
King Kekaulike High School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Amy Strand

Contact Information

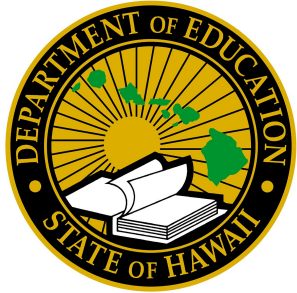
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Plan Submitted by

Amy Strand 5/29/2020
Principal Date

Plan Approved by

Katani Dini 6/5/2020
Complex Area Superintendent Date



Three-Year Academic Plan 2017-2020

Edited For - 2020-2021

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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 • International Baccalaureate (IB) Authorization • Other 	<ol style="list-style-type: none"> 1. Need: Students need consistent, focused supports to facilitate their transition from 8th grade to 9th grade to help students better prepare for the rigor of high school including homework, develop organizational skills and time management, and effectively cope with emotional/social challenges. Focused supports are also needed at the 9th grade to 10th grade year to target identified learning challenges early on to provide academic and behavior interventions to help students stay on track for graduation. Focused supports from 10th through 12th grade target student identification of a clear plan aligned to their future aspirations. 2. Need: Curriculum, instruction, and assessments need to be differentiated to meet the needs of students to reduce the achievement gap (i.e. special needs, English Language Learners, disadvantaged, Native Hawaiian) while still engaging all learners in rigorous standards-based education. 3. Need: The school needs to examine the current assessment practices to make the best use of data to inform planning and provide consistency in reporting of student academic progress in meeting standards and General Learner Outcomes.
	<p>Addressing Equity: Sub Group Identification</p>
	<p>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 subgroup(s) and their needs.</p> <p>Disadvantaged and, to a greater extent, disabled subgroups show a gap in academic performance on SBA Reading, Math, and Science. Native Hawaiian ethnicity subgroup shows a gap in academic performance on SBA Reading, Math, and Science. 9th grade students, in particular English Language Learners, have a lower attendance rate and have less students earning 2.0 GPA and above.</p>

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Alison Uyehara - Vice Principal	1. Goal 2 - Activity 2 Goal 3 - Activity 2
2. Brandi Spalding - Curriculum Coordinator	2. Goal 2 - Activity 1 Goal 3 - Activity 3 and 4
3. Kim Uyehara - Registrar	3. Goal 1 - Activity 3 and 4
4. Emily Haines-Swatek - CTE Coordinator	4. Goal 1 - Activity 2
5. Cindy Asato-Kochi - Special Education Dept. Head	5. Goal 3 - Activity 1
6.	6. Goal 1 - Activity 1
7.	7.
8.	8.
9.	9.
10.	10.

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>Increase the percentage of first time 9th graders promoted to 10th grade on-time from 94% to 97%.</p> <p>Increase the graduation rate to 91% by 2020.</p> <p>Increase percentage of students meeting achievement standards/proficiency on statewide assessments. Math = 43% Reading = 68% Science = 50%</p> <p>Reduce chronic absenteeism from 29% to 18%. (Drop from 2016, 29%, 2017, 25%, 2018, 22%.)</p> <p>All students will be able to state their identified next steps after high school that are aligned to their future aspirations.</p>	<p>KKHS retention rate has fluctuated greatly over the past 3 years with the average retention rate less than the state average. [50% method] Focusing on 9th and 10th grade first to increase success and reduce likelihood of dropping out.</p> <p>From the current 82% graduation rate, increasing to 91% [50% method] would be the effect from combined efforts on 9th grade achievement, chronic absenteeism, and a quality inclusion program.</p> <p>Math 5% gain each year to meet current 2016 state average Reading 5% gain each year; meets target for Similar School 2020 target method Science 3% gain each year; just under target for Similar School 2020 target method but above Complex Area Best.</p> <p>Meets Complex Area best method; need to consider specific demographic and geographic challenges of the complex.</p> <p>State Strategic Plan goal</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1. Advisory program will have targets/goals for each grade level, a clear process for assessing student progress, and a system for providing supports to struggling students. Empathy training for all students beginning with 9th and 10th will also be included in the Advisory program.	<p>a) Conduct a program analysis/audit of the current advisory program with faculty feedback and analysis to identify clear goals, establish consistent expectations, and identify indicators to measure improvement. (WASC)</p> <p>b) Revise current Advisory program to provide differentiated levels of targeted support at each grade level.</p> <ul style="list-style-type: none"> • 9th Grade • 10th Grade • 11th-12th Grade 	2017-18 2018-19 2019-20	Uyehara Spalding	<p>X WSF \$1000</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p><i>\$1000 for new curriculum/program</i></p>	<ul style="list-style-type: none"> • Chronic Absenteeism • Retention rate • SQS Safety and Wellness dimension • CTE program of study progress

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<p>2. Transition to High School course will provide: key elements for successful transition to a new school; instruction on developing organizational and time management skills; coordinate learning expectations with 9th grade teachers; and begin development of students Personal Transition Plan.</p>	<p>Develop a comprehensive plan to revise the implementation of the Transition to High School course</p> <p>a) Collaborate with Kalama transition's teacher and review transitions program at the middle school.</p>	<p>2017-18 2018-19 2019-20</p>	<p>Spalding</p>	<p>X WSF \$1000</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> <p><i>\$1000 for PTP COPS survey and course supplies</i></p>	<ul style="list-style-type: none"> ● Chronic Absenteeism ● Retention rate ● SQS Safety and Wellness dimension
<p>3. Instruction in all classes will show evidence of differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards in Literacy and Math.</p>	<p>a) Inclusion teams will participate in the lesson study process (co-plan a differentiated lesson, implement, debrief/reflect) to learn how to provide instruction to meet the needs of ALL learners (i.e. ELL, special needs, gifted and talented, Hawaiian and low SES status).</p> <p>i) Utilize Keeney Consulting, LLC to continue work with the Math Department (10</p>	<p>2017-18 2018-19 2019-20</p>	<p>Asato-Kochi</p>	<p>X WSF \$14,000/yearly</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> <p><i>\$6000 for substitutes as needed for classroom observations, debrief, inservice training</i></p> <p><i>\$8000 for PD costs for</i></p>	<ul style="list-style-type: none"> ● Academic achievement on statewide assessments ● Achievement gap ● Quarterly D/F data

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	<p>days).</p> <p>ii) Develop clear expectations of what co-teaching in an inclusion program looks like and the roles of the involved teachers, including time for those involved to meet and plan together.</p> <p>iii) RTI and Curriculum Coordinators to work with Social Studies, Language Arts, and Science departments modeling math lesson study process in small (ie. 2-3 teachers) inclusion teams</p> <p>b) All teachers will participate in professional development during PLC periods and/or after school PD sessions on differentiated curriculum, instruction, and assessment to increase effective instruction and consistent application in all classes (Primary/Tier 1).</p> <p>c) Provide opportunities to teachers to attend training (ie. Springboard, AVID, math, science, literacy) to support</p>			<p><i>substitutes, travel, registration fees, per diem</i></p>	
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	effective standards-based instruction in the classroom. (WASC)				
4. Response to Intervention math and reading workshop classes will be provided for students identified through universal screener, Smarter Balance Assessment, and ACT data. Achieve3000 and STAR Accelerated Math will be use in RTI workshop classes, 9th Gr Transition to HS, and/or Study Skills.	a) School will schedule 3 rounds of STAR universal screener assessment. b) RTI team will share STAR universal screener data with all teachers. c) RTI team will identify Tier 1 classroom interventions based on universal screener data. d) RTI Coordinator to provide ongoing support on academic interventions and progress monitoring.	2017-18 2018-19 2019-20		X WSF - \$31,000 <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A <i>\$11,000 Achieve3000</i> <i>\$20,000 STAR</i>	<ul style="list-style-type: none"> ● Academic achievement on statewide assessments ● Achievement gap ● Quarterly D/F data ● Workshop class data ● STAR quarterly data

Goal 2: Staff Success. King Kekaulike High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,

Rationale:

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<p>All classified and certificated staff members will have a clear understanding of the school’s vision and mission including implementation of Na Hopena A’o (HA).</p> <p>Establish a culture of teacher learning through observations and professional development.</p>	<p>As a result of a new principal and administration team, as well as a nearly 30 percent turnover in instructional staff in the last three years, it is imperative that King Kekaulike High School “go back to its foundation” and revisit in a comprehensive way its vision, mission and schoolwide expectations.</p> <p>King Kekaulike has traditionally relied upon outside consulting as its primary and even secondary source for all professional development activities. As well, staff have experienced a number of initiatives both from within and also from district, state and federal mandates, all of which have been implemented (or not) through oversight from outside entities. Successful implementation and applied development learning outcomes has been tertiary at best, and often not successful in any sustaining way. In the meantime, funding for the hiring of outside consulting guidance has virtually dried up, and King Kekaulike High School have stated clearly they feel the development and initiative implementation would be better initiated and sustained through “in house” capacity.</p>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

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1. Teachers will have a clear understanding of our school culture as it supports the foundation of Hawaiian values, language, culture, and history.	<p>a) The school will work with the Office of Hawaiian Education to understand HA as it relates to the KKHS school culture.</p> <p>b) Determine an implementation plan for reducing achievement gap for Native Hawaiian students.</p> <p>c) Inservice all teachers to implement the plan for reducing the achievement gap for Native Hawaiian students.</p>	2017-2018 2018-2019 2019-2020	Spalding	<p>X WSF \$500</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p><i>\$500 for travel costs to participate in HA training</i></p>	<ul style="list-style-type: none"> ● Academic achievement on statewide assessments ● Subgroup achievement gap data ● SQS ● STAR data ● D/F quarterly data
2. The school will have a clear process for introducing the school's vision/mission and school wide expectations for curriculum, instruction, and assessment for all teachers and especially for new teachers to the school.	<p>a) The school will participate in a discussion about the school's vision/mission and school wide expectations for curriculum, instruction, and assessment including a culture for teacher learning.</p> <p>b) Develop and implement a plan for all staff to ensure understanding of the school's vision/mission and school wide expectations for curriculum, instruction, and assessment including a culture for teacher learning.</p> <p>c) Provide new teachers to the</p>	2017-2018 2018-2019 2019-2020	Uyehara, A.	<p>X WSF \$2000/yearly</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p><i>\$2000 for substitutes for Vision/Mission development through Leadership Team</i></p>	<ul style="list-style-type: none"> ● SQS Staff data ● Analysis of teacher input (school developed survey)

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	school with added support to ensure understanding of the school's vision/mission and school wide expectations for curriculum, instruction, and assessment including a culture for teacher learning.				
3. Develop a clear and effective communication system and enact processes that involve all staff with opportunities to have their voices heard in decision making. (WASC)	a) Reestablish the importance of communication between Administration and staff through the existing Leadership Team meeting system. b) Revisit Leadership Team meeting schedule to ensure an effective communication system where all voices are represented.	2017-2018 2018-2019	Uyehara, A.	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • SQS Staff data

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<p>4. Develop a planned and articulated staff development plan focused on both schoolwide and departmental needs.</p> <p>(WASC)</p>	<p>a) Survey staff and students before the end of each school year to determine PD needs and requests.</p> <p>b) Use schoolwide data (ie. SBA, STAR, ACT) to determine student areas of need to help determine schoolwide PD focus.</p> <p>c) Identify a process and the indicators for evaluating implementation and effectiveness of the PD offered at KKHS.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Asato-Kochi</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● SQS Staff data ● Annual Professional Development survey ● Development of school PD calendar ● Development of a clear, consistent process for evaluating PD
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Goal 3: Successful Systems of Support. The system and culture of King Kekaulike High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Create, develop and sustain community/school partnerships directed at post high school education, community citizenship/leadership and career development as overseen by the King Kekaulike High School College and Career office/counselor.	Students cannot be adequately prepared for life if the only input, exchange of ideas and progressive education students experience is from within King Kekaulike High School. It is imperative that post high school preparation and decision making include real life, actual information and training that is generated from those avenues and paths through which our students will travel when they continue beyond us.
Increase CTE Concentrators from 55% to 66%	Meet Complex Area Best method 2020 target
Increase College Going Rate from 50% to 62%	Meet State 2020 target which is just 1% below Complex Area Best 2020 target

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1. Strengthen the School Community Council (SCC) with all seats filled with clear roles and responsibilities established, set meeting calendar, and shared agenda/minutes.	a) Determine all SCC representative seats and establish terms, roles/responsibilities and share with the school community. b) Establish a meeting calendar and agenda/minutes document that is shared with the school community. c) Develop a system for publicizing SCC meetings and a way to gather input from the community, especially for those who cannot attend meetings.	2017-2018 2018-2019 2019-2020		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Shared Google Drive calendar and agenda/minutes document folder • All SCC representative seats filled with a clear calendar for expiring terms

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<p>2. Enhance student involvement in the school through: 1) the establishment of a Peer Mediation program, 2) reevaluation of Student Government, and 3) the creation of a Transitions Center.</p>	<p>a) A comprehensive peer mediation cohort as well as a schoolwide empathy training program will be developed through a partnership.</p> <p>b) Student Government, through mandatory leadership classes and the Student Activities Coordinator, will develop a more inclusive student leadership focus, as well as the reinstitution of a functioning representative Student Senate, and a system/program of opportunities to collaborate with administration, staff and community.</p> <p>c) A centralized Student Transition Center will be created through the grade level counseling staff and the college and career counselor that will better serve students transitioning into as well as out of King Kekaulike High School.</p>	<p>2017-18 2018-19 2019-20</p>	<p>Uyehara, A.</p>	<p>X WSF \$3000 <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> <p><i>\$3000 for basic supplies and program for Peer Mediation program and Transitions Center</i></p> <p><i>Cost for any increase personnel TBD</i></p>	<ul style="list-style-type: none"> ● SQS Student results (Satisfaction, Well-Being dimensions) ● Student input from school developed survey ● Discipline data
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3. Heighten awareness of opportunities and partnerships between school to school and school to community regarding the resources available to special education students.	a) Host, lead and actively participate in Moving Across the Community (M.A.C.) event aimed at coordinating community, district and state resources towards better serving special education students across Maui.	2017-18 2018-19 2019-20	Asato-Kochi	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> ● Community input ● Achievement gap ● Teacher input and analysis ● Parent input through evaluations of IEP
4. Develop and sustain a community services network to be supervised by the school counseling staff to connect students directly to school and support depending on needs and challenges.	a) Develop college and career partnerships with in state and out of state post high school education entities, including colleges and universities, career mentorships and internships, and vocational training programs. b) Cultivate new, coordinate and increase the comprehensiveness of already existing partnerships with community services that address such issues as substance abuse, chronic absenteeism, peer and family relationships, health and wellbeing.	2017-18 2018-19 2019-20	Asato-Kochi	X WSF \$1000 <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A <i>\$1000 for basic supplies and program materials</i>	<ul style="list-style-type: none"> ● CTE Program of Study completers ● 9th grade retention rate ● Chronic absenteeism data ● SQS data ● College-going rate ● Graduation rate ● Chapter 19 student discipline data ● eCSSS, EWS data ● Outside agency/partnership feedback and data