


One-Year Academic Plan For 2023-2024

School:	KEALAKEHE HIGH SCHOOL	 <i>Janette Shilling</i> 4/14/23
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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
- STRIVE HI Reports

1. **Need:** Continue to grow students' literacy (reading, writing, speaking, academic, technological vocabulary) & content-based literacy to allow all students to access the full-curriculum
2. **Need:** Give students purpose in their education in high school through student engagement & setting them up for success beyond the high school diploma goal through the development of multiple Career/College curricular pathways ensuring every student graduates with attainable and positive options for their future. (WASC Critical Area for Follow Up #2 and #5)
3. **Need:** Increased planning/analysis/reflection time for collaborative pairs/teams as the school builds relevant, engaging curriculum and school-wide goals as part of College and Career Readiness for all students as our PLC's build common instructional expectations/processes for monitoring implementation of expectations. (WASC Critical Area for Follow Up #3 and #4)
4. **Need:** Identify and support the needs of the academic middle. The school needs to continue to look at student data, post-secondary outcomes for all students, and measures such as attendance, behavior and graduation as it considers whether it is achieving the Vision of "Meeting the needs of 'everyone every time'" (WASC Critical Area for Follow Up #1 and #5)
5. **Need:** Continuous professional development for staff to build "collective efficacy" in meeting the needs of all students both academically & socially, in-person and online, especially high-need populations (Title I, EL, & Special Education). (WASC Critical Area for Follow Up #6)
6. **Need:** Develop and implement an RTI system (Tier I-III) that is timely, research based, and specific to help students succeed academically/emotionally. (WASC Critical Area for Follow Up #6)
7. **Need:** Review the vision and mission to monitor and understand the Academic Plan's effectiveness towards a strong school culture aligned to the vision, mission, and Waverider Graduate. (WASC Critical Area for Follow Up #1) (Title 1 SW2, SW3)
8. **Need:** To meet the diverse needs of all students in the areas of both college and career, the staff at KHS will work towards the creation of Academies throughout the school as they learn more about them, view successful models and make their plans to move forward with this initiative. (WASC Critical Area for follow up #5)

The priority areas of need are #1, #3, and #8.

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)
EL Students	<p>Equity of access, opportunity & effective instructional program</p> <p>English Language Learners (12% of school population): We need to provide differentiated instruction to address ELL students' literacy, oral communication, and numeracy skills. According to STAR reading assessment data, all of our ELL students are reading below grade level placement and our STAR math assessment, 88% scored below their grade level placement.</p> <p>Attendance Challenges & taking care of other family members.</p>	<ul style="list-style-type: none"> ● Continued professional development for all staff towards meeting the needs of our EL students, such as reviewing SSP goals with teachers. ● Student support meetings for EL students ● 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 Students	<p>Ensuring that 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.</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 (like shared prep) for planning between co-teachers to implement strategies learned in professional development

			<p>and planning that is set aside for both SPED and regular education teachers.</p> <ul style="list-style-type: none"> • Ensure that Special Education staff are provided professional development towards effectively implementing “specialized instruction” for each special needs student.
	Disadvantaged Students	Quality of learning opportunities & additional research proven supports.	<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. • 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.
	Students in the Middle	<p>May not have a plan for post-high school or a meaningful career path.</p> <p>Who is the monitor and support for these types of students?</p>	<ul style="list-style-type: none"> • Develop and strengthen the RTI process and outcomes to ensure that all students have post-high school skills, opportunities and direction. • Relevant, engaging learning experiences that are hands-on and place based when possible. Investigates the world by framing questions, analyzing, and synthesizing relevant evidence.

			<ul style="list-style-type: none"> • Continue to expand the learning College/Career pathways for all students to provide meaningful and relevant learning experiences. • Reality Fair/Field Trips
	Migrant Students	A disruption of education due to federally identified qualifying activities and move(s).	<ul style="list-style-type: none"> • Provide instruction to address our Migrant population's reading and math needs and close the Achievement Gap. • Improve systems for early identification of qualified students, monitoring their progress and providing support for their success. • Provide supplemental support to address the needs of the Migrant population. • Regular monitoring of individual students' progress.
	Homeless Students	Students and families living in multifamily settings or on the street without adequate basic resources.	<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 Students	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".

			<ul style="list-style-type: none"> • Advanced placement & Honors & other programs that provide accelerated and differentiated learning opportunities beyond the standard learning objectives. • Provide flexible and open ended learning opportunities to allow for additional learning beyond the 9-12 curriculum prior to graduation. • Examples: Sciencefair, Ocean Bowl, We the People competition, Agriculture events and the FCCLA for culinary arts
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ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. James Denight - Principal	1. ILT, Academic/Planning, Hiring of Staff, Facilities Management, Supervision of Staff, Staff Development, School Culture
2. Cassandra Macatiag - Vice Principal	2. Career Technical Education: Continued development and refining of multiple pathways for students. 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 through effective social programs.

<p>3. Mary Bringhurst - Vice Principal</p>	<p>3. Special Education/504: Continue to support and grow inclusion settings, ensuring appropriate or “specialized instruction” in every setting. Summer Launch Program for Incoming 9th Graders (w/ B. Chen & C. Macatiag). Literacy Plan: develop literacy program at KHS</p>
<p>5. Bill Chen – Vice Principal</p>	<p>5. Title 1 Implementation, Distance Learning, and continue to develop and refine student credit recovery opportunities.</p>
<p>6. Instructional Leadership Team: Tehl Aalderks, Charo Aparacio, Justin Brown, Melita Cary, Fumi Koizumi-Droge, Aaron Peck, Bryant Sawada, Collin Shields, Athena Tsakos, Debbie Yoshimura</p>	<p>6. Continue to support the instructional skill level of the school’s teaching staff overall and within their individual department. Monitoring and implementation of school’s Academic Plan</p>
<p>7. Mina Agdeppa - SAC</p>	<p>7. Continued development of the school’s PBIS initiatives towards increasing positive school outcomes and decreasing behavioral challenges.</p>
<p>8. (PCNC)- SCC Chair Linda Nagai</p> <p>Bryant Sawada, Kari Kimura, Dona Ahuna, Bill Chen, Christina Malagon-Kahoalii, Cassandra Macatiag, Debbie Yoshimura, James Denight, Eric Gee, Mehana Resetnikov</p>	<p>8. School Community Council</p>
<p>9. Counseling Department: Tehl Aalderks</p>	<p>9. College/Career Path development, ensuring Grad requirements are met, support of students, SEL</p>

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). (Title 1 SW6)
 SMARTe Goal: This will be evidenced by ELA SBA scores. Students' scores in the 21-22 school year in SBA Reading were 53% By the end of 22-23 school year, our growth will be 10% or 58.3% proficiency.

Outcome: By the end of sy22-23	Rationale:
<p>Vision, Mission & GLO's</p> <p><u>School Vision:</u></p> <ul style="list-style-type: none"> • Harmony and unity through dynamic education and community for everyone, every time. <p><u>School Mission:</u></p> <p>Encouraging partnerships among students, parents, faculty, staff and community by offering a curriculum which will address multi-intelligences and awareness; providing a safe environment which expects mutual respect; providing opportunities where all students can develop their gifts and talents to be productive members of the community.</p> <p>GLO's:</p> <ul style="list-style-type: none"> • Self-directed Learner (The ability to be responsible for one's own learning) • Community Contributor (The understanding that it is essential for human beings to work together) • Complex Thinker (The ability to demonstrate critical 	<ul style="list-style-type: none"> • Staff continues to strive towards achieving its original Vision, Mission and GLO's for students of the school • GLO's and HA outcomes are used to teach life skills throughout the curriculum but staff needs to ensure their regular explicit use and ways to assess student progress around the GLO's and HA outcomes • SBA scores are currently 22% proficient in math and 53% proficient in ELA for the most recent year tested (21-22 schoolyear) • Growing population of ELL students in our complex and at our school. • 93.1 % daily attendance rates as last measured in person learning (21-22) • 25 % chronic absentee rate (21-22) • 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 81% for the 21-22 school year • The high cost of college continues to provide impetus for Early College program credits versus Running Start or

thinking and problem solving)

- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Curriculum

- Continue to develop and refine culturally responsible/placed based learning opportunities.
- 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 (SW1)
- Reintegrate AVID program/strategies 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. In addition, prioritize teacher led credit recovery systems.

Manoa scholars for many students

- Students whose parents did not attend college need to be supported through the college process by counselors, financial aid workshops, and the AVID program.
- Completion of 5 credits or more in the 9th grade is an indicator of future graduation.
- In order to meet the needs of all students, teachers will continue working together towards collective efficacy which is the common belief that together we have what is needed to meet the needs of all students.
- The school needs to continue to identify ways to assist students who are not meeting standards or passing classes through RTI and Differentiation. Tier 1. A clear and functional RTI plan for the school needs to be formalized and delineated to support all students in their learning in a timely manner.

- Continue school wide implementation, use of GLO's to support 21st Century skill sets/mindsets for all students.

Instruction

- Improved Tier I in all classrooms through differentiation, clear learning targets and expected success criteria.
- Students engage in meaningful and collaborative learning experiences in all classes.
- Continue to strive for maximum measurable growth for each student in each subject in terms of skills, knowledge and ability to apply learnings.
- Identify and implement ways to integrate GLO's and HA Outcomes into daily instruction.

Assessment

- Students will show at least a year's growth on state and school assessments in reading, math and science as a byproduct of targeted and effective classroom instruction & RTI processes.
- Develop common measurements for measuring student GLO attainment in all classes
- Adopt additional measurement tools to traditional assessments such as ACT, SAT, SBA & WIDA.
 - (site-based measures such as projects, performance rubrics, CFA's, STAR scores and

Panorama perception data) to quantify student learning progress throughout their high school careers.

- Create systems and processes to ensure the appropriate use of online processes and courses.

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.
- Offer both in person and online learning (Edgenuity) for students and their families to allow for a variety of needs/learning styles.
- Continue to develop and refine afterschool/intercession/at home opportunities (Waverider Learning Center, summer school, Edgenuity, On-line, Early College, and Running Start) to provide additional credit/learning opportunities.
- Continue to improve the number of 9th graders on Track with 5 credits and no CORE failures.
- Continue to build and develop the Multi Tiered Systems of Support (MTSS) components/team at KHS.
- Seek out and develop additional support pieces for students such as student mentors, student mediators, and

<p>restorative practices.</p> <ul style="list-style-type: none"> ● Rebuild/streamline/refine PTP processes to ensure relevancy and impact for students. ● Support our ELL/migrant students with strong systems to target attendance and grades 	
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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. (Title 1 SW6)

SMARTe Goal: By the end of school year 23-24, through continuous professional development towards collective efficacy, the school can reduce the achievement gap from 35 to 25 in SBA ELA.

Outcome: By the end of sy23-24	Rationale:
<ul style="list-style-type: none"> ● Personal professional development plan ● School professional development plan <ul style="list-style-type: none"> ○ Technology ○ Utilization of SSPs ○ Co-teaching ● PLC Time focused on: <ul style="list-style-type: none"> ○ Co-teaching ○ Subject Area <ul style="list-style-type: none"> ■ Analyze Student Data to inform curriculum 	<ul style="list-style-type: none"> ● As demonstrated recently, there is a need for expanded training in digital learning tools to support adaptive, flexible and meaningful learning experiences beyond the school building. ● Inclusion settings were expanded since 2019 and will continue to be a focus going forward requiring planning time and training. ● Data driven, collaborative reflection of curriculum and instruction in every course level PLC Team. ● Provide opportunities for & training around integrated learning experiences. ● Effective instructional coaching to improve daily instruction in terms of engagement and clarity. ● Continue to encourage personal goals and

<p>and instruction</p> <ul style="list-style-type: none"> ○ Cross curricular projects ○ Building out Academies ● ILT <ul style="list-style-type: none"> ○ Identify instructional goals to engage students in meaningful content. ○ Classroom visits/walkthroughs 	<p>development for increased staff engagement and buy in.</p> <ul style="list-style-type: none"> ● 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.
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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). (Title 1 SW5, SW6)

SMARTe Goal: By the end of the school year 23-24, the school will

Outcome: By the end of sy23-24	Rationale:
<ul style="list-style-type: none"> ● 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 support to promote their success including expanded Co-Curricular opportunities. ● Alternative Learning Opportunity class with Queens Trust for students who are disconnected/struggling to regain confidence and needed skill sets. ● Ho’ohana PBIS School Wide student recognition program year 2 of implementation will result in positive school culture and improved student grades. 	<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 grades, and build culture ● Many students are performing below grade level expectations

<ul style="list-style-type: none"> • 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. • 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. • 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: Manoa Academy, Palamanui, La I Opuia, Grad Night, & Queen Liliuokalani Trust to provide additional learning opportunities for students. 	<ul style="list-style-type: none"> • Ensure LRE for every special needs student • 81% graduation rate for last year is an indicator of holes in our school's safety net for high need student populations.
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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 HA , powers a multilingual society, and honors Hawai'i's local and global contribution.	x	Hawai'i	The school is partnering with the Queens Trust to expand culture based/aina based learning experiences through the Alternative Learning Center for students who are not thriving in a traditional setting All 9th grade students have opportunities for field trips that are aina based and support the Modern History of Hawaii Curriculum	Richard Kamoku Freshman Cohort Teachers	x	WSF	Student data: Behavior SEL Attendance Grades/credits Student participation rates We would be checking for growth when evaluating the measures at the end of the 22-23 SY.
		Equity					
	x	School Design					
	x	Empowerment					
		Innovation					
CNA pg. 10 FRF Line # WASC Critical Area for Follow up #1 Title 1 SW 6	x	Hawai'i	Professional development for all staff around Ha Na' Hopena Ao initiatives.	SEL Team	x	WSF	Staff feedback/Student Attendance data Student surveys/SEL/Panorama data Community surveys
		Equity					
		School Design					
		Empowerment					
		Innovation					
CNA pg. 10 FRF Line # WASC Critical Area for Follow up #1 Title 1 SW 6		Hawai'i	Integrate the HA framework into our Positive Behavior Intervention and Supports system to engage staff and students in reflection around instruction and social and emotional learning	Admin Team SAC		WSF	Staff feedback Student surveys Community surveys Student Behavior/Attendance data
		Equity					
	x	School Design					
		Empowerment					
		Innovation					
Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity		Lead(s)			

<p>Equity:</p> <p>Students will experience strong relationships and support that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p>		Hawai'i	<p>Implement high impact literacy strategies to improve reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> There would be quarterly literacy standards identified for PLCs to review PLC Quarterly Review of Data (Panorama Survey, IReady, staff surveys) Develop quick sheets of data to share with faculty <p>Apply a complex K-12 literacy framework</p> <ul style="list-style-type: none"> priority standards by grade level coherence in curricular program 	PLC	x	WSF	Iready Math/STAR Reading and WIDA data
		Equity			Standardized test results 90% of students taking early college classes will successfully complete them.. 2x/year showcase for student work (Dec & May)	x	Title I \$99,340
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawai'i	<p>Provide supports to ensure teacher confidence and ability to apply effective instructional strategies</p> <ul style="list-style-type: none"> professional development training on curriculum Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, Academies) <p>Continuous professional development for staff to build "collective efficacy" in meeting the needs of all students both academically & socially, in-person and online, especially high-need populations (Title I, EL, & Special Education). There will be annual PD on SSPs and how to create lessons tied to language goals.</p>	ILT		WSF	Panorama Survey
		Equity			Title I \$17,104	Staff surveys	
	x	School Design			Title II	EES	
	x	Empowerment			IDEA	PLC Effectiveness Survey	
	x	Innovation			Other	PD Evaluation Form ILT Quarterly Review of Data with next steps	
	Hawai'i	<p>Support families with connections to career, college, academies, and community literacy resources through flyers to keep informed of school events.</p>	ILT		WSF	Post secondary choices	
	Equity			Title I \$177,471	Student assessment of career and college explorations		
x	School Design			Title II	Signature Experiences (career based field trips)		
				Admin Team			

CNA pg. 3, 10 FRF Line #10, 15, 17 WASC Critical Area for Follow up #2, 4, 5 Title 1 SW1 SW6		Empowerment				x	IDEA	
		Innovation					Other	
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	Hawai'i	Alternative Learning Opportunity for students at the Queen Liliuokalani Trust Lands Academies	Richard Kamoku Teachers	x	WSF	Student survey data	
	x	Equity				Title I		
		School Design				Title II		
	x	Empowerment				IDEA		
		Innovation				x Other		
	x	Hawai'i	Teachers will collaborate with each other in PLCs to design curriculum that is culturally responsive and relevant to student needs	Teachers		WSF	Grade distribution data	
		Equity				Title I	Guaranteed and viable curriculum	
	x	School Design				Title II	Pacing Guide	
		Empowerment				IDEA	PLC Survey	
		Innovation				Other	Project reflection	
		Hawai'i	Additional support services for students to provide a safety net for students academically, socially and guidance for future pathways. Support for student transition to academies. Advisory curriculum development EL Transition Center	Kristy Sunada Debra Yoshimura Counselors Teachers El Coord.		WSF	Student grades	
	x	Equity				Title I	Grad rate	
x	School Design				Title II	Attendance		
	Empowerment				IDEA	Behavioral Data		
CNA pg. 3, 10 FRF Line # WASC Critical Area for Follow up #5 Title 1 SW1 SW6	x	Empowerment						
		Innovation						

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	Hawai'i	Adoption of Na Hopena A'o & daily incorporation of the GLO's into daily lessons SAC Advisory Students mentoring students Reviewing students who are switching Academies	Admin Team SEL Team Poly Program Student Activities Coord.	x	WSF	Student surveys	
	x	Equity					Title I	Panorama Perception Survey
		School Design					Title II	Panorama SEL Survey
	x	Empowerment					IDEA	
	x	Innovation					Other	
		Hawai'i	Strong support for students pursuing on-line classes and credit recovery through Edgenuity. Implementation of a strong Summer Bridge program to ensure all students have at least five credits by the end of the 9th grade, and 10th grade students have an avenue for credit recovery.	Teachers Admin Team		WSF	Student Data:	
	x	Equity					Title I	Grades
	x	School Design					Title II	Graduation
		Empowerment					IDEA	
		Innovation					Other	
CNA pg. 3, 10 FRF Line #15 WASC Critical Area for Follow up #6 Title 1 SW1 SW6 SW7		Hawai'i	Develop and implement an RTI system (Tier I-III) that is timely, research based, and specific to help students succeed academically Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior Ho` Ohana program Polynesian Cultural Celebration	SPED Team Counselors SBBH SPED Team SEL Team SAC Poly Team		WSF	Student Data:	
	x	Equity					Title I \$17.104	Attendance
		School Design					Title II	Behavior
		Empowerment					IDEA	Grades
		Innovation					Other	Graduation
						RTI Evaluation with Kelly Stern		

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.		Hawai'i	Alternative Learning Opportunity	Queen's Trust, Complex SRS, Lead Teacher, Admin Academy Coord.		WSF	Grad rate		
		Equity			Implement Career Academy structure by leaning on our teachers, local employers, and community members.			Title I	Behavioral/SEL data
		School Design						Title II	
	x	Empowerment						IDEA	
		Innovation						x Other	
		Hawai'i				Provide teacher trainings on academies, and provide opportunities for input as to how academies will look at Kealakehe High		Leadership Team Admin Academy Coord.	
		Equity		Title I					
	x	School Design		Title II					
	x	Empowerment		IDEA					
	x	Innovation		Other					
		Hawai'i	Continue work with National Career Academies that is supported by Complex Area Superintendent and the Literacy Grant.	Leadership Team Admin Team Academy Coord.			WSF		Post-secondary outcomes for students, attendance, behavioral data
		Equity				Title I			
	x	School Design				Title II			
		Empowerment				IDEA			
	x	Innovation				x Other			
CNA pg. 3, 10, 11 FRF Line # WASC Critical Area for Follow up #5 Title 1 SW 6	x	Empowerment					IDEA		
	x	Innovation		x	Other				