



One-Year Academic Plan 2021-2022

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

School:	Kohala High School		
Address:	P.O. Box 279 Kapaau, HI		
Phone:	808-889-7117		
Website:	kohalahs.org		
			
		Approved CAS Signature	MAY 18 2021
			Date

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

1. Need: **Improve reading and math proficiency to align with college and career readiness and eliminate the need for remediation.**
2. Need: **Support the social emotional growth in students to improve respect, problem solving, and coping skills.**
3. Need: **Strengthen parent, community and business partnerships**

Addressing Equity: SubGroup Identification

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.

Sub Group	Identified Need(s)	Enabling Activiti(es)
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 through more inclusive opportunities	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 academic, social emotional and behavioral support with immediate interventions, including parent involvement and training, during the transition from middle school to high school	EA#3 ELA support classes 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

ORGANIZE: Identify your Accountable Leads.

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
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, Early College Classes, LDS, MTSS (academic), After School Clubs
3. Melody Nietfeld, Registrar	3. AP and college course entry of grades/credits/roster development, Reading and Writing workshop classes, Math (MOW) classes, Infinite Campus
4. Erin Henderson, Counselor	4. MTSS (SEL and Behavior), Restorative Practices, Circle Training, Early College Classes
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 SY21-22	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"> ● Engagement in student centered, project based interdisciplinary learning ● Development of multi-tiered systems of support for behavior, academics and social emotional well being with teacher and student accountability ● A sustained program of extended learning opportunities through after school clubs and committees 	<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 SY21-22	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"> ● Training in Project Based Learning ● Creation of multi-tiered systems of support for behavior, 	<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"> ● A refined data team process and accompanying professional learning communities to support interdisciplinary teaching, collaborative planning and systemic and consistent student monitoring 	<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"> ● Project Based Learning will be incorporated across content areas ● A multi-tiered system of support for behavior, academic and social emotional well being will be created that will hold teachers and students accountable ● A refined data team process and accompanying professional learning communities will support interdisciplinary teaching, collaborative planning and systemic and consistent student monitoring ● Innovative learning experiences will be created with the support of community and business partners that embrace student voice 	<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 first year as 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 the 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 areas.</p>

<p>and meet community needs.</p> <ul style="list-style-type: none"> ● 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 Oiwi, hybrid models) ● 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 	
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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	S	<p>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.</p> <ul style="list-style-type: none"> ● incorporate agreed upon high-impact literacy strategies in all content areas ● incorporate project-based learning opportunities as often as possible based on student interests and/or school and community needs ● incorporate agreed upon writing strategies in all content areas ● develop common writing expectations to be utilized in all content areas ● provide choices for how students can demonstrate what they know as much as possible ● incorporate pathway interests and the schoolwide Academy theme of sustainability into lessons when appropriate 		WSF	<p>The iReady 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.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;">Beg. of year Baseline: Pro./Adv.</td> </tr> <tr> <td style="text-align: center;">Target</td> <td style="text-align: center;">Actual</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p>School-wide writing prompts and rubrics will be used to determine the baseline, set the target and determine actual based on pre and post assessments.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;">Pre Assessment Baseline:</td> </tr> <tr> <td style="text-align: center;">Target</td> <td style="text-align: center;">Actual</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Beg. of year Baseline: Pro./Adv.		Target	Actual			Pre Assessment Baseline:		Target	Actual		
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Target	Actual																	
Equity X	x	Title I 29,338																
School Design X		Title II																
Empowerment X		IDEA																
Innovation X		Other																

	Hawai'i	S	<p>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.</p> <ul style="list-style-type: none"> provide staff training in project based learning ELA teachers to provide additional training for staff in reading/writing strategies and common expectations utilize Pili a Pa'a, curriculum coordinator and classroom teachers for school level and individual teacher PD as needed provide staff training on aligning core content with our schoolwide Academy theme of sustainability create a schedule that allows for interdisciplinary planning and collaboration each month 		WSF	<p>Number of teachers utilizing ELA instructional strategies a minimum of 3 times during the school year</p> <table border="1"> <tr> <td colspan="2">Baseline:</td> </tr> <tr> <td>Target</td> <td>Actual</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Additional artifacts: Agendas, sign-in sheets, copies of presentations, teacher surveys</p>	Baseline:		Target	Actual		
Baseline:												
Target	Actual											
	Equity X				Title I 25,407							
	School Design X		Title II									
	Empowerment X		IDEA									
	Innovation X		Other									
	Hawai'i X	S	<p>3. Utilize the ILT process to support the implementation of the complex K-12 literacy framework</p> <ul style="list-style-type: none"> identify priority standards by grade level ensure coherency in curricular programs provide differentiated supports offer reading and writing workshop classes to provide additional support for struggling learners in addition to their core classes offer more challenging and engaging semester-long ELA classes for Juniors and Seniors as an alternative to Eng III and IV incorporate student pathway interests into ELA classes around the theme of sustainability increase Tier 1 Academic Support through MTSS process 		WSF	<p>Progress determined through:</p> <ul style="list-style-type: none"> Student surveys about challenge and engagement of alternative ELA classes ILT agendas/minutes 3 complete cycles of ILT completed (all components) teacher survey at the end of each semester on how many lessons they incorporated CTE pathway content or the "sustainability" theme into 						
	Equity X				Title I							
	School Design X				Title II							
	Empowerment X				IDEA							
	Innovation X				Other							
CNA Crosswalk Pg. 25,26 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	Hawai'i X	S	4. Implement high-impact strategies to improve math skills and problem solving through student centered, project		WSF	The iReady Assessment will be used to identify baseline data at the beginning of the year, set						

achievement through meaningful and rigorous learning experiences.	Equity		based, interdisciplinary learning opportunities that incorporate student voice, choice and interests. <ul style="list-style-type: none"> incorporate agreed upon high-impact strategies in multiple content areas incorporate project-based learning opportunities as often as possible based on student interests and/or school and community needs provide choices for how students can demonstrate what they know as much as possible incorporate pathway interests and the schoolwide Academy theme of sustainability into lessons when appropriate 	x	Title I 17,338	the target, monitor each quarter and report actual at the end of the year.				
	School Design X				Title II	BOY Baseline: Pro./Adv.				
	Empowerment X				IDEA	<table border="1"> <tr> <th>Target</th> <th>Actual</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Target	Actual		
	Target				Actual					
	Innovation	Other	Additional artifacts: Menu of summative assessment choices for each department							
	Hawai'i	S	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"> provide staff training in meaningful math strategies that are rigorous and relevant Math teachers to provide additional training for staff in math strategies and application utilize Pili a Pa'a, curriculum coordinator and classroom teachers for school level and individual teacher PD as needed provide staff training on aligning core content with our schoolwide Academy theme of sustainability create a schedule that allows for interdisciplinary planning and collaboration each month 		WSF	Number of teachers utilizing math instructional strategies a minimum of 2 times during the school year				
	Equity				Title I 25,407	Baseline:				
	School Design X				Title II	<table border="1"> <tr> <th>Target</th> <th>Actual</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Target	Actual		
	Target				Actual					
	Empowerment X	IDEA	Additional artifacts: Agendas, sign-in sheets, copies of presentations, teacher surveys							
	Innovation X	Other								
Hawai'i X	S	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"> offer math remediation classes to provide additional support for struggling learners in addition to their core math classes offer AP and college courses for students wishing to obtain academic honors or college credit incorporate student pathway interests into Math 		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						
School Design X				Title II	Quarter 1 Baseline:					

CNA Crosswalk Pg. 25,26 FRF Line #17,18 WASC Critical Area for Follow up #11 Title 1AddendCrosswalk SW #1,3,4,5,6	Empowerment		<ul style="list-style-type: none"> classes around the theme of sustainability increase Tier 1 Academic Support through MTSS process 		IDEA	<table border="1"> <tr> <th>Target</th> <th>Actual</th> </tr> <tr> <td>Quarter 2:</td> <td>Quarter 2 :</td> </tr> <tr> <td>Quarter 4:</td> <td>Quarter 4:</td> </tr> </table>	Target	Actual	Quarter 2:	Quarter 2 :	Quarter 4:	Quarter 4:				
	Target				Actual											
Quarter 2:	Quarter 2 :															
Quarter 4:	Quarter 4:															
Innovation X	Other															
Planning					Funding Source(s)	How will you measure this enabling activity?										
Desired Outcome	Promise	Enabling Activity	Lead(s)													
Provide students with learning environments that are caring, safe, and supportive of high-quality learning.	Hawai'i	S	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"> provide alternatives to suspension including a reset room, alternative learning schedules and/or online SEL curriculum development of SEL support groups that meet weekly with the counselor implement teacher mentoring through advisory classes for weekly (minimum) check ins with students provide opportunities to empower students by implementing personalized learning schedules for all students use of an SEL curriculum that provides structured and guided lessons but allows students to explore other topics on their own implement Tier 1 (classroom level) supports to address attendance, behavior and emotional difficulties early 		WSF	Number of teacher/student mentoring meetings will be input each quarter beginning with the baseline at the end of Quarter 1. <table border="1"> <tr> <td colspan="2">Quarter 1 baseline:</td> </tr> <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>	Quarter 1 baseline:		Target	Actual	Quarter 2:		Quarter 3:		Quarter 4:	
	Quarter 1 baseline:															
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	Quarter 4:															
Equity	Title I															
School Design X	Title II															
Empowerment	IDEA															
Innovation	Other															
Hawai'i	S	8. Provide professional development support to ensure teacher confidence and ability to provide classrooms that		WSF	Teachers trained in LDS data management											

	Equity		are safe, caring and supportive with consistent student monitoring <ul style="list-style-type: none"> 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 provide professional development in Restorative Practices and use of circles in the classroom training for all staff in LDS training for staff around how alternatives to suspension benefit students and school culture training for staff on school's HIMTSS system 		Title I 3,600	system						
	School Design X				Title II	<table border="1"> <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>	Baseline: 0		Target	Actual	100% of teachers	
Baseline: 0												
Target	Actual											
100% of teachers												
	Empowerment				IDEA							
	Innovation				Other	Additional artifacts: Agenda and sign-in sheets from trainings Agendas, minutes, copies of presentations, teacher surveys						
	Hawai'i	S	9. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior <ul style="list-style-type: none"> complete school MTSS flowchart use of LDS as a student monitoring dashboard strengthen and systematize the data team process to support the MTSS plan 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 implement school wide behavior expectations establish a system for student tracking and reflection on personal data including attendance, academics, behavior and social emotional well being 		WSF	By the end of the year, we will have comprehensive MTSS plans in place for all 3 areas: academic, social emotional, student behavior						
	Equity X				Title I 8,000	Additional artifacts for interim assessment of progress: Sign-in sheets, agendas, Data Team agendas, minutes, and next-steps, Common planning expectations, Common planning expectations templates						
	School Design X				Title II							
	Empowerment				IDEA							
CNA Crosswalk pg.16,17 FRF Line #17,18 WASC Critical Area for Follow up #5 Title 1 Addendum Crosswalk SW #1,3,4,5,6	Innovation X		Other									
Desired Outcome	Promise	Enabling Activity		Lead(s)								
Secure adequate resources to support	Hawai'i X	S	10. Provide opportunities for personalized learning that supports college, career, and community readiness while		WSF	Number of students participating in after school clubs will be documented every						

school and community-based plans for student success.	Equity	<ul style="list-style-type: none"> incorporating family engagement <ul style="list-style-type: none"> increase accountability for student success per the Academy Action Plan and Programs of Study for all 4 pathways Begin use of Infinite Campus as a main source of communication to inform families of student progress <ul style="list-style-type: none"> effective two-way communication with families academic/grade updates available twice a month provide additional opportunities for student engagement through school and community partnerships increase opportunities for student engagement through student council, class representatives and after-school clubs provide off campus opportunities for students to gain experience and apply knowledge implement Freshman Seminar classes provide PD opportunities for families around SBG, PBL, the Academy structure and Infinite Campus 	x	Title I 36,252	quarter, beginning with the Quarter 1 baseline.											
	School Design			Title II	<table border="1"> <tr><th colspan="2">Baseline Quarter 1:</th></tr> <tr><th>Target</th><th>Actual</th></tr> <tr><td>Quarter 2: 10</td><td></td></tr> <tr><td>Quarter 3: 20</td><td></td></tr> <tr><td>Quarter 4: 30</td><td></td></tr> </table>		Baseline Quarter 1:		Target	Actual	Quarter 2: 10		Quarter 3: 20		Quarter 4: 30	
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Quarter 2: 10																
Quarter 3: 20																
Quarter 4: 30																
Empowerment X	IDEA															
Innovation X	Other															
	Hawai'i	<p>11. Teachers will be provided with opportunities to give input on enhancing the systems for the Academy School model. Teachers will also be provided with necessary Professional Development to support students in this transition</p> <ul style="list-style-type: none"> provide time to collaborate about strategies and personalized learning opportunities for students provide PD around personalized learning in conjunction with with the schoolwide MTSS plans provide all teachers PD on Infinite Campus with additional support as needed for continued effective use provide time in the monthly calendar for teachers to collaborate with staff and partners regarding clubs <ul style="list-style-type: none"> 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 		WSF	Number of families utilizing Teacherease will be documented every quarter, beginning with the baseline in Quarter 1.											
	Equity			Title I 4,000	<table border="1"> <tr><th colspan="2">Baseline Quarter 1:</th></tr> <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>		Baseline Quarter 1:		Target	Actual	Quarter 2:		Quarter 3:		Quarter 4:	
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	Target			Actual												
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Quarter 4:																
School Design X	Title II															
Empowerment X	IDEA															
Innovation X	Other	Increase in number of after school partners and/or mentors														

			<ul style="list-style-type: none"> ○ needed for postsecondary success teachers (with staff support) sponsor a minimum of one after school club or committee ● teachers partner with local businesses and mentors are utilized to enhance experiences and provide real-world application and teacher support as often as possible 				<table border="1"> <tr> <td colspan="2">Baseline:</td> </tr> <tr> <td>Target</td> <td>Actual</td> </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>	Baseline:		Target	Actual	Quarter 2:		Quarter 3:		Quarter 4:	
Baseline:																	
Target	Actual																
Quarter 2:																	
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	Hawai'i X	S	<p>12. Begin first year as an Academy School with four pathways under a common theme of sustainability</p> <ul style="list-style-type: none"> ● develop an onboarding process for all partners ● develop a tracking system to capture and record 100% of business partner engagement ● identify professional certificates and possible internship locations for each pathway ● provide personalized learning schedules and opportunities 		WSF	<p>Completion of the following by the end of the 21-22 school year (documents to serve as artifacts and measurement of success)</p> <ul style="list-style-type: none"> -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 6,000												
	School Design X				Title II												
	Empowerment				IDEA												
	Innovation X				Other												
CNA Crosswalk pg. 6 FRF Line #16, 17, 18 21 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW #7																	