

Kekaulike High School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Amy Strand

Contact Information

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Plan Submitted by


Principal

4/1/2023

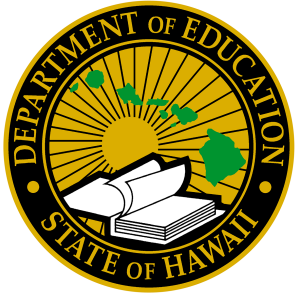
Date

Plan Approved by


Complex Area Superintendent

04/14/2023

Date



King Kekaulike HS Academic Plan 2023-2024

Where are we now?

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

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, General Learner Outcomes and HĀ 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.

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 subgroup(s) and their needs.

Disadvantaged, and to a greater extent, vulnerable subgroups show a gap in academic performance on SBA Reading,

	<p>Math, and Science. Native Hawaiian ethnic subgroups show 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>
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ORGANIZE: Identify your Academic Review Team Accountable Leads.

<p>Name and Title of ART Team Accountable Lead</p>	<p>Responsible for implementation of the school’s strategies and initiatives</p>
<p>1. Amy Strand - Principal</p>	<p>1. Vision and Mission Statements</p>
<p>2. Alison Uyehara - Vice Principal</p>	<p>2. STAR, PD</p>
<p>3. Sarah Romano Saget - Vice Principal</p>	<p>3. Student Voice, SCC</p>
<p>4. Barry Borell - Vice Principal</p>	<p>4. Staff Communication</p>
<p>5. Cindy Asato-Kochi - Special Education Dept. Head</p>	<p>5. DI, IEP Training, SpEd Transition Planning</p>
<p>6. Brandi Spalding - Curriculum Coordinator</p>	<p>6. Advisory, PD, Transitions to High School, DI, AVID, HĀ, SCC, Title1, ESSER, Title IV</p>

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

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> <ol style="list-style-type: none"> a. Increasing the graduation rate to 65% 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 20-21 62%, SY 21-22 62%, SY 22-23 65%, SY 23-24 68% - Math SY 20-21 26%, SY 21-22 27%, SY 22-23 29%, SY 23-24 31% - EOC SY 20-21 32%, SY 21-22 44%, SY 22-23 45%, SY 23-24 46% <p>Strive HI Data indicates areas of need in the following area.</p> <ul style="list-style-type: none"> - Graduation Rate, SY 20-21 77%, SY 21-22 76% - 9th Grade on-time promotion, SY 20-21 83%, SY 21-22 89% - Chronic Absenteeism, SY 20-21 48%, SY 21-22 47% - Students enrolled in post-secondary institutions, SY 20-21 43%, SY 21-22 53% - Career and Tech Completers SY 20-21 42%, SY 21-22 47% - SQS Data: Panorama and Tripod

The school's advisory program will foster positive relationships for teachers and students, and opportunities for academic guidance.

Instructional strategies will be based on student performance data, that will help them become proficient on content standards and state assessments.

Increase the number of students who enroll in AP Courses and/or early college courses.

Increase the number of students who attend post-secondary institutions, (eg. college/university, trade school, military)

Increase CTE concentrator rates by 5% by increasing students' exposure to industry.

WASC Recommendations:

1. Administration should explore options for lunch, including but not limited to lunch quality, lunch scheduling, and alternative locations/ meals to meet the basic needs of students and improve the learning environment.

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> <ul style="list-style-type: none"> - Social Emotional Learning will be included in the Advisory program. - The advisory program will be an organized venue for student voice. - Curriculum will also include more Hawaiian Language and culture, to create a sense of belonging, Aloha, and Hawai‘i. 	<ul style="list-style-type: none"> a) Identify clear goals, establish consistent expectations, and identify indicators to measure improvement. (SW 6) b) Student choice/voice will be built into the curriculum. c) Guest speakers will be invited during advisory periods to support career exploration. d) Choose Aloha, Pono Schools and other SEL programs will be implemented into the advisory curriculum. e) A component of ‘ōlelo Hawai‘i and Hawaiian culture will be built into the curriculum for advisory. 	2023-2024	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. A Transition to Post-High School Course will be researched to support students with skills (ie. financial literacy) needed post high school."</p>	<p>Develop a comprehensive plan to revise the implementation of the Transition to High School course.</p> <ol style="list-style-type: none"> a) Collaborate with Kalama transition's teacher and review transitions program at the middle school. b) Transition teachers will be trained in AVID WICOR Strategies and implement these into the THS curriculum. (SW 5, 6) c) PTT will continue to be hired to monitor students, as they complete a required PTP .5 credit for graduation. d) Technology, subscriptions and licenses will be purchased to allow students equitable access to PTP assignments, college and career research, and programs that support student success. e) Research ACCN course offerings for an elective course to introduce students to relevant skills needed as an adult after high school 	<p>2023-2024</p>	<p>Spalding</p>	<ul style="list-style-type: none"> ● Chronic Absenteeism ● Retention rate ● SQS Safety and Wellness dimension ● Discipline data
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<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 across all content areas.</p>	<p>a) Provide PD on instructional strategies that will help teachers to meet the needs of ALL learners (i.e. ELL, special needs, gifted and talented, Native Hawaiian and low SES status).</p> <ul style="list-style-type: none"> i) Utilize Keeney Consulting, LLC to continue work with the Math Department (10 days). (SW 2, 5) 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. iii) All teachers will be trained on understanding the goals and objectives written into IEPs, and the impact they have on how lessons/activities are structured. iv) Teachers will be trained in WICOR strategies to foster support for all learners, while increasing critical thinking skills. v) Additional tutoring and support services will be provided for students needing additional help in core content areas. (SW1) vi) Additional support will be provided in researching best practices and 	<p>2023-2024</p>	<p>Strand</p>	<ul style="list-style-type: none"> ● Academic achievement on statewide assessments ● Achievement gap ● Quarterly D/F data ● Strive HI
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	<p>coordinating programs that support student achievement. (SW1)</p> <p>vii) Provide students with extended learning opportunities.</p> <p>viii) 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 identified school wide initiatives, 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 and professional development on student performance. (SW 1)</p> <p>d) Provide opportunities for 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. RTI - School Wide Tier 1 classroom interventions will be provided to teachers based on STAR, Achieve3000, and SBA interim tests. A RTI program and process will support the learning needs of all students.	<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 also participate in SBA Interim Assessments.</p> <p>c) A testing coordinator will work with data teams in understanding the universal screener data and SBA Interim data at least twice a month.</p> <p>d) Data from universal screeners will be shared with ELA and math teachers as a means of altering instruction to address learner needs.</p> <p>(SW 1, 3, 5, 6)</p>	2023-2024	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

<p>5. Restorative Justice (RJ) strategies will be used to address discipline and behavior schoolwide.</p>	<p>a) Staff professional development will be scheduled to introduce the RJ Framework and the benefits of the restorative approach to discipline. (Suspensions, behaviors, test scores, etc.)</p> <p>c) Implementing a process for Restorative Conferences between students/teachers when relationships are strained across the school.</p> <p>d) Implementing reentry circles in classes for students who are suspended for causing harm to a classroom environment.</p> <p>e) Focus on building a restorative culture for the incoming freshman class, students and teachers. (PD and trainings for 9th grade teachers to implement restorative justice/circle discussion lessons, circles as an alternative to suspension)</p> <p>f) Continue these initiatives to upper classes in following years</p>			<ul style="list-style-type: none"> ● Chronic Absenteeism ● Retention rate ● SQS Safety and Wellness ● Discipline Data
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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>WASC Recommendations:</p> <ol style="list-style-type: none">2. Staff should establish consistency of assessments, PLCs, student feedback, and Advisory to ensure student achievement and equity.3. Administration and teachers should enhance coherence through articulation (site-wide, course alike, department, and with feeder schools) to strengthen HA outcome, curriculum, and instruction to effectively drive all students to succeed.

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. Schoolwide framework that supports the development of skills, behaviors and dispositions that are reminiscent of Hawai‘i’s unique context, and to honor the qualities and values of the indigenous language and culture of Hawai‘i.</p> <p>Kekaulike will create a ‘sense of belonging and ownership of education‘ for all students.</p>	<p>a) Staff will examine the Nā Ali‘i 3 R’s (GLOs) and how to incorporate these into HĀ outcomes and initiatives.</p> <p>b) Begin each morning with a traditional Hawaiian oli kahea (a focused intention).</p> <p>c) Install plaques of building’s names in ‘ōlelo Hawaii (signage).</p> <p>d) Work with community organizations in gathering resources for native gardens.</p> <p>e) Word of the Week.</p>	2023-2024	Kiili	<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 examining our vision/mission with all stakeholders, that align with 21st century skills and expectations for curriculum, instruction, assessment and a culture for teacher learning.</p> <p>(WASC #5)</p>	<p>a) The school community (students, teachers, parents) will examine the school’s vision/mission and discuss its alignment to 21st century skills and 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, assessment, as well as including a culture for teacher learning.</p> <p>(SW 2)</p>	<p>2023-2024</p>	<p>Romano Saget</p>	<ul style="list-style-type: none"> ● SQS Staff data ● Analysis of teacher input (school developed survey)
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<p>Freshmen academies will be created to support the transition to high school and provide students with the skills they need to be successful in high school and beyond.</p> <p><u>Hawaii Academies</u></p>	<p>a) Examine the master schedule to see if this is something that would work at KKHS.</p> <p>b) Create a team to work with other high schools in examining structures that are in place to support students.</p> <p>c) Examine the resources and support needed in CTE pathways.</p>	<p>2024-2025</p>	<p>Spalding</p>	<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>4. Create a planned and articulated staff development focused on both school wide and departmental needs.</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) With the help of a testing/RTI coordinator, teachers and staff will use school wide data (ie. SBA, STAR, ACT, CNA) to determine student areas of need to help determine school wide PD focus. (SW5)</p> <p>c) Professional Development will focus on the initiatives as outlined in the AcPlan.</p> <p>d) Identify a process and the indicators for evaluating implementation and effectiveness of the PD offered at KKHS. (SW6)</p> <p>e) Choose Love - Character education/SEL for teachers and</p>	<p>2023-2024</p>	<p>Asato-Kochi</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

	<p>students. f) School wide AVID WICOR strategies</p>			
<p>6. Teachers will utilize PLC time for data teams and curriculum alignment, planning and pacing, and school initiatives.</p>	<p>a) Teachers will research methods to positively impact school wide initiatives and areas for growth as evident in CNA and Academic Plan. b) Teacher’s will analyze data and implement student engagement strategies when planning instruction. c) Teacher’s will discuss and develop curriculum utilizing content specific instructional practices, assessments (formative/summative) and pacing. d) After school meetings and waiver days will be utilized for curriculum integration.</p>			

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 voices 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>4. Administration and leadership team should continue to strengthen the Relational Capacity Framework as a means of enhancing teamwork, communication, systems, and existing programs.</p> <p>5. Continue to develop systems to monitor the impact of implemented strategies and programs, including, but not limited to RTI, professional development, Advisory, Teen Talks, and PLCs using the HA framework, GLOs, qualitative and quantitative data, SEL data, and common assessments.</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. d) Utilize social media outlets to recruit and remind SCC members about meeting times and dates. (SW 2,7)	2023-2024	Romano Saget	<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

<p>2. Enhance student engagement at school through: 1) Student Senate 2) Student Voice</p> <p>(WASC #5)</p>	<p>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.</p> <p>b) Provide opportunities for student led activities based on interest and talents that can be shared with the KKHS community (eg. clubs, senior project, advisory, academic and sport competitions, etc.)</p>	<p>2023-2024</p>	<p>Romano Saget</p>	<ul style="list-style-type: none"> ● SQS Student results (Satisfaction, Well-Being dimensions) ● Student input from school developed survey ● Discipline data ● WASC Recommendations
<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>	<p>2023-2024</p>	<p>Asato-Kochi</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, and implement a school wide post-exit follow-up system for students attending post-secondary institutions in the Fall.</p> <p>Work with students who are not applying for college after high school in creating a post-secondary plan in applying for jobs, internships, and/or trade 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> <p>b) College and Career counselor, AVID College and Career Coordinator and grade level counselors will create a school wide post-exit follow-up system for students attending post-secondary institutions.</p> <p>c) Research internships, job fairs, job opportunities, etc. of community/national groups/companies that support post-secondary options for students graduating with a high school diploma.</p>	<p>2023-2024</p>	<p>Haines-Swatek</p>	<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>2023-2024</p>	<p>Spalding K. Uyehara</p>	<ul style="list-style-type: none"> ● SQS Data

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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.

Bring a JROTC program to KKHS

Describe your Conditions for Success

- Complete the application paperwork to begin the process
- Identify a location on campus that will support this program