

Kekaulike High School

Academic Plan 2022-2023

Academic Plan & Supporting Documents

2022-2023 School Year

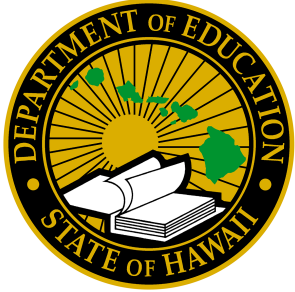
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Plan Submitted by  3/31/22
Principal Date

Plan Approved by  4/1/22
Complex Area Superintendent Date



King Kekaulike HS Academic Plan 2022-2023

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: Students need consistent, focused support to facilitate their transition from 8th grade to 9th grade that will adequately prepare them for the rigor of high school. This will include developmental strategies that focus on organizational skills, time management and the ability to effectively cope with emotional and social challenges. Focused support is also needed at 9th and 10th grade in order to address academic and behavioral challenges that may prohibit students from being on track for graduation. 2. Need: Curriculum, instruction, and assessments need to be individualized and differentiated, to engage all learners in rigorous standards-based education that helps to reduce the achievement gap (i.e. special needs, English Language Learners, disadvantaged, Native Hawaiian). 3. Need: The school needs to examine the current assessment practices, and make the best use of data, in order to enhance planning. It should also provide consistency in reporting of student academic progress in meeting standards and General Learner Outcomes. 4. Need: Provide school wide activities that will foster student engagement and create a strong sense of belonging for each individual student. These activities will foster positive social and emotional development and create a more cohesive system for increasing student voice.
	<p>Addressing Equity: Subgroup 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. Ninth grade students, in particular English Language Learners, have a lower attendance rate and have less students earning 2.0 GPA and above, as compared to other grades.</p>

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. Amy Strand - Principal	1. Vision and Mission Statements
2. Alison Uyehara - Vice Principal	2. STAR, PD
3. Kristen Stafford - Vice Principal	3. DI
4. Sarah Sadie Romano Saget - Vice Principal	4. Staff Communication
5. Cindy Asato-Kochi - Special Education Dept. Head	5. DI, IEP Training, SpEd Transition Planning
6. Edith Middleton - English Department Head	6. Student Voice
7. Kapolei Kiili - Hawaiian Immersion Teacher	7. Nā Hopena A‘o
8. Kim Uyehara - Registrar	8. PD, Parent and Community Involvement
9. Emily Haines-Swatek - CTE Department Head	9. Career/College Partnerships
10. Dawn Shirota - Counselor	10. Community Connections for At-Risk students

11. Brandi Spalding - Curriculum Coordinator	11. Advisory, PD, Transitions to High School, DI, AVID, HĀ, SCC, Title1
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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:	Rationale:
<p>Students will graduate on time and be adequately prepared for post high school opportunities that are aligned to their future aspirations.</p> <p>The school will focus on increasing the percentage of students meeting achievement standards/proficiency on statewide assessments by implementing school wide Tier 1 instructional strategies in all content areas. The school would like to be equal to or higher than that state’s average proficiency in SBA ELA and Math, and the biology EOC.</p> <p>The school will also focus on:</p> <ul style="list-style-type: none"> a. Increasing the graduation rate to 91% b. Reducing chronic absenteeism by 5% over the next two years c. Increasing the positive school climate, where students have a voice and a sense of belonging for all students. 	<p>Kekaulike will provide students with an individualized education that fosters their interests and strengths and helps them to prepare for their future endeavors.</p> <p>The school’s SBA performance data indicates an area of need.</p> <ul style="list-style-type: none"> - ELA SY 17-18 68%, SY 18-19 68%, SY 20-21 62% - Math SY 17-18 34%, SY 18-19 29%, SY 20-21 26% - EOC SY 17-18 45%, SY 18-19 48%, SY 20-21 32% <p>Strive HI Data indicates areas of need in the following area.</p> <ul style="list-style-type: none"> - Graduation Rate SY 18-19 86%, SY 19-20 86%, SY 20-21 77% - 9th Grade on-time promotion SY 20-21 83% - Chronic Absenteeism SY 18-19 22%, SY 19-20 18%, SY 20-21 48% - Students enrolled in post-secondary institutions SY 20-21 43% - Career and Tech Completers SY 20-21 42% - SQS Data: Panorama and Tripod

<p>The school’s advisory program will foster positive relationships for teachers and students, and opportunities for academic guidance.</p> <p>Instructional strategies will be based on student performance data, that will help them become proficient on content standards and state assessments.</p> <p>Increase the number of students who enroll in AP Courses and/or early college courses.</p> <p>Increase the number of students who attend post-secondary institutions, (eg. college/university, trade school, military)</p> <p>Increase CTE concentrator rates by 5% by increasing students' exposure to industry.</p>	<p>WASC Recommendations:</p> <p>1. Advisory - Full faculty involvement in the examination of the purpose of advisory to develop a consistently administered program.</p> <p>2. Differentiated Instruction - Continue to develop the RTI program with a focus on what differentiated instruction means, staff development, and consistent application throughout all grade levels and courses.</p> <p>3. Co-Teaching/Inclusion - 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>
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Planning				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)	Define the relevant data used to regularly assess and monitor progress
<p>1. Advisory program will have targets/goals for each grade level and a clear process for assessing student progress and formulating student support.</p> <p>Character education for all grades will be included in the Advisory program.</p> <p>The advisory program will be an organized venue for student voice.</p> <p>(WASC #1)</p>	<p>a) Identify clear goals, establish consistent expectations, and identify indicators to measure improvement. (SW 6)</p> <p>b) Student choice/voice will be built into the curriculum.</p> <p>c) Guest speakers will be scheduled during advisory periods to support career exploration.</p>	2022-2023	Spalding	<ul style="list-style-type: none"> ● Chronic Absenteeism ● Retention rate ● SQS Safety and Wellness ● CTE program of study progress ● Discipline Data ● Advisory Teacher Survey
<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 other 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>b) Transition teacher will be trained in AVID WICOR Strategies and implement these into the THS curriculum. (SW 5, 6)</p> <p>c) PTT will continue to be hired to monitor students, as they complete a required PTP .5 credit for graduation.</p> <p>d) Technology, subscriptions and licenses</p>	2022-2023	Spalding	<ul style="list-style-type: none"> ● Chronic Absenteeism ● Retention rate ● SQS Safety and Wellness dimension ● Discipline data

	<p>students needing additional help in core content areas. (SW1)</p> <p>vii) Additional support will be provided in researching best practices and coordinating programs that support student achievement. (SW1)</p> <p>viii) Providing students with extended learning opportunities.</p> <p>ix) Provide additional support that encourages and aids students who are interested in taking AP classes. (SW6)</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) Teachers will evaluate the effectiveness of differentiated instructional practices on student performance. (SW 1)</p> <p>d) Provide opportunities to teachers to attend training (ie AVID, math, science, social studies, literacy) to support effective standards-based instruction in the classroom. (SW 1, 2, 3, 5, 6)</p>			
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	e) Offer students increased opportunities for participation in CTE courses, clubs, activities, competitions, etc., to encourage more CTE program concentrators and those seeking industry certifications.			
4. Schoolwide Tier 1 classroom interventions will be provided to teachers based on STAR, Achieve3000, and SBA interim tests.	<p>a) School will schedule 3 rounds of STAR universal screener assessment for 9th,10th and 11th graders.</p> <p>b) Junior classes (ELA/Math) will participate in SBA Interim Assessments.</p> <p>c) Data from universal screeners will guide instruction in ELA and math (SW 1, 3, 5, 6)</p>	2022-2023	A. Uyehara	<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:
<p>All classified and certificated staff members will have a clear understanding of the school’s vision and mission including implementation of Nā Hopena A‘o (HĀ).</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, King Kekaulike High School will “go back to its foundation” and revisit, in a comprehensive way, its vision, mission and schoolwide expectations.</p> <p>WASC Recommendations:</p> <p>4. Professional Development - Develop a planned and articulated staff development plan focussed on both schoolwide and departmental needs with a strong process designed to evaluate implementation and effectiveness of the PD offered at KKHS. Student/s and faculty should be involved in the development of these plans.</p>

Planning				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)	Define the relevant data used to regularly assess and monitor progress
1. Teachers will have a clear understanding of our school culture as it supports the foundation of Native Hawaiian values, language, culture, and history.	a) The school will work with the Office of Hawaiian Education to understand HĀ as it relates to the KKHS school culture. (SW 2, 5, 6) b) Determine an implementation plan to create a sense of belonging to help reduce the achievement gap for Native Hawaiian students. (SW 2, 3, 6)	2022-2023	Spalding	<ul style="list-style-type: none"> ● Academic achievement on statewide assessments ● Subgroup achievement gap data ● SQS ● STAR data ● D/F quarterly data

<p>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, especially for new teachers to the school.</p> <p>(WASC #5)</p>	<p>a) The school community (students, teachers, parents) 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 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.</p> <p>(SW 2)</p>	<p>2022-2023</p>	<p>A.Uyehara</p>	<ul style="list-style-type: none"> ● SQS Staff data ● Analysis of teacher input (school developed survey)
<p>3. Implement a clear and effective communication system and maintain processes that involve all staff with opportunities to have their voices heard in decision making.</p>	<p>a) Recognize the importance of communication between administration and staff through the existing Leadership Team meeting system to ensure that all staff voices are represented.</p>	<p>2022-2023</p>	<p>Middleton</p>	<ul style="list-style-type: none"> ● SQS Staff data ● Leadership Minutes

<p>4. Develop a planned and articulated staff development plan focused on both school wide and departmental needs.</p> <p>(WASC#4)</p>	<p>a) Survey staff and students before the end of each school year to determine PD needs, as it relates to school wide goals and initiatives.</p> <p>b) Use school wide data (ie. SBA, STAR, ACT) to determine student areas of need to help determine school wide PD focus. (SW5)</p> <p>c) Identify a process and the indicators for evaluating implementation and effectiveness of the PD offered at KKHS. (SW6)</p> <p>d) Choose Love - Character education/SEL for teachers and students.</p> <p>e) School wide AVID WICOR strategies</p>	<p>2022-2023</p>	<p>Spalding</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:	Rationale:
<p>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 and staff.</p> <p>All students will have opportunities to engage in school sponsored activities that foster positive relationships within our community and allow for student voice to become a part of the very essence of Kekaulike.</p>	<p>Students cannot be adequately prepared for life if the only input received is the exchange of ideas and experiences from within King Kekaulike High School. It is imperative that post high school preparation and decision making include real life experiences, relevant information and formative training that is generated initially at KKHS, but goes beyond our confines into the community and beyond. Our mission and responsibility, therefore, is to equip our students with the tools they need to make informed and relevant decisions as they pursue their future endeavors.</p> <p>WASC Recommendations:</p> <p>5. Student Engagement - Develop activities to encourage student engagement in order to create a strong sense of belonging for each individual student in the community. Also, develop activities to foster positive social and emotional development that will enable opportunities for students to be heard through various means.</p>

Planning				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)	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. (SW 2,7)	2022-2023	Spalding	<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
2. Enhance student engagement at school through: 1) Student Senate 2) Student Voice (WASC #5)	a) Student Government, through mandatory leadership classes and with the support of the Student Activities Coordinator, will develop an inclusive student leadership focus, as well as the reinstatement of a functioning representative Student Senate, and a system/program of opportunities to collaborate with administration, staff and community. b) Provide opportunities for student led activities based on interest and talents that can be shared with the KKHS community	2022-2023	Middleton	<ul style="list-style-type: none"> SQS Student results (Satisfaction, Well-Being dimensions) Student input from school developed survey Discipline data WASC Recommendations

	(eg. clubs, senior project, advisory, academic and sport competitions, etc.)			
<p>3. Heighten awareness of opportunities and partnerships between school to school and school to community regarding the resources available to special education students</p> <p>Foster partnerships within the school and community to provide access to resources available for at-risk students.</p>	<p>a) Collaborate with District and State agencies to promote Transition Planning events aimed at coordinating community, district and state resources towards better serving special education students across Maui. (SW 5, 6)</p> <p>b) 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, credit recovery?. (SW 6)</p>	2022-2023	<p>Asato-Kochi</p> <p>Shirota</p>	<ul style="list-style-type: none"> ● Community input ● Achievement gap ● Teacher input and analysis ● Chapter 19 student discipline data ● eCSSS, EWS data ● Outside agency/partnership feedback and data
<p>4. Develop and sustain a community services network to be supervised by the school counseling staff that will connect students directly to post-high school schools, internships and opportunities.</p>	<p>a) Develop college and career partnerships within state and out of state post high school education entities, including colleges and universities, career mentorships and internships, and vocational training programs. (SW 5, 6)</p>	2022-2023	Haines-Swatek	<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

<p>5. Increase parent and community involvement and participation at Kekaulike High School.</p>	<p>a) Host opportunities to welcome families and community members to Kekaulike high school as a means of learning about the diverse programs, schoolwide initiatives, athletics, testing data, etc. (SW 4,7)</p> <p>b) Increase communication between school and community.</p>	<p>2022-2023</p>	<p>Spalding K. Uyehara</p>	<ul style="list-style-type: none"> ● SQS Data
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<p>While referencing the “Future Forward Plan”, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</p> <p>Bring a JROTC program to KKHS</p>	<p>Describe your Conditions for Success</p> <ul style="list-style-type: none"> - Complete the application paperwork to begin the process - Identify a location on campus that will support this program
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