



# One-Year Academic Plan 2020-2021

Version Protocol:

V.1 – original in **BLACK**

V.2 - changes in **RED**/ omitting - strikethrough instead of delete

V.3- changes in **BLUE**/ omitting - strikethrough instead of delete

V.4- changes in **GREEN**/ omitting - strikethrough instead of delete

V.5- changes in **ORANGE**/ omitting - strikethrough instead of delete

*Janette Snelling*  
Approved by HKKK OAS

6/2/2020

Date

<b>School:</b>	Kohala High School
<b>Address:</b>	P.O. Box 279 Kapaau, HI
<b>Phone:</b>	808-889-7117
<b>Website:</b>	kohalahs.org

The logo of Kohala High School is circular. It features a silhouette of a person riding a horse, with a sunburst behind them. The words "KOHALA HIGH SCHOOL" are written in a circle around the top, and "EST. 1926" and "E Ala E Nā Paniolo" are at the bottom.

<b>Website:</b>	<p>kohalahs.org</p>	
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Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning:</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Need: <b>Improve reading and math proficiency to align with college and career readiness and eliminate the need for remediation.</b></li> <li>2. Need: <b>Support the social emotional growth in students to improve respect, problem solving, and coping skills.</b></li> <li>3. Need: <b>Strengthen parent, community and business partnerships</b></li> </ol> <p><b>Addressing Equity: Sub Group Identification</b></p>

<p>Instruction</p> <ul style="list-style-type: none"> <li>WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> <li>International Baccalaureate (IB) Authorization</li> <li>Other</li> </ul>	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</b></p>		
	<b>Sub Group</b>	<b>Identified Need(s)</b>	<b>Enabling Activiti(es)</b>
	Disadvantaged	Additional support in Reading, Writing and Math with continued instruction in core classes; SEL support and mentoring to empower and give students a voice; after school opportunities for real world application and extension of learning	EA#3 ELA support classes EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#10 Clubs
	Hawaiian/Part Hawaiian	Academic experiences and supports that empower this group to engage in learning that is meaningful and develops a sense of self that is grounded in a culture of respect for self and others.	EA#1 Literacy strategies with PBL and choice based assessments EA #4 Math strategies with PBL and choice based assessments EA#7 SEL support, mentoring, monitoring EA#10 Clubs
	Filipino	Additional support in Reading, Writing and Math with continued instruction in core classes; repetition and consistency of strategies for continued language practice across all content areas	EA#1 Literacy strategies across all content areas EA#3 ELA support classes EA#6 Math support classes
	Special Education	Support in Reading, Writing and Math with continued instruction in grade level standards to help bridge the academic gap	EA#3 ELA support classes EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#10 Clubs
	Freshmen	Monitoring and mentoring to provide	EA#3 ELA support classes

		academic, social emotional and behavioral support with immediate interventions, including parent involvement, during the transition from middle school to high school	EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#9 Development of MTSS for academic, SEL and behavioral supports EA #10 Parent Communication of student progress
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<b>ORGANIZE:</b> Identify your Accountable Leads.	
<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
1. Amy Stafford, Principal	1. Project Based Learning, Blended Learning, Interdisciplinary Teaching, ILT, Alternatives to Suspension, Data Team Process, MTSS (SEL and behavior), Alternative Programs, Academy, Teacher/Student Mentoring
2. Trisha Sanborn, Vice Principal	2. Collaborative and interdisciplinary planning time, LDS, MTSS (academic), After School Clubs
3. Melody Nietfeld, Registrar	3. AP and college courses, Reading and Writing workshop classes, Math (MOW) classes, Teacherease

4. Erin Henderson, Counselor	4. MTSS (SEL and Behavior), Restorative Practices, Circle Training
5. Aime Van Zandt, SSC	5. Student and parent voice, MTSS (academic)
6. Dean Snelling, Academy Lead Teacher	6. Academy, Community Partnerships
7. Instructional Leadership Teachers, Teacher Leaders from each department	7. ILT, High-Impact strategies in ELA and Math, Data Team Process

**Goal 1: Student Success:** All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of sy20-21	Rationale:
<p>We will implement a comprehensive program that empowers students to learn and thrive in an environment that invites rigor, exploration and safety through:</p> <ul style="list-style-type: none"><li>• Engagement in student centered, project based interdisciplinary learning</li><li>• Development of multi-tiered systems of support for behavior, academics and social emotional well being with teacher and student accountability</li><li>• A sustained program of extended learning opportunities through after school clubs and committees</li></ul>	<p>The school has continued to utilize and improve upon standards based grading (SBG) and teaching practices, which has helped to increase rigor and clarify what students are expected to know and do.</p> <p>Student feedback indicates that students want and need meaningful and relevant learning experiences that help answer “why” they need to know the information they are being presented with. By aligning learning through project based and interdisciplinary experiences around students’ interests and community needs with proper support in place, all students will be able to overcome obstacles and attain proficiency at higher levels.</p>

**Goal 2: Staff Success:** Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of sy20-21	Rationale:
<p>We will implement a focused program of professional development that empowers teachers to grow professionally within a culture that embraces continuous learning, creativity, exploration and safety.</p> <ul style="list-style-type: none"><li>• Training in Project Based Learning and Blended Learning</li><li>• Creation of multi-tiered systems of support for behavior,</li></ul>	<p>The Kohala schools have continued to work with the community and each other to define what characteristics the Kohala Graduate embodies. Businesses and employers have indicated a need for employees who show up and have the professional skills necessary to persevere, be flexible, be problem solvers and be able to work well with others. Meaningful, relevant, hands on learning can help increase attendance and engagement for all students.</p>

<p>academic and social emotional well being with teacher and student accountability</p> <ul style="list-style-type: none"> <li>● A refined data team process and accompanying professional learning communities to support interdisciplinary teaching, collaborative planning and systemic and consistent student monitoring</li> </ul>	<p>Students have also indicated they want teachers who “have their back.” Training in Restorative Practices and running circles will help us create safe and supportive classrooms where students are brave enough to take chances and make mistakes which is where learning comes from.</p> <p>A systemic and refined data team process will allow for consistent, timely and proactive support to be put into place which will positively affect student achievement.</p>
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**Goal 3: Successful Systems of Support:** Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
<p>We will implement a focused program of professional development and schoolwide collaboration that empowers teachers to grow professionally within a culture that embraces continuous learning, creativity, and safety.</p> <ul style="list-style-type: none"> <li>● Project Based and Blended Learning will be incorporated across content areas</li> <li>● A multi-tiered system of support for behavior, academic and social emotional well being will be created that will hold teachers and students accountable</li> <li>● A refined data team process and accompanying professional learning communities will support interdisciplinary teaching, collaborative planning and systemic and consistent student monitoring</li> <li>● Innovative learning experiences will be created with the support</li> </ul>	<p>Better understanding of student, community and postsecondary needs will allow us to align student interests with jobs and the path necessary to pursue that line of work. As we begin our transition year to become an Academy school with four pathways of study around the theme of sustainability, clear processes and support are integral to student success. The entire school needs to be able to work as one well oiled machine, aligning strategies and providing consistent support in all content areas.</p> <p>Successful systems of support, including an advisory board which represents student, teacher, postsecondary and business voices, will lead and guide our programs of study that anchor learning for all students in every content area around a subject of interest that is meaningful to them.</p> <p>Intentional, consistent and interdisciplinary collaboration with a common focus will weave high-impact strategies throughout all content</p>

<p>of community and business partners that embrace student voice and meet community needs.</p> <ul style="list-style-type: none"> <li>Personalized learning opportunities that honor student voice, learning style and environmental needs to support student success for all students (Online Learning Platforms, AP and College courses, SPED, ELL, Na'au Oihi)</li> <li>The ILT process will be incorporated school-wide to provide support for the complex K-12 literacy framework, Academy Action Plan and interdisciplinary teaching across all content areas</li> </ul>	areas.
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Planning					Funding Source(s)		How will you measure this enabling activity?													
Desired Outcome	Promise		Enabling Activity	Lead(s)																
Increase student engagement and achievement through relevant and rigorous learning experiences that incorporate students’ voices.		Hawai`i	CLTL	1. Implement high-impact literacy strategies to improve reading and writing through student centered, project based, interdisciplinary learning opportunities that incorporate student voice, choice and interests. <ul style="list-style-type: none"><li>incorporate agreed upon high-impact literacy strategies in all content areas</li><li>incorporate project-based learning opportunities as often as possible based on student interests and/or school and community needs</li><li>incorporate agreed upon writing strategies in all content areas</li><li>develop common writing expectations to be utilized in all content areas</li><li>provide choices for how students can demonstrate what they know as much as possible</li></ul>			WSF	Reading Inventory Assessment will be used to identify baseline data at the beginning of the year, set the target, monitor each quarter and report actual at the end of the year. <table><tr><th colspan="2">Beg. of year Baseline:</th></tr><tr><th>Target</th><th>Actual</th></tr><tr><td></td><td></td></tr></table> School-wide writing prompts and rubric will be used to determine the baseline, set the target and determine actual based on pre and post assessments. <table><tr><th colspan="2">Pre Assessment Baseline:</th></tr><tr><th>Target</th><th>Actual</th></tr><tr><td></td><td></td></tr></table>	Beg. of year Baseline:		Target	Actual			Pre Assessment Baseline:		Target	Actual		
	Beg. of year Baseline:																			
	Target	Actual																		
	Pre Assessment Baseline:																			
Target	Actual																			
	Equity X				Title I 15,000															
	School Design X				Title II															
	Empowerment X				IDEA															
	Innovation X				Other															

		Hawai'i	Staff Success	2. Provide professional development support to ensure teacher confidence and ability to apply effective instructional strategies through project based, interdisciplinary teaching practices or blended learning. <ul style="list-style-type: none"><li>provide staff training in project based learning</li><li>ELA teachers to provide additional training for staff in reading/writing strategies and expectations</li><li>create a schedule that allows for interdisciplinary planning and collaboration each month</li><li>provide training in blended learning</li><li>utilize Pili a Pa'a to support as needed</li><li>provide staff training in project based learning</li><li>provide staff training on integrating core content into the Academy School model</li></ul>			WSF	Number of teachers utilizing ELA instructional strategies a minimum of 3 times during the school year	
	Equity X					Title I 17,000	Baseline: 3 (Social Studies teachers)		
	School Design X					Title II	Target	Actual	
	Empowerment X					IDEA	20		
	Innovation X					Other	Additional artifacts: Agendas, sign-in sheets, copies of presentations, teacher surveys		
		Hawai'i X	Custom of	3. Utilize the ILT process to support the implementation of the complex K-12 literacy framework <ul style="list-style-type: none"><li>identify priority standards by grade level</li><li>ensure coherency in curricular programs</li><li>provide differentiated supports</li><li>offer reading and writing workshop classes to provide additional support for struggling learners in addition to their core classes</li><li>offer more challenging and engaging semester-long ELA classes for Juniors and Seniors as an alternative to Eng III and IV</li><li>begin transitioning to an Academy School by incorporating student pathway interests into ELA classes around the theme of sustainability</li></ul>			WSF	Progress determined through: <ul style="list-style-type: none"><li>Student surveys about challenge and engagement of alternative ELA classes</li><li>ILT agendas/minutes</li><li>3 complete cycles of ILT completed (all components)</li><li>teacher survey at the end of each semester on how many lessons they incorporated CTE pathway content or "sustainability" into</li></ul>	
	Equity X					Title I 6,000			
	School Design X					Title II			
	Empowerment X					IDEA			
	Innovation X					Other			
CNA Crosswalk Pg. 6 FRF Line #17,18 WASC Critical Area for Follow up #11 Title 1 Addendum Crosswalk SW #1,3,4,5,6									
Planning							Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity			Lead(s)				

Increase student engagement and achievement through meaningful and rigorous learning experiences.		Hawai'i X	Student	4. Implement high-impact strategies to improve math skills and problem solving through student centered, project based, interdisciplinary learning opportunities that incorporate student voice, choice and interests. <ul style="list-style-type: none"><li>incorporate agreed upon high-impact strategies in multiple content areas</li><li>incorporate project-based learning opportunities as often as possible based on student interests and/or school and community needs</li><li>provide choices for how students can demonstrate what they know as much as possible</li></ul>			WSF	Math Inventory Assessment will be used to identify baseline data at the beginning of the year, set the target, monitor each quarter and report actual at the end of the year. <div><div>BOY Baseline:</div><table><tr><td>Target</td><td>Actual</td></tr><tr><td></td><td></td></tr></table></div> <div>Additional artifacts: Menu of summative assessment choices for each department</div>	Target	Actual		
	Target	Actual										
		Equity					Title I 5,000					
		School Design X					Title II					
		Empowerment X		IDEA								
		Innovation		Other								
		Hawai'i	Staff	5. Provide professional development support to ensure teacher confidence and ability to apply effective instructional strategies through project based, interdisciplinary teaching practices or blended learning. <ul style="list-style-type: none"><li>provide staff training in meaningful math strategies that are rigorous and relevant</li><li>Math teachers to provide additional training for staff in math strategies and application</li><li>create a schedule that allows for interdisciplinary planning and collaboration each month</li><li>utilize Pili a Pa'a to support as needed</li><li>provide staff training in project based learning</li><li>provide staff training on integrating core content into the Academy School model</li></ul>			WSF	Number of teachers utilizing math instructional strategies a minimum of 2 times during the school year <div><div>Baseline: 2 (B &amp; C teachers)</div><table><tr><td>Target</td><td>Actual</td></tr><tr><td></td><td></td></tr></table></div> <div>Additional artifacts: Agendas, sign-in sheets, copies of presentations, teacher surveys</div>	Target	Actual		
	Target	Actual										
	Equity					Title I 17,404						
	School Design X					Title II						
	Empowerment X		IDEA									
	Innovation X		Other									
	Hawai'i X		6. Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level. <ul style="list-style-type: none"><li>offer math remediation classes to provide additional support for struggling learners in addition to their core math classes</li></ul>			WSF	Decrease in the number of C's and F's in all math classes from end of 1st quarter (baseline) to end of the school year.					
	Equity X					Title I 6,000						

		School Design X	Customized	<ul style="list-style-type: none"><li>offer AP and college courses for students wishing to obtain academic honors or college credit</li><li>begin transitioning to an Academy School by incorporating student pathway interests into Math classes around the theme of sustainability</li></ul>			Title II	Quarter 1 Baseline:	
CNA Crosswalk Pg. 17, 19 FRF Line #16,17 WASC Critical Area for Follow up #11 Title 1AddendCrosswalk SW #1,3,4,5,6		Empowerment					IDEA	Target	Actual
		Innovation X					Other		
Planning						Funding Source(s)			
Desired Outcome	Promise		Enabling Activity		Lead(s)	Funding Source(s)			
Provide students with learning environments that are caring, safe, and supportive of high-quality learning.		Hawai'i	Student	7. Establish restorative learning environments with proactive and supportive settings where consistent monitoring and mentoring ensures immediate intervention takes place in all student identified areas of need (academic, social emotional, behavioral) <ul style="list-style-type: none"><li>provide alternatives to suspension including a reset room, alternative learning schedules and/or online SEL curriculum</li><li>development of SEL support groups that meet weekly with the counselor</li><li>implement teacher mentoring through advisory classes for weekly (minimum) check ins with students</li><li>provide opportunities to empower students by implementing personalized learning schedules for all students</li></ul>			WSF	Number of teacher/student mentoring meetings will be input each quarter beginning with the baseline at the end of Quarter 1.	
		Equity					Title I 3,000	Quarter 1 baseline:	
		School Design X					Title II	Target	Actual
		Empowerment					IDEA	Quarter 2:	
		Innovation					Other	Quarter 3:	
					Quarter 4:				
		Hawai'i		8. Provide professional development support to ensure teacher confidence and ability to provide classrooms that			WSF	Teachers trained in LEI data management	

		Equity	Staff Circles	are safe, caring and supportive with consistent student monitoring <ul style="list-style-type: none"><li>academic and SEL: counselors will receive training in the crosswalk of the national counseling standards and the National Standards of Practice in line with the Academy Action Plan</li><li>provide professional development in Restorative Practices and use of circles in the classroom</li><li>training for all staff in LEI</li><li>training for staff around how alternatives to suspension benefit students and school culture</li><li>training for staff on school’s HIMTSS system</li></ul>			Title I 6,000	system <table><tr><td colspan="2">Baseline: 0</td></tr><tr><td>Target</td><td>Actual</td></tr><tr><td>100% of teachers</td><td></td></tr></table> <b>Additional artifacts:</b> Agenda and sign-in sheets from trainings  Agendas, minutes, copies of presentations, teacher surveys	Baseline: 0		Target	Actual	100% of teachers	
	Baseline: 0													
	Target	Actual												
	100% of teachers													
	School Design X		Title II											
	Empowerment		IDEA											
	Innovation		Other											
		Hawai’i	Custom of	9. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior <ul style="list-style-type: none"><li>participate in the MTSS Year 2 cohort</li><li>use of LEI as a student monitoring dashboard</li><li>strengthen and systematize the data team process to support the MTSS plan</li><li>develop common planning expectations and templates to use for data team and PLC meetings to focus the teacher conversations around appropriate strategies to address curriculum, student work, student achievement, attendance, behavior and student interventions as per the Academy plan</li><li>define and outline qualifying factors for student participation in an alternative learning pathway (Na’au ‘Oiwi)</li><li>implement school wide behavior expectations</li><li>establish a system for student tracking and reflection on personal data including attendance, academics, behavior and social emotional well being</li></ul>			WSF	By the end of the year, we will have comprehensive MTSS plans in place for all 3 areas: academic, social emotional, student behavior  <b>Additional artifacts for interim assessment of progress:</b> Sign-in sheets, agendas, Data Team agendas, minutes, and next-steps, Common planning expectations, Common planning expectations templates, Final document of qualifying factors for participation in Na’au ‘Oiwi						
		Equity X					Title I 1,011							
		School Design X					Title II							
CNA Crosswalk pg.6 FRF Line #18 WASC Critical Area for Follow up #5 Title 1 Addendum Crosswalk SW #1,3,4,5,6		Empowerment	Custom of				IDEA							
		Innovation X					Other							
Desired Outcome	Promise	Enabling Activity			Lead(s)									

Secure adequate resources to support school and community-based plans for student success.		Hawai'i X	Student	10. Provide opportunities for personalized learning that supports college, career, and community readiness while incorporating family engagement <ul style="list-style-type: none"><li>● increase accountability for student success</li><li>● continue use of Teacherease as a main source of communication to inform families of student progress<ul style="list-style-type: none"><li>○ effective two-way communication with families</li><li>○ academic/grade updates available twice a month</li></ul></li><li>● provide additional opportunities for student engagement through school and community partnerships</li><li>● increase opportunities for student engagement through student council, class representatives and after-school clubs</li><li>● provide off campus opportunities for students to gain experience and apply knowledge</li></ul>		WSF	Number of students participating in after school clubs will be documented every quarter, beginning with the Quarter 1 baseline. <div><div>Baseline Quarter 1:</div><table><tr><th>Target</th><th>Actual</th></tr><tr><td>Quarter 2:</td><td></td></tr><tr><td>Quarter 3:</td><td></td></tr><tr><td>Quarter 4:</td><td></td></tr></table></div>	Target	Actual	Quarter 2:		Quarter 3:		Quarter 4:		
	Target	Actual														
	Quarter 2:															
	Quarter 3:															
	Quarter 4:															
		Equity		Title I 9,931												
		School Design		Title II												
		Empowerment X		IDEA												
		Innovation X		Other												
		Hawai'i	Staff	11. Teachers will be provided with opportunities to give input on creating a smooth transition to the Academy School model. Teachers will also be provided with necessary Professional Development and Supports to support students in this transition <ul style="list-style-type: none"><li>● provide time to collaborate about strategies and personalized learning opportunities for students</li><li>● provide PD around personalized learning in conjunction with with the schoolwide MTSS plans</li><li>● provide new teachers PD on Teacherease with additional support as needed for continued effective use</li><li>● provide time in the monthly calendar for teachers to collaborate with staff and partners regarding clubs<ul style="list-style-type: none"><li>○ provide opportunities for staff to offer after school clubs based on student interest and community needs with the ability to extend learning that enforces knowledge and experience needed for postsecondary success</li><li>○ teachers (with staff support) sponsor a minimum of one after school club or committee</li></ul></li></ul>		WSF	Number of families utilizing Teacherease will be documented every quarter, beginning with the baseline in Quarter 1. <div><div>Baseline Quarter 1:</div><table><tr><th>Target</th><th>Actual</th></tr><tr><td>Quarter 2:</td><td></td></tr><tr><td>Quarter 3:</td><td></td></tr><tr><td>Quarter 4:</td><td></td></tr></table><div>Increase in number of after school partners and/or mentors</div><div>Baseline: 2</div><table><tr><th>Target</th><th>Actual</th></tr></table></div>	Target	Actual	Quarter 2:		Quarter 3:		Quarter 4:		Target
Target	Actual															
Quarter 2:																
Quarter 3:																
Quarter 4:																
Target	Actual															
	Equity		Title I 1,011													
	School Design X		Title II													
	Empowerment X		IDEA													
	Innovation X		Other													

				<ul style="list-style-type: none"><li>teachers partner with local businesses and mentors are utilized to enhance experiences and provide real-world application and teacher support as often as possible</li></ul>				<table><tr><td>Quarter 2: 4</td><td></td></tr><tr><td>Quarter 3: 7</td><td></td></tr><tr><td>Quarter 4: 10</td><td></td></tr></table>	Quarter 2: 4		Quarter 3: 7		Quarter 4: 10	
	Quarter 2: 4													
	Quarter 3: 7													
	Quarter 4: 10													
	Hawai'i X	Custom	12. Begin the transition to an Academy School with four pathways under a common theme of sustainability <ul style="list-style-type: none"><li>create an advisory board</li><li>develop an onboarding process for all partners</li><li>develop a tracking system to capture and record 100% of business partner engagement</li><li>identify professional certificates and possible internship locations for each pathway</li><li>provide personalized learning schedules and opportunities</li></ul>			WSF	Completion of the following by the end of the 20-20 school year (documents to serve as artifacts and measurement of success)  -Academy Advisory Board established -Onboarding process developed for all partnerships -Tracking system to record business partner engagement -Minimum of one professional certificate identified for each pathway and a plan in place on how to assist students in earning the certificate							
	Equity					Title I 1,832								
	School Design X					Title II								
	Empowerment					IDEA								
	Innovation X					Other								
CNA Crosswalk pg. 6 FRF Line #15, 17, 22 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW #7														