



One-Year Academic Plan 2020-2021

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Approved by HKKK CAS

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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 Accountability	<ol style="list-style-type: none">1. Need: Continuous professional development for staff to build “collective efficacy” in meeting the needs of all students both academically & socially, especially high-need populations (Title I, EL, & Special Education).2. Need: Continue development of multiple Career/College curricular pathways for students that are relevant and meaningful towards ensuring every student graduates with attainable and positive options for their future.3. Need: Continue development of an “instructional culture” of PLC’s & departments where teaching and learning are the priority. Building a school wide mindset is one of “dynamic” education based on continuous reflection, engaging learning & a partnership between the learner/teacher.4. Need: Continue to grow students’ literacy (reading, writing, speaking, academic vocabulary) & content-based literacy to allow all students to access the full-curriculum as well as valued citizens.5. Need: Develop and implement RTI supports (Tier I-III) that are timely, research based, and specific to allow students to access and succeed academically/emotionally that are accessible from a variety of platforms including traditional and e-school models.6. Need: Create adaptive, flexible and multifaceted learning programs that can meet the needs of all students in-person & online.										
	Addressing Equity: Subgroup Identification										
	In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.										
		<table><tr><th>Subgroup</th><th>Identified Need(s)</th><th>Enabling Activity(ies)</th></tr><tr><td>EL Students</td><td>Equity of access, opportunity & effective instructional program for EL students within the school program.</td><td><ul style="list-style-type: none">● Continue providing professional development for all staff towards meeting the needs of our EL students.● Student support meetings for EL students</td></tr><tr><td></td><td>English Language Learners (12% of</td><td></td></tr></table>	Subgroup	Identified Need(s)	Enabling Activity(ies)	EL Students	Equity of access, opportunity & effective instructional program for EL students within the school program.	<ul style="list-style-type: none">● Continue providing professional development for all staff towards meeting the needs of our EL students.● Student support meetings for EL students		English Language Learners (12% of	
Subgroup	Identified Need(s)	Enabling Activity(ies)									
EL Students	Equity of access, opportunity & effective instructional program for EL students within the school program.	<ul style="list-style-type: none">● Continue providing professional development for all staff towards meeting the needs of our EL students.● Student support meetings for EL students									
	English Language Learners (12% of										

		school population): Continue to provide differentiated instruction to address ELL students' literacy, oral communication, and numeracy skills. According to assessment data, EL students are often performing below grade level placement on math & reading assessments.	<ul style="list-style-type: none"> ● Professional development for teachers focused on using SSPs to inform the development of curriculum and instruction. ● Continue to provide J and JJ classes to meet the needs of diverse EL learners.
	Special Education & 504 Students	<p>SPED & 504: Ensure every student is appropriately placed in the Least Restrictive Environment based on their IEP & when possible learning with non-special need students as much as possible Special Education Students (11% of school population)</p> <p>Ensure 504 students receive timely and appropriate accommodations.</p>	<ul style="list-style-type: none"> ● Professional development for teachers focused on different models of co-teaching and effective co-teaching strategies for the inclusion setting. ● Provide a structured time for planning between co-teachers to implement strategies learned in professional development. ● Ensure that Special Education staff are provided professional development towards effectively implementing "specialized instruction" for each special needs student.
	Disadvantaged Students	DS: Quality of learning opportunities & additional research proven support. (54%)	<ul style="list-style-type: none"> ● Continue to provide staff with professional development, PLC time and coaching focused upon research proven strategies for improving learning outcomes for disadvantaged students.

			<ul style="list-style-type: none"> • Ensure disadvantaged students have regular access to learning tools (technology) at school and home. • Build school wide SEL & Co-curricular systems to build “assets” for each student.
	Migrant Education	<p>Migrant: Due to the nature of their parents' employment that requires significant movement and travel, students may need resources and support due to the nature of the family's work situation and travel.</p> <p>Suggestion: Supplemental support to qualified eligible MEP students to support the completion of a high school diploma.</p>	<ul style="list-style-type: none"> • Coordinate/provide year long wrap around services to help close the achievement gap. • Coordinate/provide parent involvement and networking through workshops, meetings, PACs, and other opportunities to help parents learn ways to support their high school-aged children's learning and education. • Monitor eligible MEP students and provide appropriate support.
	Homeless	<p>Need: Students and families living in multifamily settings or on the street without adequate basic resources.</p>	<ul style="list-style-type: none"> • Monitor and provide support for students identified as “Homeless”; to improve the system of proactively identifying homeless students and providing support for them. • Provide resources and

			learning tools.
	Gifted and Talented	Need: GT students need experiences that maximize their capabilities and provide them rich learning experience	<ul style="list-style-type: none"> ● Increase opportunities for students to engage in courses and activities providing rigor and relevance to enhance their interests and potential “giftedness”. ● Provide flexible and open ended learning opportunities to allow for additional learning beyond the 9-12 curriculum prior to graduation.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Glenn Gray - Principal	1. ILT, Academic/Planning, Hiring of Staff, Facilities Management, Supervision of Staff, Staff Development, School Culture
2. Wendy Daniel - Vice Principal	2. Career Technical Education: Continued development and refining of multiple pathways for students.
3. Anna Nazaryan - Vice Principal	3. Special Education/504: Continue to support and grow inclusion settings, ensuring appropriate or “specialized instruction” in every

	<p>setting.</p> <p>Summer Launch Program for Incoming 8th Graders</p>
4. Victoria Mailo - Vice Principal	4. English Learners: Continue to meet the program requirements of the Voluntary Resolution Agreement while building capacity of staff to meet the needs of EL students instructionally and programatically
5. Lara Mangieri & Jerrie Anderson: Teacher Leads Success for All	5. Development & implementation of reading supports in 9th/10th grade ELA classes to ensure all students have the skills necessary to access curriculum in all subjects
6. Instructional Leadership Team: Charo Aparacio, Jerrie Anderson, Justin Brown, David Huitt, Natalie Lalagos, Aaron Peck, Erin Thompson, James Young, Lara Mangeri	<p>6. Continue to support the instructional skill level of the school's teaching staff overall and within their individual departments</p> <p>Monitoring and implementation of school's Academic Plan</p>
7. James Young - SAC	7. Continued development of the school's PBIS initiatives towards increasing positive school outcomes and decreasing behavioral challenges.
8. Nico Friedman - Teacher Lead	8. School Community Council & WASC Accreditation Process
9. Counseling Department: Candy Davis	9. College/Career Path development, ensuring Grad requirements are met, support of students, SEL

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 the 20-21 school year	Rationale:
<p>Curriculum</p> <ul style="list-style-type: none"> Continue school wide implementation, use of GLO's to support 21st Century skill sets/mindsets for all students. Continue to identify, develop and refine culturally responsible/placed based learning opportunities for students across the curriculum. Utilize the course based PLC processes to improve student learning through the implementation of standards with outcomes measured by common formative assessments and modification of curriculum to meet student needs Reinvigorate AVID program to serve a greater % of the student body and provide all KHS students with common learning toolkits. Continue to utilize online learning for recovery, advancement, alternative settings and enrichment as tools to meet diverse student needs. Continued adoption of John Hopkins developed Success for All curriculum in ELA and math, with emphasis on collaborative, research proven learning tools in grades 9 and 10. Continue to identify, develop, and refine career/technical programs to provide all students with meaningful post high school pathways. Increase integrative curricular experiences across more departments and PLC's. <p>Instruction</p> <ul style="list-style-type: none"> Improved Tier I in all classrooms through differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes. Continue to strive for maximum measurable growth for each student in each 	<ul style="list-style-type: none"> SBA scores are currently 24% proficient in math and 54% proficient in ELA Growing population of ELL students in our complex and at our school. 92 % daily daily attendance rates 19 % chronic absentee rate STAR scores for many incoming students are below grade level for ELA and math for a majority of incoming students. Graduation rate via Strive Hi was 76% for the 18-19 school year The high cost of college continues to provide impetus for Early College program credits

subject in terms of skills, knowledge and ability to apply learnings.

- Identify and implement ways to integrate GLO's into daily instruction.
- Provide additional professional development in student engagement, co-teaching, use of technology in the classroom, etc....
- Continue to provide support for co-teachers in inclusion classes: more planning time, more professional development, clarify roles and duties of each teacher.

Assessment

- Improve Reading, Math, Science performance on State assessments through the use of targeted and effective classroom instruction & RTI processes.
- Develop common measurements for measuring student GLO attainment in all classes.
- Adopt additional measurement tools beyond traditional assessments such as ACT, SAT, SBA & WIDA.
 - (site-based measures such as projects, participation %'s, performance rubrics, CFA's, NWEA Map scores and perceptual data) to datify student learning progress throughout their high school careers.
- Create systems and processes to ensure the fidelity and accountability of online coursework.
- Continue to strive for consistency of PLCs utilizing data to directly inform instruction and other assessments as a full faculty and in Departments and PLCs consistently.
- Develop an electronic or web-based platform for all students to share their work and for staff to provide feedback/assessment on mastery of standards.

Student Support

- Improve average daily attendance and chronic absenteeism through engaging classroom and co-curricular opportunities, as well as continuing current measures such as court and parent contact.
- Continue to develop and refine distance learning/afterschool/intersession/at

- Average students whose parents did not attend college are supported through the college process by needing a strong AVID program.
- Success in the 9th grade is an indicator of future graduation.
- Recent large turnover in teaching staff with fewer years of experience working with a student population with diverse needs.

<p>home opportunities (Waverider Learning Center, summer school, Acellus, On-line Teacher led classes, Early College, and Running Start) to provide additional credit/learning options for all students.</p> <ul style="list-style-type: none"> • Continue to improve the # of Freshmen on Track with 6 credits and no CORE class failures. • Continue to build and develop the MTSS components/team at KHS. • Seek out and develop additional support pieces for students such as student mentors, student mediators, and restorative practices. • Rebuild/streamline/refine PTP processes to ensure relevancy and impact for students. • Develop school wide implementation plans for Ha` and GLO's for the next 5 years. • Continue to develop, implement and refine a personalized success plan for each student via their course selection, program placement, and personalized support services such as counseling. • Continue to develop a school wide comprehensive support plan around attendance, tardies, and behavior that utilizes a variety of tools such as PBIS, consequences, partnership with families, and engaging instruction. 	
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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.

Outcome: By the end of school year 20-21	Rationale:
<p>Instructional Support:</p> <ul style="list-style-type: none"> • By the end of the 20-21 school year, the PLC format will be assessed for areas of improvement and growth. Newly dedicated time for PLCs has been allocated this year. • Continue to improve communication and follow up on academic and behavioral interventions by administration, support staff and teachers. • Develop a school-wide RTI system with all staff involved to 	<ul style="list-style-type: none"> • As demonstrated recently, there is a need for expanded training in distance, digital, and online learning tools to support adaptive, flexible and meaningful learning experiences beyond the school building. • Inclusion settings were expanded in 19-20 and will continue to be a focus going forward requiring planning time and training. • EL support for staff building on the PREL 21 hours for 19-20 towards school wide integration of effective tools.

<p>ensure that all of our students are receiving timely and appropriate support.</p> <ul style="list-style-type: none"> ● Put in place a school professional development plan around: <ul style="list-style-type: none"> ○ Technology ○ Utilization of SSPs ○ Co-teaching ● PLC Time <ul style="list-style-type: none"> ○ Co-teaching ○ Subject Area <ul style="list-style-type: none"> ■ Analyze Student Data to inform curriculum and instruction ○ Cross curricular ● ILT <ul style="list-style-type: none"> ○ Identify instructional goals to engage students in meaningful content. ○ Instructional curriculum coach to support each department (if funds are available) ○ Classroom visits/walkthroughs ● The school will continue to provide targeted professional development for teachers of EL, SPED, and disadvantaged students. 	<ul style="list-style-type: none"> ● Data driven, collaborative reflection of curriculum and instruction in every course level PLC/Data Team is needed to create differentiated and relevant learning in each class. ● Provide opportunities for & training around integrated & PBL learning experiences. ● Effective instructional coaching to improve daily instruction in terms of engagement and clarity. ● Building of a “collective efficacy” for staff that they are capable of meeting the needs of all students through training/professional development, especially important with the number of new staff members at the school. ● The school has been work with Hattie’s Learning by Design model around Strong Starts, Learning Targets, Success Criteria, Feedback, Peer to Peer Observations through ILT Learning cycles to promote effective instruction school wide.
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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 school year 20-21	Rationale:
<p>Vision, Mission, Organization & School Systems</p> <ul style="list-style-type: none"> ● Establish monthly review of WASC critical needs/recommendations as part of monitoring the effective implementation of the school’s Academic Plan <ul style="list-style-type: none"> ○ Ensure that all staff continue to be informed and 	<ul style="list-style-type: none"> ● Ensure every EL student has a plan ● Many students lack supports in terms of academic, SEL and guidance during their high school career ● Give at-risk students aina based/cultural learning experiences to increase self-esteem, engagement, and success ● Recognition program to promote attendance, increased

<p>knowledgeable around the AC/FIN process on a monthly basis.</p> <ul style="list-style-type: none"> ● Continue SSPs for all EL students to ensure a viable plan is in place for their academic success each year. ● Provide every student academic and SEL supports to promote their success including expanded Co-Curricular opportunities. ● Implement Alternative Learning Opportunity class with Queen's Trust for students who are disconnected/struggling to regain confidence and needed skill sets. ● Expand Ho'ohana PBIS School Wide student recognition program year 2 of implementation will result in positive school culture and improved student grades. ● Refine and assess the Intensive Learning Center (ILC)/Transitional Learning Center (TLC) programs to increase student success rates and decrease behavioral issues. ● RTI (Systematic, Timely, and Effective) for all Tiers, but greatest need for Tier 2 supports that are data based, timely and effective to be implemented by 2021/22). ● Sheltered/J/JJ/ESOL developed curriculum to meet the needs of all EL students. ● SFA /Math Reading supports for English and Math (9th grade and some 10th grade) to ensure ELA and math literacy as students progress. ● Inclusion/ Co-teaching to support LRE for more Special Needs students. ● Continue to develop Transition Center for EL and Newcomer students ● Waverider Learning Center Expansion : Tutoring, mentoring and mini-lessons for students who need academic help. ● Continue to develop and refine community partnerships: Palama Nui, La I Opuia, Grad Night, & Queen Liliuokalani Trust to provide additional learning opportunities for students. 	<p>grades, and build culture</p> <ul style="list-style-type: none"> ● Many students are performing below grade level expectations ● Ensure LRE for every special needs student ● 76% graduation rate for last year is an indicator of holes in our school's safety net for high need student populations. ● At a school with over 1300 students, students may get lost in the shuffle. There is a need for additional partnerships and opportunities, as supported to provide a viable safety net.
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Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)				
Hawai'i: Students will be educated within a public school system that is grounded in HĀ , powers a multilingual society, and honors Hawai'i's local and global contribution.	x	Hawaii		Aina Based Alternative Learning Opportunity	Richard Komoku	x	WSF	Student credits earned Surveys Behavioral data Attendance (Title I Funding: \$40,000 PTTs)
	x	Equity		<ul style="list-style-type: none">The school is partnering with the Queen's Trust to expand culture based/aina based learning experiences through the Alternative Learning opportunity for students who are not thriving in a traditional setting	Admin	x	Title I	
	X	School Design		Dr. Damasco		Title II		
	X	Empowerment		ALP State Staff	x	IDEA		
	X	Innovation			x	Other Queens Trust		
CNA Root Causes Pg#8, 25, 28 FRF Line #N/A WASC Critical Area for Follow up #5, #6	X	Hawaii		Experiential Learning Experiences Around the Hawaiian Culture and Aina:	Staff		WSF	Students assessments and journaling Authentic learning performances Student products Participation numbers
	x	Equity		<ul style="list-style-type: none">All 9th grade students participate in field trips (in person or virtual) that are aina based and support the MHH curriculumPoly classes & performances such as May nightPlaced based Agricultural curriculum	Admin		Title I	
	x	School Design				Title II		
	x	Empowerment				IDEA		
	x	Innovation				Other		

Title I Addendum SW#5, #6				<ul style="list-style-type: none"> Partnership with La I'O Pua grant towards support of all students especially those of Hawaiian descent. 				
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Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.		Hawaii	Improvement of Student Literacy throughout the school within ILT processes & Literacy Grant Initiative -Implement high impact literacy strategies to improve reading, writing, speaking and listening across all content areas through the school's ILT process, professional development, researched based strategies and participation in Literacy Grant.	ILT Staff Admin	x	WSF	SBA scores
	x	Equity			x	Title I	CFA results
	x	School Design				Title II	NWEA assessments data
	x	Empowerment				IDEA	WIDA results SPED measures
		Innovation			x	Other Literacy grant	(Title I Funding: \$40,000 PTTs; \$194,000 online subscriptions & curriculum materials)
		Hawaii	Professional Development for Staff: Provide supports to ensure teacher confidence and ability to apply effective instructional strategies to include: 1. EL Learners 2. SPED Inclusion	Admin ILT Staff		WSF	Meeting notes
	x	Equity			x	Title I	Classroom observation & EES
	x	School Design				Title II	Training Schedule
	x	Empowerment				IDEA	Certifications/PD credits

	x	Innovation		3. Collaborative Learning Approaches (SFA Math/Reading) 4. Distance, Hybrid and Traditional <ul style="list-style-type: none"> Professional development plan for 20-21 school year Training on strategies, curriculum for each area Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT) to foster collegial/peer training & implementation of learnings 			Other	(Title I Funding: \$20,000 PD; \$40,000 SFA Contract)
		Hawaii	C	Providing PD for Staff in Ha`/Host Culture <ul style="list-style-type: none"> 21 hours of Professional development for all staff around Ha/Na' Hopena Ao initiatives. Using HA and SEL frameworks to engage staff and students in reflection around instruction and social and emotional learning as well as adoption of MTSS. 			WSF	Meeting minutes
		Equity					Title I	Staff surveys
		School Design					Title II	Student support documentation
		Empowerment					IDEA	Faculty meeting and PLC agendas
		Innovation					Other	Classroom observation
CNA Root Causes Pg#8, 25, 28, 43								MTSS trainings
FRF Line #17								MTSS meeting notes
WASC Critical Area for Follow up #1, 2, 3, 4, 5, 6								Student Study Team minutes
Title I Addendum SW#5, #6								

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.	x	Hawaii		Alternative Learning Opportunity class for students at the Queen Liliuokalani Trust Lands for disenfranchised students based in the study of Hawaiian culture, Aiana study, job skills and developing student voice. (12- 15 Sophomores) Additional counseling support services for students to provide: -Safety net for students academically & socially -Enhanced monitoring, communication, and outreach for incoming 9th grade students. -Long-term goal of assisting students towards graduating & positive post high school outcomes.	Richard Kamoku	x	WSF	Credits completed by students
	x	Equity			x	Title I	Behavior incident numbers	
	x	School Design				Title II	# of student who successfully graduate for each cohort	
	x	Empowerment			x	IDEA	-9th grade transitioning to 10th grade rate at the end of 9th grade	
	x	Innovation			x	Other Alternate Learning Program funding from state	-Behavioral incidents -Stakeholders surveys -Graduation rate of each cohort -Post-high school surveys of graduates (Title I Funding: \$40,000 PTTs)	
				A System to Ensure Improvement of Student Literacy will be implemented across the content areas: <ul style="list-style-type: none">● ILT Focus and Process● Literacy Grant Initiative● Targeted Professional Development Plan for Teachers to			WSF	SBA, WIDA & NWEA scores
		Equity			x	Title I	Student work examples PD minutes and agendas	
		School Design				Title II	Classroom observation data	

CNA Root Causes Pg#8, 25, 28, 43		Empowerment		Increase Literacy for All Students.		IDEA	(Title I Funding: \$20,000 PD)
FRF Line #12, 17		Innovation				Other	
WASC Critical Area for Follow up #1, 2, 3, 4, 5, 6							
Title I Addendum SW #5, #6							

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
Empowerment: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.	x	Hawaii		Adoption of Na Ha Opena & daily incorporation of the GLO's into daily lessons -Training of staff -Creation of tools to monitor implementation & assess impact -Finding opportunities to blend Na Ha Opena & the GLO's into the school fabric.	DF's Admin Ha Team	x	WSF	-Stakeholder surveys
	x	Equity					Title I	-Walkthroughs
	x	School Design					Title II	-Sample assessments or assignments from teachers
	x	Empowerment					IDEA	-Behavioral incidents
	x	Innovation				x	Other Queens Trust	-Participation in school activities and events
	x	Hawaii		Associated Student Body & Ho` Ohana PBIS/Recognition program	SAC ASB		WSF	-Overall grades of students
	x	Equity					Title I	

	x	School Design	C	-Students activities and events targeting school culture -Recognition of scholastic improvement/achievement -Providing opportunities for positive school experiences for all students	Admin		Title II	-# of behavioral incidents -Stakeholder surveys -Participation in school activities and events
	x	Empowerment					IDEA	
	x	Innovation					Other Community donations, student fundraising	
	x	Hawaii	C	Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior -Finalize the 3 year plan -Continue to build, monitor processes & assess outcomes	MTSS Team: Admin, Counselors, and faculty		WSF	-Stakeholder surveys -Observational and anecdotal data -Student Health Data
	x	Equity x					Title I	
	x	School Design					Title II	
CNA Root Causes Pg#8, 25, 28, 43	x	Empowerment	C				IDEA	
FRF Line #N/A	x	Innovation					Other	
WASC Critical Area for Follow up #1, 4, 6								
Title I								

Addendum SW #5, #6							
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Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.	x	Hawaii	Alternative Learning Opportunity class for students at the Queen Liliuokalani Trust Lands for disenfranchised students based in the study of Hawaiian culture, Aiana study, job skills and developing student voice. (12- 15 Sophomores)	Teacher	x	WSF	Credits completed by students
	x	Equity		Dr. Damasco		Title I	Behavior incident numbers
	x	School Design		Admin		Title II	# of student who successfully graduate for each cohort
	x	Empowerment		State ALP		IDEA	
	x	Innovation			x	Other State ALP program	
	x	Hawaii	Build concurrent E-School available to all students to meet student needs in all situations (Distance, Hybrid, Blended, and In-Person Learning) -1 to 1 Technology tools for every student -Continuous training for staff in Google Tools: Classroom, Suite, GMail, etc..., Screen castify, and district provided platforms	Design Team		WSF	-School wide surveys to stakeholders
	x	Equity		Admin	x	Title I	-Completion rates and grades for students in E-School component
	x	School Design		ILT		Title II	
	x	Empowerment		Staff		IDEA	
	x	Innovation				Other	-Staff certifications & participation in training

			<ul style="list-style-type: none"> -Training of students & families on e-school tools, protocols and ways to maximize student learning. -Explicit instruction & assessment of students toward becoming “Ethical and Effective Users of Technology” -Identify ways within the current contract, master schedule, & transportation conditions in terms of the recent pandemic and beyond through planning for: -Ability to modify education of students from traditional learning on campus, to distance learning, or a hybrid of these due to the current Pandemic circumstances. -Plan for employee health concerns affecting whether they are teaching from home or school, necessitating all staff are able to use all 3 models (hybrid, on campus, distance) -Grouping of students into different configurations to address various parameters of the Pandemic/CDC/State guidelines -All staff need to be able to use a variety of tools for instruction such as Google classroom, management platforms, Blended, Flipped, etc.... 			<ul style="list-style-type: none"> -Observations: ILT, Staff, Admin and complex team -School documents i.e. communications with stakeholders, master schedule, SCC notes, etc... (Title I Funding: \$20,000 PD; \$4,779 Postage & PFE supplies; \$120,000 computers/cameras)
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				-Training and tools to ensure accountability, access and reliability of technology based learning				
		Hawaii		Pathway Development	CTE Staff		WSF	CTE completers
	x	Equity		Provide all students viable and relevant learning pathways to concurrently throughout their high school careers to include:	Admin		Title I	SBA, ACT, and SAT results
	x	School Design		<ul style="list-style-type: none"> Arts and Communication Business Health Services Industrial and Engineering Technology Natural Resources Public and Human Services 	Staff		Title II	Credits awarded
CNA Root Causes Pg#8, 25, 28, 43	x	Empowerment					IDEA	Post-secondary outcomes
FRF Line #20, 22	x	Innovation				x	Other Perkins	
WASC Critical Area for Follow up #1, 2, 4, 6								
Title I Addendum SW #5, #6, #7				as well as continue to grow...				
				Maritime Academy, Advanced Placement, Early College, Running Start, and Internships.				