachers who are HQT in that area	100% Teaching lines will be done through a designated leadership team process that prioritizes placing teachers in the classes they are the most qualified to teach.	Yearlong	WSF	Master Schedule Non Hawai'i Qualified Teacher Letters	Semester	
100% of faculty and staff will be provided with PD opportunities that support school needs.	Increase and support PD opportunities for focused areas supporting student learning. 100% of faculty will promote a positive testing culture. Provide continued support measures for all faculty and staff (with specific support for new teachers). EC to suggest PD for meeting school needs. All faculty will be trained and supported in comprehensive literacy instruction focusing on critical content with emphasis on strategies for vocabulary, comprehension, and writing.	Yearlong	WSF Title I CLSD	PD Tracker BERC data PLC minutes CLSD walkthroughs Pacing Guides(Power Standards) NSOP Monitoring minutes TSS AVID	Quarterly	
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. (WASCR.1) Grade Level Cohorts, Content Level	Yearlong	WSF Title I	PLC meeting minutes EC Meeting Minutes	Annual	

	Alternative Learning programs and supports - • Ulupono • Intensive Learning Center • Fully Self Contained • Alternative Learning Center, • Community Based Instruction • Reading/Writing Workshop • ELL program • AVID Edmentum 1-to-1 Computers					
100% of students will be provided with college and career learning opportunities	These are available to students: • College/Career EA • HETS • Project Ho'oku'i • Naviance • CTE Redesign Program of Study • AVID Class & Strategies Campuswide • AP/Honors Courses • NSOP Standards (9th Grade Academy, 10 -12 Pathway structure) • Early College Courses • ACT • STEM/CTE/Academic (honors) • 9th Grade Essential Elective - Transition to High School • Upward Bound • Hawai'i P-20 • Robotics Program (VEX/FIRST) • CTSO • College and career fairs	Yearlong	WSF Title I Hawai'i P-20	HETS Logs Career Fair Sign In Sheets Naviance data College and Career Readiness Committee minutes AP Scores NSOP Standards Rubrics Early College rosters ACT student count Science Dept. minutes STEM/CTE Academic honors list CCRI Report	Quarterly	

	Groups. Attendance Team (established through the executive board) to address chronic absenteeism. The Executive Committee will review our comprehensive needs assessment and review and plan PLC protocols for the year. Teachers will be provided updated technology (laptops, projection devices, media, academic online programs/supplementals) to support and increase student achievement.					
100% of teachers will implement literacy strategies/"The Principles of Explicit Instruction" daily	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. Literacy instruction will be designed to encourage and engage students from all cultural backgrounds.	Yearlong	WSF CLSD	CLSD Walkthrough data collection (Short Stop Forms) Accountability Spreadsheet	Quarterly	
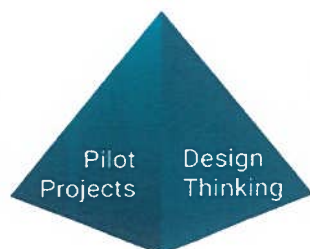
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. SY23-24 Kea'au High School will be implementing a Project Based Learning (PBL) ALC program. Continue to revise the Ulupono project to better support the students. NSOP ambassador programs to support the Academy and Pathways offered at the School.	*Please describe your conditions for Success:* Making sure there is a good fit for the students with the teachers in the classroom using PBL practices Flexible school schedule and strengthening the school/community partnerships. Advisory Boards and strengthening student voice.

SY22-23 Addendum for Academic Plan - all schoolwide (SW) program plan requirements must be addressed in the Academic Plan if applicable.
KHS AcPlan 8-11-12 (old)
CNA Outline 11-3-22
*Data Analysis for CNA