Academic Plan for School Year 2023-24

[School: Kau High & Pahala Elementary 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).


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): Sharon Beck

 Principal’s signature: Sharon Beck Date: 04-14-2023

 Complex Area Superintendent (print): Stacey Bello

 Complex Area Superintendent’s signature: Date: 4-14-2023

 [Ka‘u High & Pahala Elementary], [Version 2], [April 13, 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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity SW 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap?</td>
<td>What are your Enabling Activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Subgroup</th>
<th>Achievement Gap &amp; Measurable Outcome</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Achievement Gap - High Needs Students</td>
<td>High Needs, SPED, EL, MEP, MVP</td>
<td>ELA proficiency for high-needs students will increase by 10% (25% - 35%) SW 1</td>
<td>If we: Focus on 1) Transforming Teaching &amp; Learning, 2) Transforming School Design, and 3) Transforming Civic and Business Engagement, to improve C.A.R.E. for all stakeholders, (including students, families, staff, faculty, alumni, and community members), in the following ways: C - Culture &amp; Connectedness - KHPES will build a foundation of support, respect, kindness and collaborative partnerships with all stakeholders resulting in an increased sense of belonging, connectedness, and pride, guided by our school-wide core beliefs, in which we embrace cultural diversity and demonstrate caring for students, families, our community and our school. (1.6: Family Literacy, 1.7: Culturally Relevant Learning): - Core Belief #1: All students can learn. - Core Belief #2: Each student is a valued individual with unique physical, social, emotional, and intellectual needs. - Core Belief #3: Students learn in different</td>
<td>Schoolwide Instructional Strategies, Progress Monitoring - Lexia, STAR, IBA, ICA, etc., CLSD - Explicit Instruction, Vocabulary, Academy &amp; Achievement Teams - Student Data, short cycle assessments, MTSS - KKP Cohort participation</td>
</tr>
<tr>
<td>ELA Achievement Gap - Non-High Needs Students</td>
<td>Non-High Needs</td>
<td>ELA proficiency for non-high needs students will increase by 10% (33% - 43%) SW 1</td>
<td></td>
<td>Schoolwide Instructional Strategies, Progress Monitoring - Lexia, STAR, IBA, ICA, etc., CLSD - Explicit Instruction, Vocabulary</td>
</tr>
</tbody>
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[Kā'ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
<table>
<thead>
<tr>
<th>Math Achievement Gap - High Needs Students</th>
<th>Math proficiency for high-needs students will increase by 10% (8% - 18%) SW 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Achievement Gap - Non-High Needs Students</td>
<td>Math proficiency for non-high needs students will increase by 10% (18% - 28%) SW1</td>
</tr>
</tbody>
</table>

A - Academics & Achievement - KHPES endeavors for all students to be highly-engaged in rigorous, creative, and innovative academic curriculum and powerful applied learning experiences aligned to post-secondary success. Academic proficiency will improve through comprehensive literacy instruction, multi-tiered systems of support (MTSS), and improved Tier 1 instruction. (1.2: Integration of comprehensive literacy instruction)

R - Relevance, Rigor, and Relationships - KHPES provides students with career-connected learning through exposure, exploration, and experiences aligned to careers, passions, and personal interests. Students gain valuable knowledge, skills, and opportunities to develop their college, career, and community readiness through project based learning, design thinking, community partnerships, and innovative learning activities. Students are also able to apply and connect their learning with the achievement of their aspirations. (1.3: Serving the needs of all learners)

E - Equity & Excellence - KHPES designs, implements, and monitors systems using the HMTSS infrastructure that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders to ensure student success and equitable access for all stakeholders. (1.4: Identification of students in need, (1.5: Targeted Support)

Then, all students, including EL, SPED, MEP, and MVP students, will demonstrate increased engagement and...
<table>
<thead>
<tr>
<th>Early Literacy</th>
<th>Early Elem 3rd Grade</th>
<th>Third Grade Literacy</th>
<th>Schoolwide Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment to from 47% to 86%. SW 1</td>
<td>Progress Monitoring - Lexia, STAR, IBA, ICA, etc.,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eighth Grade Literacy</th>
<th>7th &amp; 8th Grade</th>
<th>Eighth Grade Literacy</th>
<th>CLSD - Explicit Instruction, Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Percentage of eighth-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment from 63% to 71%. SW 1</td>
<td>Academy &amp; Achievement Teams - Student Data, short cycle assessments</td>
</tr>
</tbody>
</table>

| EL Students On-track | EL students | Increase the percentage of EL students on track to English proficiency from 5% to 45%. SW 1 | MTSS - KKP Cohort participation |

| 9th Grade On-Track | 9th graders | Increase in 9th to 10th grade on-time promotion from 88% to 94% (Percentage of first-time 9th graders promoted to 10th grade on-time) | |

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

1. Describe here your complex/school context for School Design and Student Voice. SW 6

Our context for School Design and Student Voice is guided by our C.A.R.E. School Improvement framework described above. All school goals and measurable outcomes align to our C.A.R.E framework. KHPES strives as a school and community ‘ohana to provide the best C.A.R.E. for all stakeholders, including students, families, staff, faculty, alumni, and community members. SW 5

In SY 22-23, KHPES was identified for More Rigorous Improvement (MRI) as part of our Comprehensive School Improvement (CSI) status for failing to show growth over a 5-year period in 2 key areas: ELA/Literacy Proficiency scores and Chronic Absenteeism. As part of our CSI-MRI status, KHPES completed a new Comprehensive Needs Assessment and new Academic Plan in a 30-60-90 Day Action Plan format.

The following are the targeted areas for improvement, which are aligned with our current C.A.R.E. School Improvement Framework:
- ELA/Literacy & Chronic Absenteeism
- School Redesign
- Comprehensive Curriculum & Tier 1 Instruction Management Plan
- Accountability, Timelines, Walkthrough Data
- Pacing Guides: Is what is written reflective of what is taught & assessed?
- Emphasis on Actual practices used vs. research-based practices

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Teacher Instructional Practices (Whole group instruction, differentiation, PBL), Professional Development, Regular Observations & Feedback

Student Tutoring & Extended Learning Opportunities

To provide excellent C.A.R.E., in School Year 2023 - 2024, Ka‘ū High & Pāhala Elementary School is focused on 3 main goals to guide our school improvement and student success outcomes:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Rationale</th>
<th>Context at KHPES</th>
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</thead>
</table>
| **1. Transform Teaching & Learning** | **The Why: Student Voice**<br>
Students' perspectives and aspirations are highly valued in the classroom, school, and community, and<br>
a. *influence the design* of educational programs, learning experiences, and school structure through student choice practices, and<br>b. *informs decisions* made by School Leaders.<br> We want to hear and reflect the values, opinions, beliefs, perspectives, languages and cultural backgrounds of students in the school. Teachers will utilize instructional approaches and techniques that are based on student choices, interests, passions, and ambitions. | **Focus on STUDENT LEARNING PRODUCTS & VOICE** through:<br>1. Project Based Learning & Academic Showcases to Build Student Agency - all students K-12 engage in PBL across multiple disciplines and engage in showcases and exhibitions for families, community, and business, utilizing:<br>- Technology & Design Thinking<br>- Inquiry and Problem Solving<br>2. Aligned, Comprehensive, Curriculum Guides (standards-based and industry vetted) - all courses utilize appropriate, industry standard instructional tools, materials, equipment, processes, technologies, certifications and assessments.<br>- Pacing guides for all courses reflective of actual practice/instruction.<br>- Use of new curricula (STEMScopes) and learning technologies (Nearpod, Flocabulary, EssayPop)<br>3. Utilize innovative, research based, and culturally appropriate instructional strategies, methods and pedagogy aligned to standards, with fidelity.<br>- Teachers conduct ongoing progress monitoring of all their students<br>- Teachers receive instructional support for PBL, Lesson Design/Delivery<br>- Teachers engage in instructional PD and workshops aligned to their needs<br>**Focus on CORE VALUES, BELIEFS & GROWTH MINDSET** through:<br>1. Multi-Tiered Systems of Support (MTSS) - progress monitoring of student data, timely interventions (individual teacher, teacher teams, or student-focus teams) and regular team meetings, use of data to provide appropriate interventions and support during W2N period.<br>2. Capacity Building - Professional Development opportunities to support their teacher growth and increase teacher efficacy through the exposure to and adoption of innovative instructional strategies and methods for diverse learners. |

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## 2. Transform School Design (TSD)

**K-12 College & Career Academy Model** -
Career academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. The career academy concept has three key elements:

- A small learning community (SLC)
- A college-prep sequential curriculum with a career theme
- An advisory board that forges partnerships with employers, higher education institutions, and the community

### The What: Academy Model

A purposeful design of Ka‘ū High & Pāhala Elementary School to ensure that *every student is highly engaged* in:

- A *rigorous, creative and innovative* academic curriculum,
- *their* learning environment, and
- *powerful* applied learning practices *aligned to college and careers*.

Ka‘ū High & Pāhala Elementary School is a K–12 College & Career Academy school that focuses on being effective in how we use time, curriculum, pedagogy, pathways, community partners, supports, decision-making collaboratives, and student products based on a specific college and career approach.

### Focus on INNOVATIVE CURRICULUM & LEARNING DESIGN through:

1. The Ka‘ū Academies K-12 School Design and Program Structure
   - EXPOSURE to College, Career, and Community possibilities (Grades K-6)
   - EXPLORATION of the career pathways to determine personal interests, skills, and aptitudes (Grades 7-8)
   - EXPERIENCES with careers, college, and community through work-based learning to build readiness for future (Grades 9-12)

2. College and Career Readiness - *College & Career Continuum*, Academy Advisory Board, Early College, Running Start, Work-Based Learning, Internships, Student Professional e-Portfolio, and the Ka‘ū College and Career Continuum (a guaranteed set of experiences and opportunities for all students K-12 every year to support their career and life goals)

## 3. Teacher, Community & Business Collaboration (TCC)

**K-12 College & Career Academy Model** -
Teams of teachers (grades K-2, 3-6, 7-8, 9–12 or 10-12) work across several academic and technical subjects, grouping students in cohorts for these classes and follow a program of study. The advisory board helps to identify a sequential set of experiential components that show students the applications of academic subjects to the career and college field and deliver work-based learning experiences (e.g., shadowing, community service, mentoring, internships, and apprenticeships).

### The How: Meaningful Ongoing Collaboration

Teachers continuously *team* with community and business partners to:

- reflect on and refine practice based on student data,
- utilize design thinking strategies to create meaningful learning opportunities,
- discuss and monitor student progress,
- identify community partnerships and opportunities, and
- mitigate challenges through change processes focused on *highly effective, student-centered practices that improve the school and raise student achievement*.

Quality school designs that meet the needs of ALL students are possible through powerful teacher and...
community collaboration and partnerships that are data-informed and allow for deep discussions about curriculum quality, instructional impact, and authentic assessment that leads to timely curriculum and support adjustments based on student performance data, and industry expertise for student college, career and workforce readiness.

2. Describe here your current and continuing initiatives that will further advance your 2023-24 School Design and Student Voice. SW 5

A: Current Initiatives

1. **Transforming Teaching and Learning.** Create a standards-based instructional focus.

- Curriculum guides (pacing guides/curriculum maps) are created and used by all teachers in planning effective instruction. It is a priority for all teachers to create curriculum guides with deconstructed standards and aligned to interim (STAR/IBA/ICA) and end of course (SBA/HSA/EOC) assessments with aligned formative and summative assessments and instructional strategies. Assistance for new or struggling teachers will be provided by instructional coaches and/or an outside professional development provider. An administrator or designated facilitator needs to be identified to work with instructional coaches or teachers to ensure that curriculum guides are created and implemented with fidelity. (Flygare, et.al)

- KHPES Leadership, instructional coaches, and complex area employees need to be visible in classrooms observing, monitoring, providing feedback, and determining needed supports for teachers. (Heflebower, et.al) Instructional Rounds, a collaborative process for observing, analyzing, and improving teacher and learning, should be implemented. Implementing Instructional Rounds will allow the school to diagnose the learning needs for students and educators, focus on and improve learning tasks, develop a shared vision of high-quality teaching and learning, and foster a collaborative culture that supports learning. The school should work with a facilitator to provide professional development on the structured process. (City, et.al)

- The school should design, communicate, and ensure implementation of research-based instructional methods that actually, meaningfully, and rigorously engage students in learning. Project-based learning (PBL) is a standards-based teaching method in which students are actively engaged in authentic problems and challenges and acquire transferable knowledge. Continued training and outlined expectations are needed in order to implement effective PBL in all KHPES K-12 classrooms. Research by the George Lucas Foundation found elementary science students improved in science and areas of social and emotional learning with a project-based approach. Early elementary students using project-based learning made more progress in social studies and informational reading than peers in traditional classrooms. Middle school students outperformed their peers in science and other core subjects and improved in group work when using project-based learning approach to science instruction. English Language learners in the PBL classrooms also did better than a comparison group on a language proficiency test. (www.lucasedresearch.org)

- Instruction must be continually informed by the assessment of student learning through intentional and ongoing formative assessment practices, interim assessments to determine progress toward mastery, and summative assessments to measure mastery. KHPES teachers at all levels need to assess their own students with Dibels and STAR assessments as tools used to monitor progress over time and to provide more intensive interventions.

- Assessments, both formative and summative, will be used to identify WIN groups based on the HMTSS framework. Based on test scores on the end of year assessment (Table 7) and the STAR Reading and Mathematics (Table 8 & 9), a more intensified approach to WIN time should be developed. Students should be receiving interventions in Reading, math, and science during WIN time. Because the groups should be fluid, students should be moving in/out of groups based on the assessments every nine weeks. Enrichment groups can be offered based on student choice but students should be receiving targeted interventions during this time. WIN time is recommended to be 30-45 minutes in length.

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2: **Transforming the School Design.** Continue the transformation through the College and Career Academy Model.

- The KHPES College and Career Model is a K-12 Implementation. Career-connected learning should be adopted at all grade-levels. Research has shown early exposure to career awareness and interventions beginning at the elementary level and carried through middle school and then through high school is critical to the college and career readiness of students. Since career development involves a life-long process that begins during early childhood, there is a clear need for evidence-based college and career readiness interventions for students beginning in elementary school. The formation of personal and career self-concepts occur at an early age. This means that proactive and intentional guidance to support the exploration of careers while building college expectations is key to student success. The use of the NCAC National Standards of Practice should be utilized in the design of the K-12 model with alignment to the elementary, middle, and high school rubrics. ([https://www.ncacinc.com](https://www.ncacinc.com))

- Teachers engage in ongoing collaborative work to develop units, lessons, and instructional strategies focused on grade-level expectations. Leadership should ensure a consistent approach to the structure in all grade level meetings and make PLC meetings a priority. KHPES leadership and instructional coaches should be present at all PLC meetings to ensure a data-driven results-oriented approach is taken. Intentional scheduling of common planning should be evident in the master schedule. This time is used for curricular integration and planning and resolution of student problems through analysis of student data. All teachers should consistently participate on a weekly basis. Collaboration among teachers leads to interdisciplinary units allowing students to learn about the academy themes through application of multiple disciplines. Continued support of team leaders and teacher teams is needed to ensure that meetings are highly effective and have a focus on student achievement.

The school adjusts the WIN time structure to be aligned to the HTMSS framework. HTMSS is a data-driven, team-based decision-making framework focused on positive outcomes for every student through a continuum of evidence-based practices. KHPES students should be in targeted interventions based on formative and interim assessments. KHPES leadership needs to ensure all staff are trained on the new data system.

3: **Transforming Business and Community Engagement.** Fostering Family-School Connections with the Marshallese Community.

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- Hire a Bi-Lingual/Bi-Cultural School Home Liaison. By hiring someone from the Marshallese community they will be able to work with Marshallese students and their parents to ensure the successful transition from high school to post-secondary or the workforce. They can also work with the various agencies to help provide assistance where needed.

- Recruit teachers with backgrounds and qualifications to teach students from Micronesia and other English learners. In the focus groups, some students related wishing there could be teachers who looked like them and understood what it was like to be Marshallese.

- Continue to work with Student Transportation Branch to provide equitable transportation to KHPES.

- Have one or two adults at the late bus greeting students and ensuring they move quickly to class.

- Provide opportunities for multicultural education for students and faculty. Some of the Marshallese students stated during the student focus group they would like for teachers to learn more about the Marshallese culture and provide culturally relevant instruction.

B: Continuing Initiatives

KHPES has launched a new, innovative initiative called the Kaʻū Global Learning Lab (KGLL). The KGLL is a comprehensive and holistic Community Resilience Model with the vision of a vibrant, thriving, and sustainable Kaʻū; based on the belief that the foundation of any successful community is learning. Our KGLL strategy is to synergize the best knowledge, resources and influencers globally and locally through a collaboration of civic leaders, business partners, industry innovators and educational visionaries who provide access to knowledge, resources, capital, partnerships and opportunities to ensure the success, sustainability and innovation of the Kaʻū community into the future.

The four major outcomes of the KGLL, to ensure a vibrant, thriving, and sustainable Kaʻū, are:

1) School Redesign - Transitioning to a new, innovative K-12 “college & career academy” model, with a focus on student voice and teacher collaboration, to improve C.A.R.E. at KHPES;

2) Career & Community Readiness - Increasing pathways to higher education, training, and industry certifications, for students, and eventually community;

3) Developing Youth Leaders of Kaʻū - the development of global youth leadership opportunities; and

4) Sustainable People & Place - Harnessing resources and infrastructure to support sustainable community enterprise and preservation of natural resources.

As part of the Kaʻū Global Learning Lab, students in all grades, PK-12, will benefit from an educational program of study to integrate hands-on and project-based learning, student choice and student voice, community partnerships and teacher collaboration to realize the Hawai‘i Department of Education’s (HIDOE) High Impact Strategies for Student Success and the State of Hawaii Public Education 2023-2029 Strategic Plan (First Phase). Highlights include:

- “Welcome Back” program for new students
- Internship Program
- Full-time Farm Manager and Part-time Farm Technician
- Certificate in Landscaping, Farm Work, and Agriculture from Hawai‘i Community College
- Project-Based Learning Professional Development for Teachers
- Brand Strategy Student Branding Team - developed Brand Promise, New school Mission and Vision statements
- PK-12 Design & Innovation Lab (Creative Media Studio, Maker Space, Design Lab, Collaboration Space)

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- Student Support Services - tutoring support, afterschool tutoring
- Professional Development Offerings - National Conferences (WIDA, NCAC, ASCD, ISTE, NCTM, CEC), Local Conferences (ACTE, HAMLE, SOTF, Insight Onsite), workshops
- Community Work Days - educational workshops on the school farm
- County Innovation Grant Projects - Aquaponics
- Food Distribution to the Nāʻālehu Resilience Hub
- Grades 7-12 Student Digital Portfolios

Other major initiatives that are a part of our School Redesign include:
- Inclusive Schools Training with Stetson & Associates, part of a KKP Complex Grant
- Comprehensive Literacy State Development (CLSD) Grant with KKP Complex
- Explicit Instruction with Anita Archer’s 16 Elements
- Achievement Teams with Steve Ventura
- MTSS Development and Implementation

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

A. Collaboration and Partnership Support - Our KHPES and Kaʻu GLL conditions for success relies on strong collaboration and partnerships. Currently, our partners include the:

- **Public, Non-Profit, and Private Partnerships:** State of Hawai‘i, Hawai‘i County Mayor’s Office, Hawai‘i Executive Collaboration, KTA Superstores, Hawai‘i Department of Education, Castle Foundation, Freeman Foundation, Stupski Foundation, Strada Impact, Y. Hata Ltd., Hawai‘i Agricultural Foundation, Hawai‘i Community Health Center, Hawai‘i Health & Harm Reduction Center, Hawai‘i Volcanoes National Park Junior Ranger Program, and MyFarm Japan.

- **Community Partners:** O‘O Kaʻu Kākou, Kaʻu Valley Farms, Kuahiwi Ranch, Bee Boys, Hawaiian Mac Nut Services, Navarro Coffee Farms, The Nature Conservancy, Hawai‘i Wildlife Fund, Ace Hardware Nāʻālehu, Food Corps, Food Ingredient and Health Research Institute, Sustainable Biosystems LLC, Nalo Farms, Parker Ranch, Manadina Farm, Artemis Smiles, Island Aquaponics & Tilapia Hatchery, Kaʻu Coffee Mill, Kaʻu Calendar, Kaʻu Hospital, Kaʻu Rural Health Clinic, Punaluʻu Bake Shop, Mauka to Makai Café, and TLC Unlimited.

- **Education Partners:** Hawai‘i Community College, Claremont McKenna College, Punahou School, and the University of Hawai‘i.

- **Consultant Partners:** Dr. Steve Ventura (Student Achievement - Advanced Collaborative Solutions), Dr. Anita Archer (Explicit Instruction - Literacy & Reading), Dr. Jay Steele (National Career Academy Coalition (NCAC), Steele Dynamics), Dr. Kelly Henderson (NCAC, Academy Teams, Project Based Learning), Dr. Nicole Cobb (NCAC, Academy Counseling), Dr. Michelle Wilcox (NCAC, Digital Portfolios), Wesley Yul (Yuureka Math, Instruction and Learning Support), a former Hawai‘i DOE Math Teacher and Content Specialist, Dr. Cyndi Short (Inclusion - Stetson & Associates)

B. Community Grants - For SY21-22, KHPES has received the following grant support from our community partners:

- Governor's Emergency Education Relief (GEER) Grant - $449,750 for a 21st Century Collaborative Learning Spaces, Student Voice Opportunities & Internships, and Teacher Collaboration & Professional Development.
- Strada Education Foundation - $250,000 for paraprofessional staff support, Instructional Supplies, Teacher Training
- Freeman Foundation - $50,000 for dual credits, college credits, college readiness
- County of Hawai‘i - $75,000 for the design/build of a new Aquaponics system and Ag program sustainable development
- GEAR UP - $68,733 Requested: For college application support, credit recovery, summer academic camps, early college support, writing workshops

Community Grants - For SY22-23, KHPES has received the following grant support from our community partners:

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- Strada Education Foundation - $190,000 for staff support, teacher training, student engagement, college/career readiness
- Stupski Foundation - $35,000 for installation of Aquaponics system
- Stupski Foundation - $57,000 for Ka'ū Global Learning Lab Strategic Planning
- Hawai'i Ag Foundation - $1,262.50 for student farm internships
- Hawai'i Ag Workforce - $10,000 for Agriculture workforce development
- Hawai'i Health & Harm Reduction Center - $10,000 for Health, Wellness, and other related school activities

Community Grants - For SY23-24, KHPES has received the following grants:
- Strada Education Foundation - $45,000 to support teacher professional development
- Hawai'i Health & Harm Reduction Center - $10,000 for Health, Wellness, and other related school activities
- Central Pacific Bank Foundation - $5,000 to support Student Global Study Opportunity in Japan
- Ace Hardware - $5,000 to support Student Global Study Opportunity in Japan

KHPES has applied for the following grant with our community Partner, Recycle Hawai'i:
- United States Environmental Protection Agency - $900,000 to support a 3-year, student resource ambassador community education program for KHPES students

C. Reorganization of schools administrative structure - KHPES has streamlined its organizational structure with the following major changes:
- Departments are now organized as Academy Teams: Elementary PK - 6, Middle School 7-8, High School 9-10, High School 11-12. Generally, Academy Teams share common students.
- Achievement Teams (PLCs) are organized as: PK-2, 3-6, 6-12 Math, 7-12 English, 7-12 Social Studies, 7-12 Science, 7-12 CTE/Electives, Counselors, SPED, EL. Generally, Achievement Teams (PLCs) have common standards. (CCSS, NGSS, ELA, Computer Science)
- Administrative Team has designated Leads for major school operations/functions:
  - Student Academic Affairs Counselor - Lead for Counseling, Student Support Services, Testing, Attendance, SEL (Counselors, SBBH, SSC)
  - Director of Curriculum & Instruction - Lead for Academics, Instruction, Coaches, PD, Data, Ac Plan, CNA, WASC, Technology
  - Athletic Director - Lead for Athletics, BIIF, Operations Support
  - Principal - Lead for EES, Financial Plan, School Community Council

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<thead>
<tr>
<th>SY 2021-22 Measurable Outcomes</th>
<th>SY 2022-23 Measurable Outcomes</th>
<th>SY 2022-23 Measurable Outcomes</th>
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</thead>
<tbody>
<tr>
<td>What are your Measurable Outcomes around School Design and Student Voice? * See Below</td>
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**What are you designing?**

The purposeful design of Ka'ū High & Pāhala Elementary School to ensure that every student is highly engaged in

a) A rigorous, creative and innovative academic curriculum.

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b) *their* learning environment, and

c) powerful *applied* learning practices aligned to college and careers

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<tr>
<th>Culture &amp; Connectedness</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
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<tbody>
<tr>
<td>SY 2021-22</td>
<td>Chronic Absenteeism</td>
<td>Decrease student chronic absenteeism from 43% to 29%. (State Target: 13%)</td>
<td>WASC 2021 Strive HI</td>
</tr>
<tr>
<td>SY 2022-23</td>
<td>Chronic Absenteeism</td>
<td>Actual Data 63% SY 22-23 Goal 19% (State Target: 11%)</td>
<td>Chronic Absenteeism 9% (State Target: 9%)</td>
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<tr>
<td>SY 2023-24</td>
<td>Choose Aloha</td>
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<tr>
<th>Culture &amp; Connectedness</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2021-22</td>
<td>Improve School Climate for Students</td>
<td>Increase percentage of students reporting positive school climate as measured by the School Quality Survey from - 60% to 67% for secondary (6-12), and - 77% to 85% for elementary (3-5)</td>
<td>SQS Strive HI</td>
</tr>
<tr>
<td>SY 2022-23</td>
<td>Improve School Climate for Students</td>
<td>Actual Data Upper Elementary (For Grades 3-5) 64% Secondary (For grades 6-12) 54% School Quality Survey Goal: - 70% for secondary (6-12), and - 90% for elementary (3-5)</td>
<td>Hire Marshallese Bilingual/Bicultural School Home Liaison Marshallese Bilingual/Bicultural Community Coordinator to support implementation of a Community School Model</td>
</tr>
<tr>
<td>SY 2023-24</td>
<td>Improve School Climate for Students</td>
<td>School Quality Survey - 75% for secondary (6-12), and - 95% for elementary (3-5)</td>
<td>Choose Aloha Student Activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement &amp; Academics</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcome</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2021-22</td>
<td>Achieve Elementary</td>
<td>Measurable Outcome</td>
<td>[Ka'ū High &amp; Pāhala Elementary], [Version 2], [April 13, 2023]</td>
</tr>
<tr>
<td>SY 2022-23</td>
<td>Achieve Elementary</td>
<td>Measurable Outcome</td>
<td></td>
</tr>
<tr>
<td>SY 2023-24</td>
<td>Achieve Elementary</td>
<td>Measurable Outcome</td>
<td></td>
</tr>
<tr>
<td>Measurable Outcomes</td>
<td>Outcomes</td>
<td>Measurable Outcomes</td>
<td>SW6</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| **Academic Proficiency** | Raise Academic Proficiency in ELA, Math, Science  
  - ELA from 26% to 38% (State Target: 60%)  
  - Mathematics from 9% to 27% (State Target: 51%), and  
  - Science from 11% to 31% (State Target: 49%) | ELA Actual Data = 23%  
  - SY22-23 ELA Goal = 56% (State Target: 66%)  
  - Mathematics Actual Data = 12%  
  - SY 22-23 Mathematics Goal = 46% (State Target: 58%)  
  - Science Actual Data = 8%  
  - SY 22-23 Science Goal = 44% (State Target: 54%) | Academic Proficiency  
  - ELA = 73% (State Target: 73%)  
  - Mathematics = 66% (State Target: 66%)  
  - Science = 58% (State Target: 58%) |
| **Early Literacy - Third Grade Literacy** | Increase percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment to from 25% to 42%. (State Target: 86%) | Strive HI  
  - Early Literacy - Third Grade Literacy | Early Literacy - Third Grade Literacy  
  - Actual Data = 47%  
  - SY 22-23 Third Grade Reading Goal = 80%. (State Target: 86%) | Early Literacy - Third Grade Literacy  
  - Third Grade Reading = 86%. (State Target: 86%) |
| **Eighth Grade Literacy** | Increase percentage of eighth graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment from 48% to 63%. (State Target: 79%) | Strive HI  
  - Eighth Grade Literacy | Eighth Grade Literacy  
  - Actual Data = 49%  
  - SY 22-23 Eighth Grade Reading Goal = 71%. (State Target: 79%) | Eighth Grade Literacy  
  - Eighth Grade Reading = 79%. (State Target: 79%) |
| **9th Grade** | Increase in 9th to 10th | Strive HI  
  - 9th Grade | On-time promotion = | WIN - 9/10 tutoring |

[Ka‘ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
<table>
<thead>
<tr>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE completers</td>
<td>Increase CTE Completers from 74% (May '21) to 80% (May '22).</td>
<td>Strive HI</td>
<td>CTE completers</td>
<td>Actual Data = 71%</td>
<td></td>
<td>CTE Completers</td>
<td>Actual Data = 85%</td>
<td>GLL/Academy</td>
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</tr>
<tr>
<td>Dual Credits, Early College</td>
<td>Increase percentage of high school students who earned 6 or more college credits from 12% to 20%.</td>
<td>Dual Credits, Early College</td>
<td>Actual Data = 14%</td>
<td>SY 22-23 CTE Completers Goal = 70%</td>
<td></td>
<td>Dual Credits, Early College</td>
<td>6 or more college credits = 30%</td>
<td>Early College Running Start</td>
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</tr>
<tr>
<td>Internships</td>
<td>Increase the number of students who participated in an internship from 0 to 8.</td>
<td>Internships</td>
<td>Internships</td>
<td>Actual Data = N/A</td>
<td></td>
<td>Internships</td>
<td>Internship participation = 25.</td>
<td>GLL Internship Program</td>
<td></td>
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</tr>
<tr>
<td>Industry Certifications</td>
<td>Increase the number of students who obtained industry certification from 8 to 15.</td>
<td>WASC 2021 Strive HI</td>
<td>Industry Certifications</td>
<td>Actual Data = N/A</td>
<td></td>
<td>Industry Certifications</td>
<td>Industry certification = 25.</td>
<td>Industry Certifications College Certificates</td>
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</tr>
</tbody>
</table>

**Relevance, Rigor & Relationships**

**SY 2021-22** Measurable Outcomes

**SY 2022-23** Measurable Outcomes

**SY 2023-24** Measurable Outcomes

*Achievement Gap = Performance differential between high-needs*
<table>
<thead>
<tr>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Source</th>
<th>Area</th>
<th>Achievement Gap &amp; Measurable Outcomes</th>
<th>Enabling Activity SW6</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Students On-track</td>
<td>Increase percentage of EL students on track to English proficiency from 9% to 27%.</td>
<td>Strive H1</td>
<td>EL Students On-track</td>
<td>Actual Data = 5% SY 22-23 EL on track Goal = 35%.</td>
<td>EL Students On-track MTSS/CORE RTI</td>
</tr>
<tr>
<td>ELA Achievement Gap - High Needs Students</td>
<td>Increase achievement in ELA proficiency for high-needs students from 25% to 50%.</td>
<td>Strive H1</td>
<td>ELA Gap - High Needs Students</td>
<td>Actual Data = 22% ELA proficiency for high-needs students Goal = 60%.</td>
<td>- CLSD</td>
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<td>- Lexia</td>
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<td>- Third Quest</td>
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<td>- STAR</td>
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<td>- Explicit Instruction</td>
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<td>- Focus on Tier 1</td>
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<td>- Achievement Teams</td>
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<td>- MTSS/CORE RTI</td>
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<td>- Inclusive Schools</td>
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<td>- Academic Intervention Quarterly Meetings</td>
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<td></td>
<td>- Additional help for disadvantaged populations: ELL, SpEd, MVA, and MEP</td>
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</tr>
<tr>
<td>ELA Achievement Gap - Non-High Needs Students</td>
<td>Increase achievement in ELA proficiency for non-high needs students from 33% to 60%.</td>
<td>Strive H1</td>
<td>ELA Gap - Non-High Needs Students</td>
<td>Actual Data = 30% SY 22-23 ELA proficiency for non-high needs students Goal = 70%.</td>
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<td></td>
</tr>
<tr>
<td>Math Achievement Gap - High Needs Students</td>
<td>Increase achievement in Math proficiency for high-needs students from 8% to 50%.</td>
<td>Strive H1</td>
<td>Math Gap - High Needs Students</td>
<td>Actual Data = 22% SY 22-23 Math proficiency for high-needs students Goal = 60%.</td>
<td></td>
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</tr>
</tbody>
</table>

[Ka‘ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
<table>
<thead>
<tr>
<th>Math Achievement Gap - Non-High Needs Students</th>
<th>Increase achievement in Math proficiency for non-high needs students from 18% to 60%.</th>
<th>Math Gap - Non-High Needs Students</th>
<th>Actual Data = 10% SY 22-23 Math proficiency for non-high needs students Goal = 70%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Gap - Non-High Needs Students</td>
<td>Math proficiency for non-high needs students = 80%. Math proficiency for non-high needs students will increase by 10% (18% - 28%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Why you are implementing them?**

1. We value all students and want to ensure equity and excellence for all learners. We want to hear and reflect the values, opinions, beliefs, perspectives, languages and cultural backgrounds of students in the school.

2. Personalization of learning through Student Voice and Choice will increase student engagement and relevance and is best supported by teachers who utilize instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

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

1. Improvement in Student success outcomes
2. Improvement in the Areas identified in our CARE framework.

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

1. Improvement in Student Achievement outcomes
2. Improvement in the Areas identified in our CARE framework.

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

1. Improvement in Student Achievement outcomes
2. Improvement in the Areas identified in our CARE framework.
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.

### Culture & Connectedness

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures SW 3</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add beginning of the year measurements here.</td>
<td>Add throughout the year measurements here.</td>
<td>Add end of year goals here.</td>
</tr>
<tr>
<td><strong>Chronic absenteeism = 43%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SQS Student Positive Response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - 60% Secondary (6-12), and | - Staff, students, and parents surveys. | **Goal for SY 23-24**
| - 77% Elementary (3-5) | - Hire Marshallese Bilingual/Bicultural School Home Liaison | **Chronic absenteeism = 9%**
| | - Marshallese Bilingual/Bicultural Community Coordinator to support implementation of a Community School Model | **Goal for SY 22-23**
| | | **Chronic absenteeism = 19%**
| | | **Marshallese Bilingual/Bicultural School Home Liaison**
| | | **PREL Community School Model**
| | | | **Goal for SY 23-24**
| | | | **School Quality Survey**
| | | | - 75% for secondary (6-12), and
| | | | - 95% for elementary (3-5)
| | | **Goal for SY 22-23:**
| | | - School Quality Survey
| | | - 70% for secondary (6-12), and
| | | - 90% for elementary (3-5)

### Achievement & Academics

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures SW 3</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add beginning of the year measurements here.</td>
<td>Add throughout the year measurements here.</td>
<td>Add end of year goals here.</td>
</tr>
<tr>
<td><strong>ELA Proficiency = 26%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | - school wide walkthroughs | **Goal for SY 23-24**
| | - coaching observations | **ELA Proficiency = 73%**
| | | **Goal for SY 22-23:**
| | | **ELA Proficiency = 56%**

[Ka'u High & Pāhala Elementary], [Version 2], [April 13, 2023]
| Mathematics Proficiency = 9% | - Third Quest, STAR, Lexia and DIBELS (improve fluency and comprehension)  
- DLP #s of students participating in distance learning PK-12 | Goal for SY 23-24 Mathematics Proficiency = 66%  
Goal for SY 22-23: Mathematics Proficiency = 46% |
| Science Proficiency = 11% | | Goal for SY 23-24 Science Proficiency = 58%  
Goal for SY 22-23: Science Proficiency = 44% |
| Third Grade Literacy = 25% “At or Near” or “Above” | - Elementary Vertical Data | Goal for SY 23-24 Third Grade Reading 86%  
Goal for SY 22-23: Third Grade Reading = 80% |
| Eighth Grade Literacy = X% “At or Near” or “Above” | - STAR, Lexia and DIBELS | Goal for SY 23-24 Eighth Grade Reading = 79%  
Goal for SY 22-23: Eighth Grade Reading = 71% |
| 9th to 10th grade on-time promotion = 85% | - Report cards and grade monitoring  
- Department student academic progress review  
- Academic Probation Data - % of students with a D/F Semester/Final grades  
- WIN Schedule & Planning (SY21-22) | Goal for SY 23-24 9th to 10th grade on-time promotion from = 94%  
Goal for SY 22-23: 9th to 10th grade on-time promotion from = 92% |
| High School Graduation Rate = 73% | - Advisory course support  
- PTP  
- KHPEK academic counseling and monitoring systems  
- Academic Probation Data - % of students with a D/F Semester/Final grades | Goal for SY 23-24 High School Graduation Rate = 89%  
Goal for SY 22-23: High School Graduation Rate = 83% |

<table>
<thead>
<tr>
<th>RELEVANCE, RIGOR &amp; RELATIONSHIPS</th>
</tr>
</thead>
</table>
| **Baseline Measurements**  
*Add beginning of the year measurements here.* | **Formative Measures SW 3**  
*Add throughout the year measurements here.* | **Summative Goals**  
*Add end of year goals here.* |

| CTE Concentrators = 74% | CTE Tracker (track every student by class and industry certification) | Goal for SY 23-24 CTE Completers = 85% (May ’24)  
Goal for SY 22-23: CTE Completers = 82% (May ’23) |
| Graduates with 6 or more college credits = 12% | AP data  
Early college  
AP data  
Early college  
DLP #s of students participating in distance learning PK-12 | Goal for SY 23-24 Graduates with 6 or more college credits = 30%  
Goal for SY 22-23: Graduates with 6 or more college credits = 25% |
| Participated in an internship = 0 students | WIN Schedule & Planning (SY21-22) | Goal for SY 23-24 Participated in an internship = 25 students |

[Ka'ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
| Obtained industry certification = 8 students | CTE Tracker (track every student by class and industry certification) | Goal for SY 22-23: Participated in an internship = 20 students |
| EL students on track to English proficiency = 9% | EL inclusion data | Goal for SY 23-24: EL students on track to English proficiency = 45%  
Goal for SY 22-23: EL students on track to English proficiency = 35% |
| ELA proficiency for high-needs students = 25% | - SpEd Inclusion data  
- MEP #s of students receiving services  
- MEP Tutoring hours provided by MEP Tutors  
- MVP #s of students receiving services | Goal for SY 23-24: Increase achievement in ELA proficiency for high-needs students from 25% to 35%.  
Goal for SY 22-23: ELA proficiency for high-needs students = 60% |
| ELA proficiency for non-high needs students = 33% | - school wide walkthroughs  
- coaching observations  
- EES observations  
- Third Quest, STAR, Lexia and DIBELS (improve fluency and comprehension)  
- DLP #s of students participating in distance learning PK-12 | Goal for SY 23-24: Increase achievement in ELA proficiency for non-high needs students from 33% to 43%.  
Goal for SY 22-23: ELA proficiency for non-high needs students = 70% |
| Math proficiency for high-needs students = 8% | - SpEd Inclusion data  
- MEP #s of students receiving services  
- MEP Tutoring hours provided by MEP Tutors  
- MVP #s of students receiving services | Goal for SY 23-24: Increase achievement in Math proficiency for high-needs students from 8% to 18%.  
Goal for SY 22-23: Math proficiency for high-needs students = 60% |
| Math proficiency for non-high-needs students = 18% | - school wide walkthroughs  
- coaching observations | Goal for SY 23-24 |

[Ka'ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
| - EES observations  
| - Third Quest, STAR, Lexia and DIBELS (improve fluency and comprehension)  
| - DLP #s of students participating in distance learning PK-12 | Increase achievement in Math proficiency for **non-high needs** students from 18% to 28%.  
Goal for SY 22-23: Math proficiency for non-high-needs students = 70%
## CULTURE & CONNECTEDNESS Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Complexity Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease student chronic absenteeism from 63% to 9%. (State Target: 9%) (Percentage of students who are absent for 15 or more days during the school year.)</td>
<td>*Staff</td>
<td>Yearlong</td>
<td>WSF/CLSD/GLL</td>
<td>Administration</td>
<td>Qtr</td>
</tr>
<tr>
<td><em>Staff</em></td>
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<tr>
<td>- Teachers and staff will implement and participate in Choose Aloha and demonstrate those beliefs daily, within instruction and personal interactions.</td>
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<tr>
<td>- Distance Learning Teachers monitor students on DLP.</td>
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<tr>
<td>- Community Learning Hub at Ocean View</td>
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<tr>
<td>- ALPSS</td>
<td></td>
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<tr>
<td>- Academy School Redesign to focus on PBL, Intentional Planning</td>
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<tr>
<td>- Development of Academy Programs of Study</td>
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<tr>
<td>- Weekly Counseling/Attendance Team meetings to review</td>
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<tr>
<td>- Faculty use of Talking Points to communicate home immediately regarding attendance/tardies</td>
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</tbody>
</table>

**Student**

- Participate in an Academic advising session to determine personal interests and a plan for achieving future goals
- MEP/MVP Support for student uniforms, supplies, tutoring, etc.
- ALPSS Program Options
- All students (PK-12) will engage in daily lessons that develop and model appropriate social skills (Choose Aloha) and that include culturally relevant texts and resources.
- Weekly Pilina

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[Kaʻū High & Pāhala Elementary], [Version 2], [April 13, 2023]
### Positive Student Responses

**School Quality Survey**
- 75% for secondary (6-12), and
- 95% for elementary (3-5)

**Staff**
- Hire Marshallse Bilingual/Bicultural School Home Liaison
- PREL Community School Model
- Coordinate student support programs and resources for Marshallse Students

**Student**
- Students and parents/guardians will participate in on-campus and virtual engagement opportunities through the following:
  - WIN
  - Internship Program
  - Infinite Campus Access
  - Marshallse Club
  - MEP/MV outreach
  - Community Programs
    - Community Farm Days
    - OKK events
    - Community Service opportunities
    - Ocean View Tutoring
  - Parent Communication for Low-Level Referrals
  - Elementary Morning Oli
  - Family Engagement Events SW 7
    - Monthly assembly (info) first Wednesday of every month
    - Back to school night (elementary) SEPT
    - Back to school night (inter) SEPT
    - Back to school night (High) SEPT
    - Literacy
    - Math night
    - Stem Night
    - Parent/Teacher conference
    - Every quarter plan drive throughs send home SQS
  - Food and Supplies Distribution Events:

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[Ka‘ū High & Pāhala Elementary], [Version 2], [April 13, 2023]
<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise Academic Proficiency in ELA, Math, Science</td>
<td><em>Staff</em></td>
<td>Yearlong</td>
<td>CLSD/WSF /Title I/CSI-MRI</td>
<td>Art and Literacy Coaches</td>
<td>Qtr</td>
<td></td>
</tr>
<tr>
<td>- ELA from 23% to 73%</td>
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<tr>
<td>- Mathematics from 12% to 66%, and</td>
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<tr>
<td>- Science from 8% to 58%</td>
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</tbody>
</table>

[Kaʻū High & Pāhala Elementary], [Version 2], [April 13, 2023]
- Externship Training w/ Dr. Kelly Henderson
  - Teacher Externship w/ Dr. Kelly Henderson
  - Action Planning w/ Dr. Jay Steele
  - Academy Alignment w/ Dr. Jay Steele
  - Student Ambassador Training w/ Dr. Jay Steele or Dr. Vanessa Garcia
  - Leadership Training w/ Dr. Vanessa Garcia
  - K-12 School Counselors w/ Dr. Nicole Cobb
- **Wesley Yuu** - Math support in instructional strategies and pacing guides.
- **CLSD**
  - Anita Archer - **Explicit Instruction** for Elementary & Secondary
  - Steve Ventura - **Achievement Teams/Power Standards/LISCs**
  - KHPES Instructional staff will implement the CSLD Literacy Plan and focus on the following:
    - Q1 - Vocabulary
    - Q2 - Engagement
    - Q3 - Judicious Practice
    - Q4 - Feedback
  - Teachers implement explicit instructional strategies with fidelity that will enhance Tier 1 instruction.
  - Literacy Coaches implement fidelity checks and provide support for teachers
  - Teachers will build collective teacher efficacy through learning of and utilizing the Achievement Team process (Steve Ventura) during weekly Achievement Team meetings.
  - Teachers will collect, chart, and respond to data by answering the four focus questions below:
    1. What are the assessment results strengths and gaps?
2. What skills and concepts were achieved from the learning target and what still needs to be learned?
3. Who did we teach effectively and who still needs help?
4. Which strategies were used effectively and which ones were not?
   • Site Visits to other schools & programs
   • KHPES staff will be provided with training and support on the use of the following tools, resources and data to support Tier I, II, and III intervention:
     ➔ STAR
     ➔ DIBELS
     ➔ MAZE
     ➔ Lexia
     ➔ Third Quest
     ➔ HMTSS Student Concern Process (CORE)
     ➔ RTI
     ➔ Achievement Teams/PLC
     ➔ Data Walls
     ➔ Inclusion training learning walks
     ➔ Accelerated Reader
   • Teachers provide feedback and recommendations to HMTSS infrastructure and supporting systems through data-informed discussions in Achievement Teams and Department Meetings.
   • Implement and utilize STEMScopes for Sciences in grades 5, 6, 7, 8, 9-12 in SY23-24
   • Bellringer work for ELA/Math in all classes
   • Utilize Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions
   • Collaborate and analyze student data to implement data-driven instructional best
practices, and for proper placement of students in intervention programs
- Improve PLC process by working with district support personnel to adjust school systems and processes to increase student achievement
- Implement Sheltered Instruction Professional Development opportunities to build teacher capacity and strategies teaching ELL students
- All faculty complete bi-weekly grade updates in Infinite Campus
- Communicate with parents/guardians about grades, behavior and attendance regularly

| Increase percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment to from 47% to 86% | **Staff**  
- Utilize Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions  
- Provide coaching support for teachers to implement and utilize the IAB and ICA  
- Create and follow an Assessment Calendar for the year for IAB, ICA, STAR and other assessments  
- Student  
- Through CSLD, all students will read, write and speak in every class, everyday to improve their literacy skills using explicit instructional strategies.  
- Students will utilize Lexia, STAR, DIBELS, ECRI, Stairs, Reading Wonders, and other diagnostics to understand their current skill levels and monitor their progress and growth.  
- Students will set goals and monitor their progress on their Interim Assessments | **Yearlong**  
WSF  
ART and Leadership  
Qtr |
<table>
<thead>
<tr>
<th><strong>Student</strong></th>
<th><strong>Staff</strong></th>
<th><strong>Yearlong</strong></th>
<th><strong>Admin/Leadership/Committee/Counselors</strong></th>
<th><strong>Q</strong></th>
</tr>
</thead>
</table>
| Through CSLD, all students will read, write and speak in every class, everyday to improve their literacy skills using explicit instructional strategies.  
Students will utilize Lexia, STAR, DIBELS, and other diagnostics to understand their current skill levels and monitor their progress and growth.  
Students will set goals and monitor their progress on their Interim Assessments | Implement grades 7-12 advisory program aligned to student digital e-portfolio and student 10-year plan  
All students will have access to supplemental academic and enrichment support opportunities during the school day  
- Academic Intervention class  
- Study Skills class  
- W.I.N. (What I Need) program (150 min/week).  
- Advisory Program (80 min/week)  
Students will create a digital portfolio to document work samples, academic history, | WSF/Title 1 /CLSD/GLL | Q |

Increase in 9th to 10th grade on-time promotion from 88% to 94%.

Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions  
- Provide coaching support for teachers to implement and utilize the IAB and ICA  
- Create and follow an Assessment Calendar for the year for IAB, ICA, STAR and other assessments

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and examples of career and postsecondary readiness
- Identify and create a 10-year plan for post-high school success
- Continue implementation of Academy Student Ambassador program to support the recruitment and retention of students in each pathway

| Increase in on track graduation rate from 71% to 85%. | **Staff**
| - Provide academic advising for students aligned to their digital e-portfolio, 10-year plan, and post-high school plans | Yearlong | WSF | Admin, ART and Leadership | Qtr |
| **Student**
- Participate in an Academic advising session to determine personal interests and a plan for achieving future goals
- All secondary students will participate in an Advisory program curriculum in grades 9-12 that will enable students to complete their “PTP” requirements
- Credit Recovery
- All students will have access to supplemental academic and enrichment support opportunities during the school day
  - Academic Intervention class
  - Study Skills class
  - W.I.N. (What I Need) program (150 min/week).
  - Advisory Program (80 min/week) |

### RELEVANCE, RIGOR, RELATIONSHIP Outcomes (SY 2022-23)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6</td>
<td></td>
<td>Fall, Spring, Yearlong</td>
<td>SW 5</td>
<td>SW 3</td>
<td>Quarter, Semester, Annual</td>
<td></td>
</tr>
</tbody>
</table>

[Kaʻū High & Pāhala Elementary], [Version 2], [April 13, 2023]
<table>
<thead>
<tr>
<th>Increase CTE Concentrators from 71% (May '23) to 85% (May '24).</th>
<th><strong>Staff</strong></th>
<th><strong>Student</strong></th>
<th><strong>Yearlong</strong></th>
<th><strong>WSF/CSI-MRI</strong></th>
<th><strong>ART and Leadership</strong></th>
<th><strong>Qtr</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers will participate in training related to Career Academies, PBL, and Design Thinking to support career-connected learning  • CTE teachers will design CTE programs of study for grades 9-12 aligned with their career and future interests.  • Participate in state-directed CTE workshops and PD  • Purchase new equipment for farm operations including but not limited to new 4wd Farm Truck w/Max Tow Package, Kubota Tractor with attachments, Big Tex Dump Trailer, Farm ATV, Farm Delivery van</td>
<td><strong>Student</strong>  • Students will create a digital portfolio to document work samples, academic history, and examples of career and postsecondary readiness  • Students will select a CTE program of study for grades 9-12 aligned with their career and future interests.</td>
<td>Yearlong</td>
<td>WSF/CSI-MRI</td>
<td>ART and Leadership</td>
<td>Qtr</td>
<td></td>
</tr>
<tr>
<td>Increase percentage of high school students who earned 6 or more college credits from 14% to 30%.</td>
<td><strong>Student</strong>  • Students will have opportunities to participate in Early College, Running Start, and other Dual Credit options in grades 9-12</td>
<td>Yearlong</td>
<td>WSF</td>
<td>ART and Leadership</td>
<td>Qtr</td>
<td></td>
</tr>
<tr>
<td>Increase number of students who participated in an internship from 8 to 25.</td>
<td><strong>Staff</strong>  • Identify staff position to coordinate internship program and monitor and track internship data  • Secure grant funds to provide paid internships to students  <strong>Student</strong>  • Participate in a work-based learning or internship program</td>
<td>Yearlong</td>
<td>WSF</td>
<td>Admin Internship Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase percentage of students who obtained industry certification from 8 to 25.</td>
<td>Staff</td>
<td>Yearlong</td>
<td>Perkins</td>
<td>Coordinator</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| • CTE teachers secure Perkins funds for certifications  
  • CTE teachers plan and provide time and opportunity in their courses for students to complete their certifications | | | | |
| Student | • Participate in industry certification opportunities provided through CTE classes | | | |

<table>
<thead>
<tr>
<th>Increase the number of career and college connected opportunities at the elementary level from 14 to 25 (3 per grade level).</th>
<th>Staff</th>
<th>Yearlong</th>
<th>WSF,</th>
<th>Coordinator/Counselor</th>
</tr>
</thead>
</table>
| • Utilize ClimbHI Portal to access career speakers and other college/community related opportunities  
  • Engage with the local community to introduce career and college opportunities to students in-person and virtually. | | | | |
| Student | • Participate in career and community activities | | | |

<table>
<thead>
<tr>
<th>Increase the number of career and college connected opportunities at the secondary school level from 12 to 18 (3 per grade level)</th>
<th>Staff</th>
<th>Yearlong</th>
<th>WSF, Grants</th>
<th>Coordinator/Counselor</th>
</tr>
</thead>
</table>
| • Utilize ClimbHI Portal to access career speakers and other college/community related opportunities  
  • Engage with the local community to introduce career and college opportunities to students in-person and virtually. | | | | |
| Student | • Participate in career and community activities | | | |

## EQUITY & EXCELLENCE Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity SW 6 | Duration Fall, Spring, Yearlong | Source of Funds Program ID SW 5 | School Monitoring Activity SW 3 | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |

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<table>
<thead>
<tr>
<th>Increase percentage of EL students on track to English proficiency from 5% to 45%</th>
<th><strong>Staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop an EL schedule to ensure all EL students are provided with appropriate EL services through J-Class or “push-in” inclusion services</td>
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<tr>
<td>- Provide ELD course to students during WIN time</td>
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</tr>
<tr>
<td>- Provide opportunities for teachers to earn their Sheltered Instruction Qualification</td>
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</tr>
<tr>
<td>- EL PD (best practice of EL learners)</td>
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<tr>
<td><strong>Yearlong</strong></td>
<td><strong>WSF/Title I</strong></td>
</tr>
</tbody>
</table>

| Increase achievement in ELA proficiency for **high-needs** students from 25% to 35% |
| Increase achievement in ELA proficiency for **non-high needs** students from 33% to 43% |
| Increase achievement in Math proficiency for **high-needs** students from 8% to 18% |
| Increase achievement in Math proficiency for **non-high needs** students from 18% to 28% |

<table>
<thead>
<tr>
<th><strong>Staff</strong></th>
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</thead>
<tbody>
<tr>
<td>- Teachers will teach their designated standards by creating and utilizing standards-based pacing guides that include (but not limited to):</td>
</tr>
<tr>
<td>- Course Standards</td>
</tr>
<tr>
<td>- Learning Activities, Academic Vocabulary</td>
</tr>
<tr>
<td>- Explicit instructional strategies</td>
</tr>
<tr>
<td>- Identified Learning Intentions and Success Criteria (LISC)</td>
</tr>
<tr>
<td>- Interim assessments aligned to standards and skills</td>
</tr>
<tr>
<td>- Differentiation Plan</td>
</tr>
<tr>
<td>- Teachers will participate in ongoing Professional Development related to instruction, including:</td>
</tr>
<tr>
<td>- <strong>Standards-Based Grading</strong> - Tom Schimmer</td>
</tr>
<tr>
<td>- <strong>Inclusion Practices</strong> - Stetson &amp; Associates, Ann McIntyre &amp; Dr. Cyndi Short</td>
</tr>
<tr>
<td>- <strong>Academies PD</strong> with Steele Dynamics</td>
</tr>
<tr>
<td>- Standards-Based Curriculum w/ Dr. Kelly Henderson</td>
</tr>
<tr>
<td>- WIN Time (MTSS) w/ Dr. Kelly Henderson</td>
</tr>
<tr>
<td>- Instructional Rounds w/ Dr. Kelly Henderson</td>
</tr>
<tr>
<td>- Project-Based Learning &amp; Teacher</td>
</tr>
</tbody>
</table>

| **Yearlong** | **WSF/Title I** | **Administration, ART, Leadership and Success Coach** | **Qtr** |

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<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
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</table>
| Externship Training w/ Dr. Kelly Henderson | - Teacher Externship w/ Dr. Kelly Henderson  
  - Action Planning w/ Dr. Jay Steele  
  - Academy Alignment w/ Dr. Jay Steele  
  - Student Ambassador Training w/ Dr. Jay Steele or Dr. Vanessa Garcia  
  - Leadership Training w/ Dr. Vanessa Garcia  
  - K-12 School Counselors w/ Dr. Nicole Cobb  
  - **Wesley Yuu** - Math support in instructional strategies and pacing guides. |
| CLSD |  
  - Anita Archer - Explicit Instruction for Elementary & Secondary  
  - Steve Ventura - Achievement Teams/Power Standards/LISCs  
  - KHPES Instructional staff will implement the CSLD Literacy Plan and focus on the following:  
    - Q1 - Vocabulary  
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   - Bellringer work for ELA/Math in all classes
   - Utilize Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions
   - Collaborate and analyze student data to implement data-driven instructional best
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.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school's ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>The <strong>Kaʻū Academies</strong> is our K-12 College &amp; Career Academy Model for creating career and community connected learning for our students, and to develop a continuum of career, college and community supports, services, and programs both academically and co-curricularly to ensure a vibrant, thriving and sustainable Kaʻū.</td>
<td>1. Developing AFNR programs of study for Years 2-4 with community partners.</td>
</tr>
<tr>
<td></td>
<td>2. Developing early college articulation with Hawaiʻi CC/GEARUP/Hawaiʻi P-20 for Digital Media, Certified Nurse Aide and Medical Assisting</td>
</tr>
<tr>
<td></td>
<td>3. Planning for Professional Development in Project-Based Learning, Intentional Planning, Inquiry Based Learning, Response To Intervention</td>
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<tr>
<td></td>
<td>4. Continue to develop partnerships with community, higher education, business community, community organizations, potential partners.</td>
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<td></td>
<td>5. Develop additional dual credit options for students.</td>
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<td></td>
<td>6. Use teacher collaboration to develop the program of study and partnership opportunities.</td>
</tr>
</tbody>
</table>

[Kaʻū High & Pāhala Elementary], [Version 2], [April 13, 2023]
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<tr>
<th>2025 NCAC Annual Conference - School Site Visit</th>
<th>7. Seeking out additional resources for funding, equipment, facilities, etc.</th>
</tr>
</thead>
</table>
| STEMScopes Implementation Grades 5 - 12 (SY23-24) | 1. Successfully implement PBL throughout K-12  
2. Develop capacity of student Academy Ambassadors  
3. Support from advisory board and community partners  
4. Organize and Present all day pre-conference session on Small Rural School Academy Implementation at National Career Academy Coalition (NCAC) Annual Conference 2023 and 2024 |
| Alternative Learning Program and Student Support (ALPSS) integration with the Ka‘ū Global Learning Lab. | 1. Introductory PD on Thursday, March 9, 2023.  
2. Summer Implementation and Planning PD - 3 days, July 10, 11, 12, 2023  
3. 2 virtual hours 1-on-1 coaching with STEMScopes Trainer per teacher in SY23-24  
4. 2 virtual 1-hour PD for grade 5-12 science teachers in SY23-24  
5. 1 all day, in-person PD for grade K-4 teachers in SY23-24 to introduce STEMScopes |

Starting in SY21-22, KHPES is committed to integrating the ALPSS program with our Global Learning Lab’s programs and opportunities for students. In particular, the GLL will support the development of various community connected opportunities for students to gain real-world skills and experiences, develop goals for their future success, and engage in a program of study tied to their interests and career/life goals. Some examples include paid student internships, entrepreneurship projects, agricultural-related science projects such as aquaponics and hydroponics, field trips, and community service.