



One-Year Academic Plan 2023-2024

Version Protocol:

V.1 – original in **BLACK**


V.2 - changes in **RED**/ omitting -
strikethrough instead of delete V.3-

changes in **BLUE**/ omitting -
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changes in **GREEN**/ omitting -
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V.5- changes in **ORANGE**/ omitting -
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| School: | Kohala High School |  <i>Jennifer Shilling</i> Approved CAS Signature APR 14 2023 Date |
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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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 | <p>Need: Improve reading and math proficiency to align with college and career readiness and eliminate the need for remediation.</p> <p>Need: Support the social emotional growth in students to improve problem solving, self efficacy and coping skills.</p> <p>Need: Increase parent involvement and community and business partnerships.</p> <hr/> <p>Addressing Equity: Sub Group Identification</p> <hr/> <p>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.</p> |

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| <p>Accountability</p> <ul style="list-style-type: none"> • International Baccalaureate (IB) Authorization • Other | <p>Sub Group</p> | <p>Identified Need(s)</p> | <p>Enabling Activiti(es)</p> |
| | <p>Disadvantaged</p> | <p>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</p> | <p>EA#3 ELA support classes EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#10 Clubs</p> |
| | <p>Hawaiian/ Part Hawaiian</p> | <p>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.</p> | <p>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</p> |
| | <p>Filipino</p> | <p>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</p> | <p>EA#1 Literacy strategies across all content areas EA#3 ELA support classes EA#6 Math support classes</p> |
| | <p>Special Education</p> | <p>Support in Reading, Writing and Math with continued instruction in grade level standards to help bridge the academic gap through more inclusive opportunities</p> | <p>EA#3 ELA support classes EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#10 Clubs</p> |
| | <p>Freshmen</p> | <p>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</p> | <p>EA#3 ELA support classes EA#6 Math support classes EA#7 SEL support, mentoring, monitoring EA#9 Implementation of MTSS for academic, SEL and behavioral supports EA #10 Parent Communication of student progress</p> |

ORGANIZE: Identify your Accountable Leads.

| Name and Title of Accountable Lead | Enabling activities this lead is responsible for: |
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| 1. Amy Stafford, Principal | 1. Real world learning opportunities/Internships, Schoolwide initiatives, Alternatives to Suspension, PLC Process, MTSS (Academic,Behavior), Alternative Programs and Scheduling, Academy School Model, Teacher/Student Mentoring |
| 2. Brooke DeLuz, Registrar | 2. Early College Classes, AP and college course entry of grades/credits/roster development, Infinite Campus, LEI KULIA, personalized scheduling |
| 3. Jessica Patao, Curriculum Coordinator | 3. PLC Process/Collaborative and interdisciplinary planning time, Teacher Mentoring, Professional Development, Project Based Learning, Na Hopena A'o, Academy School Model |

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| 4. Erin Henderson, Counselor | 4. MTSS (SEL and Behavior), Restorative Practices, Conscious Discipline, Early College Classes |
| 5. Aime Van Zandt, SSC | 5. Student and parent voice, MTSS (academic), EL and SPED support |
| 6. Dean Snelling, Academy Lead Teacher | 6. Academy School Model, Community Partnerships |
| 7. Guiding Coalition Team Members | 7. Differentiation, Research based best practices, PLC Process, Guaranteed & Viable Curriculum |

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 SY23-24 | Rationale: |
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| <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"> ● Instructional practices and equity centered learning environments with differentiated instruction that supports all learners ● Engagement in learning environments where student voice and choice is honored ● Implementation of multi-tiered systems of support for behavior, academics and social emotional well being that is timely and | <p>With the varying levels of proficiency in classes, everyone doing the same thing at the same time is no longer effective.</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 relevant and real world 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> <p>An extensive array of extracurricular activities, clubs and committees will provide students with additional opportunities for growth that</p> |

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| <p>effective</p> <ul style="list-style-type: none"> ● A sustained program of extended learning opportunities through after school clubs and committees | <p>increase student confidence, sense of belonging and professional skills.</p> |
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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.

| <p>Outcome: By the end of SY23-24</p> | <p>Rationale:</p> |
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| <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 through:</p> <ul style="list-style-type: none"> ● Training and implementation support with Conscious Discipline and Restorative Practices ● Support with the implementation of multi-tiered systems of support for behavior, academic and social emotional well being that is timely and effective ● A refined data team process and accompanying professional learning communities to support rigorous and relevant instruction, collaborative planning and systemic and consistent student monitoring ● Training and support in research based, effective Tier 1 practices (i.e. differentiated instruction, inclusive practices, EL strategies) | <p>The school needs to revisit their Tier 1 practices (academic, behavioral and social emotional) to ensure rigor and clarity of what students are expected to know and do are in alignment with school wide initiatives/best practices and are being consistently implemented school wide.</p> <p>Students have indicated they want teachers who “have their back.” Training in Restorative Practices and Conscious Discipline 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> |

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 SY23-24 | Rationale: |
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| <p>We will implement a systematic program of support within a collaborative environment that empowers teachers and students to grow and thrive within a culture that embraces continuous learning, creativity, exploration and safety through:</p> <ul style="list-style-type: none"> ● Real world learning experiences and Standards Based Instruction incorporated across all content areas ● Implementation of multi-tiered systems of support for behavior, academic and social emotional well being that is timely and effective ● A refined data team process and accompanying professional learning communities to support rigorous and relevant instruction, collaborative planning and systemic and consistent student monitoring ● Innovative learning experiences/internships created with the support of community and business partners that embrace student voice and meet community needs. ● 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 Oiwī ALO) will be incorporated school-wide to provide support for the complex K-12 literacy framework, Academy Action Plan and real world opportunities across all content areas | <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 continue our journey to become an accredited Academy school with four pathways of study around the theme of sustainability, clear and intentional processes and support are integral to student success.</p> <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 on time and have the professional skills necessary to persevere, be responsible and reliable, be problem solvers and be able to work well with others. Relevant and real world learning experiences can help increase attendance and engagement for all students.</p> <p>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 and consistent collaboration among all stakeholders around aligned, school wide initiatives will boost student success.</p> |

| Planning | | | | Funding Source(s) | How will you measure this enabling activity? | | |
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| 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 | 1. Implement research based, relevant instructional practices that are aligned to the standards and support all students in all classes. <ul style="list-style-type: none"> • Incorporate high impact instructional strategies that support all learners • Provide choices and varying modalities for how students can demonstrate what they know as much as possible • Utilize student interests, current events and technology when appropriate • Incorporate activities that allow students the opportunity to read, write and speak on a daily basis in all classes | | X | WSF 8,000 | Progress determined through: -classroom walkthrough data -student surveys -teacher surveys -report card grades -iReady scores |
| | Equity X | | | | X | Title I 5,000 | |
| | School Design X | | | | Title II | | |
| | Empowerment X | | | | IDEA | | |
| | Innovation X | | | | Other | | |
| | Hawai'i | S | 2. Provide professional development support to ensure teacher confidence and ability to deliver rigorous and relevant instruction based on content priority standards and research. <ul style="list-style-type: none"> • Provide support and coaching for staff in standards based teaching and assessments | | WSF | Progress monitored through: -schoolwide meetings and events calendar -department minutes -GC minutes | |
| Equity X | Title I 10,000 | | | | | | |

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| | School Design X | | <ul style="list-style-type: none"> ● Provide support and coaching for staff in Tier 1 classroom best practices for differentiation, inclusive practices and EL strategies. ● Provide support and coaching for staff on the standards in their content area ● Provide support and training for staff in the PLC Process ● Conduct weekly classroom walkthroughs and provide individualized feedback and follow up support | | Title II | |
| | Empowerment X | | | | IDEA | |
| | Innovation X | | | | Other | |
| | Hawai'i X | S | <p>3. Intentionally and consistently monitor the implementation of schoolwide procedures to ensure coherency in classroom instructional practices and consistency of standards based teaching practices</p> <ul style="list-style-type: none"> ● Post learning targets and success criteria in classrooms ● Align lessons to the learning target and content area priority standards ● Differentiation of content to accommodate student readiness levels or by interest ● Student voice and choice is evident in class lessons ● Lessons are adjusted based on formal and informal student assessments | | WSF | <p>Progress determined through:</p> <ul style="list-style-type: none"> -GC agendas/minutes -ART agendas/minutes -classroom walkthroughs -student surveys |
| | Equity X | | | | Title I | |
| | School Design X | | | | Title II | |
| | Empowerment X | | | | IDEA | |
| CNA Crosswalk Pg. 6,21,22 FRF Line #34,50 WASC Critical Area for Follow up #11 Title 1 Addendum Crosswalk SW #3,5,6 | Innovation X | | | | Other | |
| 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 real world learning experiences that incorporate student voice, choice and interests and/or | | WSF 8,000 | Progress determined through: |

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| achievement through meaningful and rigorous learning experiences. | Equity X | | meet community needs. <ul style="list-style-type: none"> • Incorporate field trips and guest speakers into lessons when appropriate • Incorporate project-based learning and service project opportunities as often as possible based on student interests and/or school and community needs • Incorporate simulated real world opportunities into lessons when appropriate • Incorporate pathway interests and the schoolwide Academy theme of sustainability into lessons when appropriate | x | Title I 10,000 | -classroom walkthrough data -department surveys -school calendar of events |
| | School Design X | | | | Title II | |
| | Empowerment X | | | | IDEA | |
| | Innovation X | | | | Other | |
| Hawai'i | S | 5. Provide professional development support to ensure teacher confidence and ability to implement real world learning experiences into content units that incorporate student voice, choice and interests and/or meet community needs. <ul style="list-style-type: none"> • Provide staff training and support in design thinking • Provide support and coaching for staff in how to use online community and national resources (Climb HI/Nepriis) • Provide time for teachers to collaborate and plan for real world opportunities (service projects, field trips, etc.) • Increase daily classroom walkthroughs and provide individualized, follow up support | | | WSF | Progress determined through: -classroom walkthrough data -school calendar of training and events -master schedule -department and faculty meeting minutes -GC minutes |
| Equity | | | | | Title I 17,400 | |
| School Design X | | | | | Title II | |
| Empowerment X | | | | | IDEA | |
| Innovation X | | | | | Other | |
| Hawai'i X | S | 6. Intentionally and consistently monitor the implementation of schoolwide procedures to incorporate real world learning experiences and individualized schedules/programs that incorporate student voice, choice and interests and/or meet community needs. <ul style="list-style-type: none"> • All students complete required PTP components during semester 1 of the school year • All students participate in a minimum of one field trip a year and have a virtual or in person | | | WSF | Progress determined through: -student schedules -number of Capstone students -number of student internships -classroom walkthrough data -student surveys |
| Equity X | | | | | Title I 5,000 | |
| School Design X | | | | | Title II | |

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| CNA Crosswalk Pg. 21,22 FRF Line #34,50 WASC Critical Area for Follow up #11 Title 1 Addendum Crosswalk SW #3,5,6 | Empowerment X | | <ul style="list-style-type: none"> guest speaker opportunity in every class. All students participate in a minimum of one service project a year. Students have access to internships and community mentor opportunities | | IDEA | |
| | 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 | <p>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)</p> <ul style="list-style-type: none"> Provide alternatives to suspension including a reset room, alternative learning schedules and targeted counseling groups Implement teacher mentoring through advisory classes for weekly (minimum) check ins with students and Capstone classes Implement Tier 1 (classroom level) supports to address attendance, behavior and emotional difficulties early Implement a supportive, transitional curriculum in the Freshman Seminar classes | | WSF \$7,000 | <p>Progress determined through:</p> <ul style="list-style-type: none"> -school behavior data -SEL Panorama Data -student surveys -grade level teacher surveys |
| | Equity | | | | Title I | |
| | School Design X | | | | Title II | |
| | Empowerment | | | | IDEA | |
| | Innovation | | | | Other | |
| | Hawai'i | | | | S | |
| Equity | Title I | | | | | |

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| | School Design X | | <ul style="list-style-type: none"> Support for all staff in the consistent use of LEI KULIA and Infinite Campus to provide student support Training for staff around how alternatives to suspension benefit students and school culture Support for staff on the implementation of the school's MTSS system | | Title II | -peer review minutes |
| | Empowerment | | | | IDEA | |
| | Innovation | | | | Other: SEL grant | |
| | Hawai'i | S | <p>9. Implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior</p> <ul style="list-style-type: none"> Staff use LEI KULIA and Infinite Campus consistently as a student monitoring dashboard Strengthen and systematize the data team process to support the school's 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 Appropriately and fairly reinforce school wide behavior expectations to strengthen Tier 1 supports Establish a system for student tracking and reflection on personal data including attendance, academics, behavior and social emotional well being | | WSF | <p>Progress determined through:</p> <ul style="list-style-type: none"> -department meeting agendas and minutes -IC behavioral data -SEL Panorama data -homeroom student and teacher surveys |
| | Equity X | | | | Title I | |
| | School Design X | | | | Title II | |
| | Empowerment | | | | IDEA | |
| | Innovation X | | | | Other | |
| CNA Crosswalk pg.6,11,12 WASC Critical Area for Follow up #5 Title 1 Addendum Crosswalk SW #1,2,5,6 | | | | | | |
| Desired Outcome | Promise | Enabling Activity | | Lead(s) | How will you measure this enabling activity? | |
| Secure adequate resources to support | Hawai'i X | S | 10. Provide opportunities for personalized learning that supports college, career, and community readiness while | | WSF | Progress determined through: |

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| school and community-based plans for student success. | Equity | | incorporating family engagement and community involvement. <ul style="list-style-type: none"> ● Increase accountability for student success per the Academy Action Plan and Programs of Study for all 4 pathways ● Connect all students with an after school or off campus opportunity ● Increase opportunities for student engagement through student council, class representatives and after-school clubs and committees ● Provide off campus opportunities for students to gain experience and apply knowledge through school and community partnerships ● Implement a supportive, transitional curriculum in the Senior College and Career readiness classes | x | Title I 12,000 | -Academy Action Plan monitoring -participation numbers in after school clubs, sports and athletics -internship and Capstone numbers -curriculum and pacing guides for College and Career classes -Family event sign in sheets |
| | School Design | | | | Title II | |
| | Empowerment X | | | | IDEA | |
| | Innovation X | | | | Other | |
| Hawai'i | S | 11. Provide Professional Development and planning time to support students and staff in the transition to an Academy School <ul style="list-style-type: none"> ● Provide time to collaborate about personalized learning opportunities and after school connections for students ● Provide PD around personalized learning in conjunction with the schoolwide MTSS plans ● Provide all teachers PD on Infinite Campus and LEI KULIA with individualized, follow up support as needed for continued effective use ● Teachers partner with local businesses and mentors are utilized to enhance experiences and provide real-world application and teacher support as often as possible | | WSF | Progress determined through: -CLIMB HI use data -school meetings and events calendar -department agendas and minutes -student and teacher surveys | |
| Equity | | | | Title I | | |
| School Design X | | | | Title II | | |
| Empowerment X | | | | IDEA | | |
| Innovation X | Other | | | | | |
| Hawai'i X | S | 12. Continue following the action plan to become an accredited Academy School with four pathways under a common theme of sustainability <ul style="list-style-type: none"> ● Increase business partner engagement to align meaningful internships for all Senior Capstone participants ● Solidify multiple professional certificates and internship locations for each pathway ● Increase attendance to Advisory Board and SCC | | WSF | Progress monitored through: -Advisory Board agendas and minutes -SCC agendas and minutes -OYOF Innovation Grant data | |
| Equity | | | | Title I | | |
| School Design X | | | | Title II | | |

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| CNA Crosswalk pg. 6, 12, 21 FRF Line #46, 73 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW #7 | Empowerment | | meetings <ul style="list-style-type: none"> • Provide PD opportunities for families around SBG, the Academy structure, Infinite Campus and teenage safety presentations • Increase family engagement through the implementation of the “It Takes A Village” Own Your Own Future Innovation grant. | | IDEA | |
| | Innovation X | | | | Other | |