





King Kekaulike High School Academic Plan SY 2024-2025

121 Kula Highway
Pukalani, HI 96768
(808) 727-3500
[Kekaulike Website](#)



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Amy Strand	
	3/22/24

Approved by Complex Area Superintendent Desiree Sides	
	4/15/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA 9 +Honors Algebra	Houghton Mifflin	Illustrative Mathematics		
ELA 10 +Honors Geometry	Houghton Mifflin	Illustrative Mathematics		
English 11 Algebra 2	Houghton Mifflin Expository Writing and American Literature	Illustrative Mathematics		
English 12	Houghton Mifflin Expository Writing 2 and World Literature	Illustrative Mathematics		



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
ELA 9-11 Math 9-11	Other: ▾	Other: ▾
	SBA Interim Assessments	SBA Interim Assessments



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment ([CNA](#))
- Current Western Association of Schools and Colleges ([WASC](#)) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: [SPRING SY 2022-2023], Next Full Self-Study: [SPRING SY 29-30]
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Improve School-Wide Attendance Rate</p> <p><u>Root/Contributing cause(s):</u> Loss of bus routes, the lack of community awareness of the correlation between attendance and academic success, standardized assessment, social-emotional learning, and SQS data (not feeling safe at school).</p>
2	<p><u>Student Need:</u> Improve proficiency in ELA, Math, and Science.</p> <p><u>Root/Contributing cause(s):</u> Chronic absenteeism (especially in subgroups/ethnicities), student dissatisfaction with school (SQS), non-HQT in core subject areas, lack of relevance of testing to high school success.</p>
3	<p><u>Student Need:</u> Improve the transition of incoming Freshmen</p> <p><u>Root/Contributing cause(s):</u> Poor attendance, discipline issues, lack of SEL, inability to pass all classes/acquire necessary credits, a lack of basic transitional skills like organization, time management, and coping skills.</p>
4	<p><u>Student Need:</u> Improve a sense of belonging.</p> <p><u>Root/Contributing cause(s):</u> Students not feeling safe/sense of belonging according to the SQS data, lack of social-emotional learning, lack of ‘voice’ in the educational experience.</p>



WASC Schoolwide Critical Areas for Follow-Up

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

VC Recommendation:

a. 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.

2. **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.

VC Recommendation:

a. Staff should establish consistency of assessments, PLCs, student feedback, and Advisory to ensure student achievement and equity.

b. Administration and teachers should enhance coherence through articulation (site-wide, course alike, department, and with feeder schools) to strengthen the HA outcome, curriculum, and instruction to effectively drive all students to succeed.

3. **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.

VC Recommendation:

a. Administration and leadership team should continue to strengthen the Relational Capacity Framework as a means of enhancing teamwork, communication, systems, and existing programs.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. 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.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p>Targeted Subgroup: Freshmen</p> <p>Identified Student Need(s): Students need consistent, focused support to facilitate their transition from 8th grade to 9th grade which 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 to address academic and behavioral challenges that may inhibit students from being on track for graduation.</p>
2	<p>Targeted Subgroup: Vulnerable Subgroups (Native Hawaiian, low-SES, Special Education)</p> <p>Identified Student Need(s): When comparing academic performance on SBA Reading, Math, and Science, there is a significant learning gap between vulnerable subgroups and their peers.</p>
3	<p>Targeted Subgroup: ELL</p> <p>Identified Student Need(s): When comparing academic performance on SBA Reading, Math, and Science, there is a significant learning gap between EL students and their peers. Ninth-grade students, in particular (English Language Learners), have a lower attendance rate and have fewer students earning 2.0 GPA and above, as compared to other grades. EL students expressed having a lower 'sense of belonging' at school.</p>



Priority 1 High-Quality Learning For All



★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

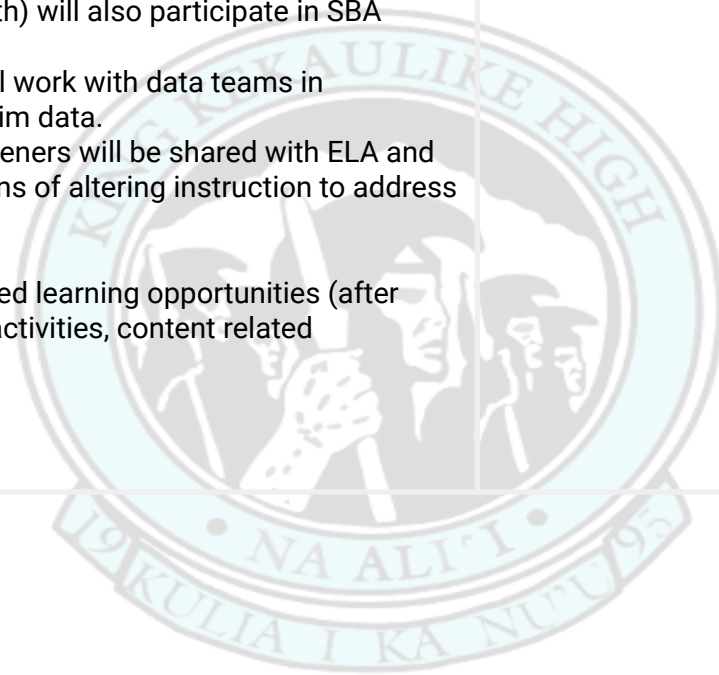
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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<p>Reading Proficiency</p> <p>1.1.1 All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p><i>Required for all schools.</i></p>	<p>1, 2, 3, 4</p>	<p>State Determined Goal: KKHS will annually increase ELA proficiency by 1.88%, and reach a school Target of 75.48% proficiency by 2029. A current difference of 11.26%.</p> <p>1. Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas.</p> <ul style="list-style-type: none"> a. Adoption of new viable ELA curriculum to ensure rigor for all students. b. Teachers will be trained in AVID WICOR strategies to foster support for all learners, while increasing critical thinking skills. c. Additional tutoring and support services will be provided for students needing additional help in core content areas. d. Additional support will be provided in researching best practices and coordinating programs that support student achievement. <p>2) 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>3) Provide opportunities for teachers to attend training (i.e. AVID, social studies, literacy, AP, CTE, etc.) to support effective standards-based instruction in the classroom.</p> <p>4) RTI - School Wide Tier 1 classroom interventions will be provided to teachers based on STAR, Achieve3000, and SBA interim tests.</p> <ul style="list-style-type: none"> a. School will schedule SBA interim assessment screeners for 9th,10th and 11th graders. 	<p>-Academic achievement on statewide assessments</p> <p>-Achievement gap</p> <p>-Quarterly D/F data</p> <p>-Strive HI</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<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 SBA Interim data.</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>5) Provide students with extended learning opportunities (after school tutoring, interest based activities, content related competitions, etc.)</p> <p>Charlene Reisinger</p>	
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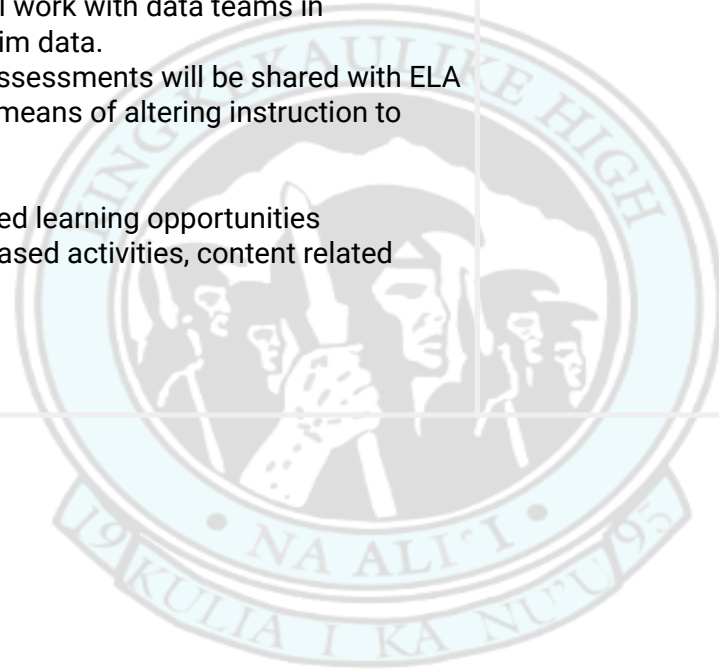




<p>Mathematics Proficiency</p> <p>1.1.2 All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for all schools.</i></p>	<p>1, 2, 3, 4</p>	<p>State Determined Goal: KKHS will annually increase math proficiency by 1.84%, and reach a school Target of 34.21% proficiency by 2029. A current difference of 11.04%.</p> <p>1) Differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas.</p> <ul style="list-style-type: none"> a. Adoption of a new viable math curriculum to ensure rigor for all students. b. Utilize Keeney Consulting, LLC to continue work with the Math Department c. Additional tutoring and support services will be provided for students needing additional help in core content areas. d. Additional support will be provided in researching best practices and coordinating programs that support student achievement. <p>2) 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>3) Provide opportunities for teachers to attend training (ie AVID, math, science, AP, CTE, etc.) to support effective standards-based instruction in the classroom.</p> <p>4) RTI - School Wide Tier 1 classroom interventions will be provided to teachers based on STAR, Achieve3000, and SBA interim tests.</p> <ul style="list-style-type: none"> e. School will administer SBA interim assessments for grades 9-11. 	<p>-Academic achievement on statewide assessments</p> <p>-Achievement gap</p> <p>-Quarterly D/F data</p> <p>-Strive HI</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: Ota Grant (AVID) \$
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		<p>f. A testing coordinator will work with data teams in understanding SBA Interim data.</p> <p>g. Data from SBA interim assessments will be shared with ELA and math teachers as a means of altering instruction to address learner needs.</p> <p>5) Provide students with extended learning opportunities (after-school tutoring, interest-based activities, content related competitions, etc.)</p> <p>Charlene Reisinger</p>	
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<p>1.1.3 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1, 2, 3, 4</p>	<p>Teachers will utilize PLC time for data teams and curriculum alignment, planning and pacing, and school initiatives.</p> <ol style="list-style-type: none"> Teachers will research methods to positively impact school wide initiatives and areas for growth as evident in CNA and Academic Plan, particularly for high need students and at-risk sub-groups. Teacher’s will analyze data and implement student engagement strategies when planning instruction. Teacher’s will discuss and develop curriculum utilizing content specific instructional practices, assessments (formative/summative) and pacing. After school meetings and waiver days will be utilized for curriculum integration and school initiatives. Data from universal screeners will be shared with ELA and math teachers as a means of altering instruction to address learner needs. <p>College and Career Readiness;</p> <ol style="list-style-type: none"> Align schoolwide communication and transparency around students’ goals and options for post-secondary college and career choices, to inform decisions made regarding coursework and extracurriculars. <p>Early College: Increase participation in early college courses.</p> <ol style="list-style-type: none"> Target Group - Students from groups underrepresented in higher education including rural, Native Hawaiian, Pacific Islander, first generation to attend college, economically disadvantaged. Increase first time college enrollment at the University of Hawai’i’s ten campuses (HIDOE/P20/UH as of 1/26/2024) Increase the number of early college CTE pathway courses that are offered in high need career pathways, such as education, healthcare, information technology, and skilled trades. 	<p>-Academic achievement on statewide assessments -Achievement gap -Quarterly D/F data -Strive HI -Enrollment in CTE, AP, honors and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: State Early College, \$
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		<p>Advanced Placement Courses:</p> <ul style="list-style-type: none">a. Open enrollment policy.b. Improve communication regarding pre-requisites, course load, drop policy and EOC Exams. <p>CTE:</p> <ul style="list-style-type: none">a. Improve communication for students on school programs of study offerings.b. Improve distribution of information about how to become a concentrator and receive CTE Honors. <p>College and Career Accessibility Schoolwide (Students, parents, staff):</p> <p>Improve communication and access to information on:</p> <ul style="list-style-type: none">a. College visits.b. Deadlines.c. Scholarships. <p>EL Coordinator will be hired for SY 24-25:</p> <ul style="list-style-type: none">a. Increase the number of EL sections.b. Provide students with ELD classes and push in/pull out support.c. Build a cohort of teachers who are trained in EL strategies who can better support students. <p>Amy Strand/Sadie Romano Saget</p>		
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One-Year Academic Plan SY 2024 - 2025

<p>1.1.4 All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>1, 2, 3, 4</p>	<p>Develop a comprehensive plan to revise the implementation of the Transition to High School course.</p> <ol style="list-style-type: none"> Collaborate with Kalama transition's teacher and review transitions program at the middle school. Transition teachers will be trained in AVID WICOR Strategies and implement these into the THS curriculum. Create a 'Freshmen Task Force' to follow up in individual student needs (attendance, grades, discipline). Utilize advisory time for academic counseling for high-risk students. <p>Brandi Spalding</p>	<p>-Chronic Absenteeism -Retention rate -SQS (Safety and Wellness) dimension -Discipline data</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
<p>1.1.5 Students have access to extended learning opportunities that enhance their educational experience</p>	<p>2, 4</p>	<ol style="list-style-type: none"> Offer students increased opportunities for participation in CTE courses, clubs, activities, competitions, etc., to encourage more CTE program concentrators and those seeking industry certifications. Provide students with extended learning opportunities (after-school tutoring, interest-based activities, content related competitions, etc.) <p>Emily Haines-Swatek</p>	<p>Participation in competitions</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.2.1 All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1</p>	<p>Advisory program will have targets/goals for each grade level and a clear process for assessing student progress and formulating student support. Social Emotional Learning and Restorative Justice practices will be included in the Advisory program and be an organized venue for student voice. Curriculum will also include HĀ outcomes to create a sense of belonging, Aloha, and Hawai'i.</p> <ol style="list-style-type: none"> Identify clear goals, establish consistent expectations, and identify indicators to measure improvement. Student choice/voice will be built into the curriculum. Guest speakers will be invited during advisory periods to support career exploration. SEL programs will be implemented into the advisory curriculum. A component of 'ōlelo Hawai'i and Hawaiian culture practices will be built into the curriculum. <p>Brandi Spalding</p>	<p>-School Survey (SQS) -Attendance -Discipline</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$</p>



One-Year Academic Plan SY 2024 - 2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>3, 4</p>	<p>Restorative Justice (RJ) strategies will be used to address discipline and behavior schoolwide.</p> <ol style="list-style-type: none"> 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.) Implementing a process for Restorative Conferences between students/teachers when relationships are strained across the school. Implementing reentry circles in classes for students who are suspended for causing harm to a classroom environment. 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>Sadie Romano Saget</p>	<p>-Discipline data -SQS -Chronic Absenteeism -Retention rate</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>4</p>	<p>Development of a 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> <ol style="list-style-type: none"> Staff will examine the Nā Ali'i 3 R's (GLOs) and how to incorporate these into HĀ outcomes and initiatives. Work with community organizations in gathering resources that support Hawaiian studies (teachers and students). Engage in lessons and activities rooted in Hawaiian language, culture and practice. <p>Kapolei Kiili</p>	<p>-Academic achievement on statewide assessments -Subgroup achievement gap data -SQS</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

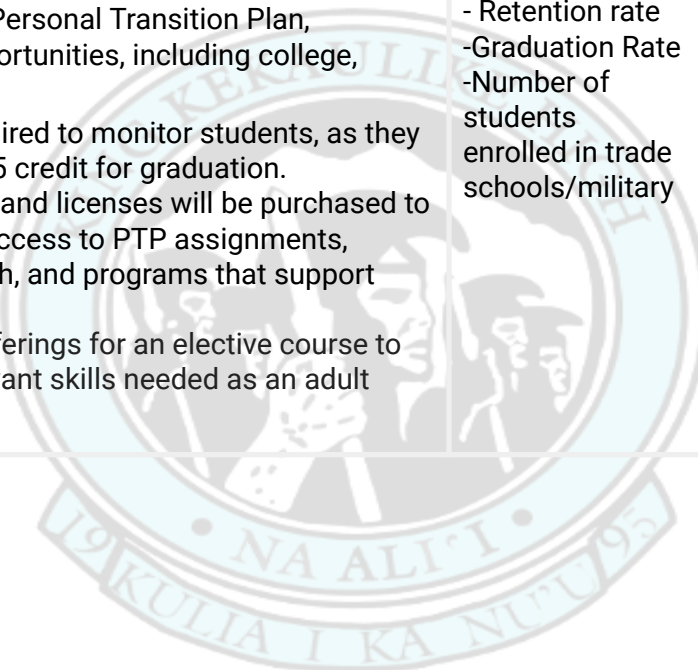
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	2,4	<ol style="list-style-type: none"> 1. 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. 2. 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. <ol style="list-style-type: none"> 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. 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. c. Research internships, job fairs, job opportunities, etc. of community/national groups/companies that support post-secondary options for students graduating with a high 	<ul style="list-style-type: none"> -CTE Program of Study completers -9th grade retention rate -Chronic absenteeism data -College-going rate -Graduation rate - SQS Student results (Satisfaction, Well-Being dimensions) - Student input from school developed survey - Discipline data - WASC 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



<p>Enhance student engagement at school through: 1) Student Senate 2) Student Voice</p> <p><i>Required for all schools.</i></p>		<p>school diploma.</p> <p>3. 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>4. 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>5. Kekaulike High School will participate in Kid's Vote.</p> <p>Brandi Spalding</p>	<p>Recommendations</p>	
<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>2</p>	<p>Utilize a PC day to articulate vertical alignment between feeder schools.</p> <ol style="list-style-type: none"> CTE Middle School/High School Statewide Upskilling training. Articulation between all grade levels and departments, specifically taking into consideration the new viable curriculum. <p>Jayna Yamamoto/Kim Uyehara</p>	<p>-Enrollment in CTE, AP, honors and Early College courses</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:Perkins\$



<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>1</p>	<p>Students will complete an online Personal Transition Plan, documenting post-secondary opportunities, including college, career and military research:</p> <ul style="list-style-type: none"> a. A PTT will continue to be hired to monitor students, as they complete a required PTP .5 credit for graduation. b. 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. c. Research ACCN course offerings for an elective course to introduce students to relevant skills needed as an adult after high school. 	<ul style="list-style-type: none"> - Retention rate - Graduation Rate - Number of students enrolled in trade schools/military 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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Priority 2 High-Quality Educator Workforce In All Schools



- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 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,	1, 2, 4	1. 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. 2. 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.	- Academic achievement on statewide assessments -Subgroup achievement gap data -SQS -STAR data -D/F quarterly data	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$



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<p>instruction, assessment and a culture for teacher learning.</p>		<p>3. 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>4. A full release mentor will be hired to conduct new teacher orientation during the summer and to support emergency hires, new teachers and new teachers to King Kekaulike, weekly.</p> <p>Amy Strand/Lynn Yamada</p>	<p>-ARCH Data</p>	<p><input type="checkbox"/> Other:___, \$</p>
<p>2.1.2 Create a planned and articulated staff Development focused on both school wide and Departmental needs.</p>		<p>1. 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>2. 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.</p> <p>3. Professional Development will focus on the initiatives as outlined in the AcPlan.</p> <p>4. Identify a process and the indicators for evaluating implementation and effectiveness of the PD offered at KKHS.</p> <p>Charlene Reisinger</p>	<p>- SQS Staff data - Analysis of teacher input (school developed survey)</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$</p>



Priority 3 Effective and Efficient Operations At All Levels



★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>1, 2, 4</p>	<p>Strengthen the School Community Council (SCC) with all seats filled with clear roles and responsibilities established, set meeting calendar, and shared agenda/minutes.</p> <ol style="list-style-type: none"> Determine all SCC representative seats and establish terms, roles/responsibilities and share with the school community. Establish a meeting calendar and agenda/minutes document that is shared with the school community. Develop a system for publicizing SCC meetings and a way to gather input from the community, especially for those who cannot attend meetings. Utilize social media outlets to recruit and remind SCC members about meeting times and dates. <p>Brandi Spalding</p>	<p>- Shared Google Drive calendar and agenda/minutes document folder -All SCC representative seats filled with a clear calendar for expiring terms</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Increase parent and community involvement and participation at Kekaulike High School.	3, 4	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. <ul style="list-style-type: none"> a. Senior Project b. Program Sparkle c. College Nights d. Coffee with Coordinators Increase communication between school and community. Alison Uyehara	- Attendance - Agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.3. 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.	1, 2	<ol style="list-style-type: none"> 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). 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. 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. 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). Teachers will evaluate the effectiveness of differentiated instructional practices and professional development on student 	<ul style="list-style-type: none"> - Academic achievement on statewide assessments - Achievement gap - Quarterly D/F data -Strive HI 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$



		performance.		
		Sadie Romano Saget/Cindy Asato-Kochi		

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases [King Kekaulike High School](#) current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[Insert value] Dependent on approval of school waivers.
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Did your school submit a SCC Waiver Request Form? Please explain.	SCC Waiver Request for SY 24-25
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Bell Schedule: [Bell Schedule 23-24](#)



