Kulanihakoi High School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Halle Maxwell
Contact Information
Telephone: 808-727-3300

Plan Submitted by Halle Maxwell 4/1/23
Principal Date

Plan Approved by
Complex Area Superintendent 04/14/2023
Date
Kūlanihākoʻi High School
Academic Plan
SY 2023-2024
Where are we now?

Kūlanihākoʻi High School opened for an inaugural class of 9th grade students for SY22-23. A new ninth-grade class will be entering each subsequent year. Kūlanihākoʻi High School will achieve full enrollment with grades 9-12 beginning in August 2025.

During SY 22-23, KHS was housed at Lokelani Intermediate School. Due to this modified opening plan, as well as the limited course offerings for this first year, the initial ninth-grade class was provided the option of attending Maui High School or Kūlanihākoʻi High School. We completed SY 22-23 with a freshman class of approximately 35 students. The full incoming class of eighth-graders at Lokelani Intermediate have been registered for SY 23-24. Course offerings were developed based on student feedback and registration was completed in December 2022.

Relevant data for current 9th graders at Kūlanihākoʻi High School:

Spring 2023 STAR Reading Proficiency: 41%
Spring 2023 STAR Math Proficiency: 15%
Daily Attendance Rate- 86.32%
   EL- 82.86%
   Low SES- 81.65%
   IDEA- 91.0%

Relevant data for current 8th graders at Lokelani Intermediate School:

2022 ELA SBA Proficiency-
2022 MATH SBA Proficiency-
Daily Attendance Rate-
   EL-
      Low SES-
      IDEA-
Kūlanihākoʻi High School has a focus on improving growth and achievement for ALL students. This will be accomplished by prioritizing the following critical areas:

**Critical Area 1: Increase Instructional Effectiveness and Engagement in Learning**
- Provide students equitable access to highly-effective instruction (engaging, relevant, and rigorous).
- Provide teachers differentiated professional development based on individual needs and school goals.
- Provide professional development in Project-Based Learning, small group instruction, and additional differentiated instruction strategies.
- Closely monitor the data for subgroups to continue the increase in proficiency and close the achievement gap.
- Create before and after school programs and summer school programs.
- Create a targeted intervention program that is integrated into content courses.
- Create programs and procedures for successful pre-high school and post-secondary transitions.

**Critical Area 2: Increase Impactful Student Voice Opportunities**
- Provide professional development for teachers regarding Student Voice.
- Integrate student feedback opportunities in both the classroom and school-wide practices.
- Complete the Student Voice Survey as an additional measure of student perceptual data.
- Implement Student Focus Groups to gather more meaningful input from students.

**Critical Area 3: Increase School Attendance**
- Foster a sense of community through daily programs and activities.
- Provide students equitable access to meaningful, relevant, and engaging instruction.
- Create a targeted intervention/enrichment program that is integrated into content courses and meets each individual student’s unique learning needs.

**Critical Area 4: Increase Social and Emotional Supports and Programs**
- Foster a sense of community through daily programs and activities.
- Integrate student feedback opportunities in both the classroom and school-wide practices.
- Complete the Student Voice Survey as an additional measure of student perceptual data.
- Create a robust system of support to meet the social and emotional needs of all students and staff.
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
- International Baccalaureate (IB) Authorization
- Other

Kūlanihākoʻi High School completed a Comprehensive Needs Assessment in November 2022. KHS will also begin the WASC accreditation process based on WASC guidelines (SW 1).

Addressing Equity: SubGroup Identification

- IDEA: 4 students (11.7%)
- EL: 3 students (8.8%)
- Low SES: 21 students (61.7%)

The following data has been gathered from the LEI Kulia and LDS databases (as of 03/2022) regarding the current 8th graders at Lokelani Intermediate School:

IDEA: students (%)

EL: students (%)

Low SES: students (%)
In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**

- **SpEd**
  - Goal 1, Enabling Activity 1
  - Goal 1, Enabling Activity 2
  - Goal 1, Enabling Activity 3
  - Goal 1, Enabling Activity 4
  - Goal 1, Enabling Activity 5
  - Goal 1, Enabling Activity 8
  - Goal 1, Enabling Activity 9
  - Goal 1, Enabling Activity 10
  - Goal 1, Enabling Activity 11
  - Goal 1, Enabling Activity 12
  - Goal 2, Enabling Activity 1
  - Goal 2, Enabling Activity 2
  - Goal 2, Enabling Activity 3
  - Goal 3, Enabling Activity 1
  - Goal 3, Enabling Activity 3
  - Goal 3, Enabling Activity 4
  - Goal 3, Enabling Activity 5
  - Goal 3, Enabling Activity 6

- **EL**
  - Goal 1, Enabling Activity 1
  - Goal 1, Enabling Activity 2
  - Goal 1, Enabling Activity 3
  - Goal 1, Enabling Activity 4
  - Goal 1, Enabling Activity 5
  - Goal 1, Enabling Activity 8
  - Goal 1, Enabling Activity 9
  - Goal 1, Enabling Activity 10
  - Goal 1, Enabling Activity 11
  - Goal 1, Enabling Activity 12
Goal 2, Enabling Activity 1
Goal 2, Enabling Activity 2
Goal 2, Enabling Activity 3
Goal 3, Enabling Activity 1
Goal 3, Enabling Activity 3
Goal 3, Enabling Activity 4
Goal 3, Enabling Activity 5
Goal 3, Enabling Activity 6

- Disadvantaged
  Goal 1, Enabling Activity 1
  Goal 1, Enabling Activity 2
  Goal 1, Enabling Activity 3
  Goal 1, Enabling Activity 4
  Goal 1, Enabling Activity 5
  Goal 1, Enabling Activity 8
  Goal 1, Enabling Activity 9
  Goal 1, Enabling Activity 10
  Goal 1, Enabling Activity 11
  Goal 1, Enabling Activity 12
  Goal 2, Enabling Activity 1
  Goal 2, Enabling Activity 2
  Goal 2, Enabling Activity 3
  Goal 3, Enabling Activity 1
  Goal 3, Enabling Activity 3
  Goal 3, Enabling Activity 4
  Goal 3, Enabling Activity 5
  Goal 3, Enabling Activity 6
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>ORGANIZE: Identify your Academic Review Team Accountable Leads.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Title of Academic Review Process Accountable Lead Responsible for implementation of the school’s strategies and initiatives</td>
</tr>
<tr>
<td>Increase Instructional Effectiveness and Engagement in Learning</td>
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<tr>
<td>Accountable Lead(s): Lauren Lott &amp; James Goossens-Larsen</td>
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<tr>
<td>Increase Impactful Student Voice Opportunities</td>
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<td>Accountable Lead(s): Lauren Lott &amp; Lisa Morrison</td>
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<tr>
<td>Increase School Attendance</td>
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<tr>
<td>Accountable Lead(s): Vanessa Geddes &amp; Gary Reiss</td>
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<tr>
<td>Increase Social and Emotional Supports and Programs</td>
</tr>
<tr>
<td>Accountable Lead(s): James Goossens-Larsen, Roxanna Hollifield &amp; Gary Reiss</td>
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</tbody>
</table>
**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

**Outcome:** By the end of the school year:

All Kūlanihāko‘i High School students will demonstrate increased growth and achievement in ELA, Math, Science and Social Studies.

**Rationale:**

By creating an educational environment that meets the social, emotional and learning needs for each student, all students will demonstrate increased growth and achievement.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Critical Area (s)</th>
<th>Enabling Activity</th>
<th>ART Lead(s)</th>
<th>Funding</th>
<th>Data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| All Kūlanihāko‘i High School students will demonstrate increased growth and achievement in ELA, Math, Science and Social Studies. SW6 | Critical Area 1 | 1. Provide high-quality professional development opportunities focused on engaging instructional strategies for all students. (eg. PBL, small group instruction, EL, differentiation, inclusion practices, etc.) | Lauren Lott & James Goossens-Larsen | WSF, Title II | • Universal Screener Data  
• Content Area Formative Assessment Results (including PBL assessment data)  
• Progress Monitoring Data  
• PD Implementation Data  
• Student Goal Setting and Reflections  
• Data Team Meeting Minutes  
• Conference/Workshop attendance |
| SW6 | Critical Area 1 | 2. Provide dedicated time for teachers to plan and collaborate to ensure students are afforded a learning environment | Lauren Lott & James Goossens-Larsen | WSF | • Universal Screener Data  
• Content Area Formative Assessment Results (including PBL assessment data) |

Kūlanihāko‘i High School Academic Plan Draft 1 February 1, 2023 version 1
which supports high growth and increased achievement. (Including, but not limited to, PBL planning, inclusion practices & data teams)

<table>
<thead>
<tr>
<th>SW6</th>
<th>Critical Areas 1 &amp; 3</th>
<th>3. Provide effective intervention/enrichment to students within core content classes to ensure students have opportunities to demonstrate high growth and increased achievement.</th>
<th>Lauren Lott, James Goossens-Larsen, &amp; Vanessa Geddes</th>
<th>WSF</th>
<th>Results (including PBL assessment data)</th>
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<td>● Universal Screener Data</td>
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<td>● Content Area Formative Assessment Results (including PBL assessment data)</td>
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<td>● Data Team Meeting Minutes</td>
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<td>● PLC Agendas/Meeting Minutes</td>
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<tr>
<th>SW6</th>
<th>Critical Area 1</th>
<th>4. Create opportunities for students to access after school instruction/enrichment.</th>
<th>Lauren Lott &amp; James Goossens-Larsen</th>
<th>WSF</th>
<th>● Universal Screener Data</th>
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<td>● Content Area Formative Assessment Results (including PBL assessment data)</td>
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<td>● Progress Monitoring Data</td>
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<td>● PD Implementation Data</td>
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</tbody>
</table>
| Critical Area 1 | SW6 | 5. Develop and implement programs to ensure students are prepared to access grade-level appropriate classes, instruction, and post-secondary pathways. | Lauren Lott & James Goossens-Larsen | WSF | - Universal Screener Data  
- Content Area Formative Assessment Results (including PBL assessment data)  
- Progress Monitoring Data  
- PD Implementation Data  
- Student Goal Setting and Reflections  
- Data Team Meeting Minutes  
- Student Feedback |
|----------------|-----|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|
| Critical Area 2 | SW6 | 6. Provide high-quality professional development opportunities focused on Student Voice. | Lauren Lott & Lisa Morrison | WSF Title II | - PD Implementation Data  
- Student Goal Setting and Reflections  
- Student Voice Survey Information  
- Perceptual Survey Information  
- Student Focus Group Feedback |
| Critical Area 2 | SW6 | 7. Build teacher capacity regarding Student Voice practices to increase impactful student-driven opportunities. | Lauren Lott & Lisa Morrison | WSF Title II | - PD Implementation Data  
- Student Goal Setting and Reflections  
- Student Voice Survey Information |
<table>
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<tr>
<th>Critical Areas</th>
<th>8. Administer the Student Voice Survey as an additional perceptual data point and follow up with student focus groups to gather further insights.</th>
<th>Lauren Lott &amp; Lisa Morrison</th>
<th>SWF Title II</th>
<th>• Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback</th>
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<tr>
<td>Critical Areas 2 &amp; 3</td>
<td>9. Utilize student input and student-initiated programming as part of the school development and improvement process.</td>
<td>Lauren Lott, Lisa Morrison, &amp; Vanessa Geddes</td>
<td>WSF Title II</td>
<td>• Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Student Activity Calendar • Student Activity Evaluations</td>
</tr>
<tr>
<td>Critical Areas 3 &amp; 4</td>
<td>10. Create student-initiated programs to increase daily attendance rates and positive feelings regarding their personal well being (SEL).</td>
<td>James Goossens-Larsen, Vanessa Geddes, Roxana Hollifield, &amp; Gary Reiss</td>
<td>WSF</td>
<td>• Student Goal Setting and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Daily Attendance Data</td>
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<tr>
<td>Critical</td>
<td>11. Design and implement a</td>
<td>James</td>
<td>WSF</td>
<td>• Student Goal Setting</td>
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</table>
**Goal 2: Staff Success.** Kūlanihāko‘i High School will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

| Area 3 | highly-effective attendance monitoring procedure and support system to increase daily attendance. | Goossens-Larsen & Vanessa Geddes | SW6 | Critical Area 4 | 12. Design and implement a highly-effective Positive Behavioral Interventions and Supports framework. | James Goossens-Larsen, Roxana Hollifield, & Gary Reiss | WSF | and Reflections • Student Voice Survey Information • Perceptual Survey Information • Student Focus Group Feedback • Daily Attendance Data |

**Outcome:** By the end of the school year:

All Kūlanihāko‘i High School teachers and staff members will receive the training, support and resources needed to ensure students demonstrate increased growth and achievement in all courses and programs while also attending school on a regular basis.

**Rationale:**

By creating an educational environment that meets the social, emotional and learning needs for all teachers and staff members, students will demonstrate increased growth and achievement.

Data available from Lokelani Intermediate School shows that learning gaps and absenteeism have increased over the last 2 years. Additional training, resources and supports will be needed for teachers to provide the
Critical Area 1: Increase Instructional Effectiveness and Engagement in Learning
- Provide students equitable access to highly-effective instruction (engaging, relevant, and rigorous).
- Provide teachers differentiated professional development based on individual needs and school goals.
- Provide professional development in Project-Based Learning, small group instruction, and additional differentiated instruction strategies.
- Closely monitor the data for subgroups to continue the increase in proficiency and close the achievement gap.
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Critical Area 4: Increase Social and Emotional Supports and Programs
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| All Kūlanihāko‘i High School teachers and staff members will receive the training, support and resources needed to ensure students demonstrate increased growth and achievement in all courses and programs while also attending school on a regular basis. | Critical Areas 1 & 4 | 1. Provide differentiated professional development opportunities, which may include:  
- PBL  
- EL  
- SPED  
- Inclusion practices  
- Engaging instructional strategies  
- Effective interventions  
- Small group instruction  
- Student Voice  
- Standards-based assessment & grading  
- Consistent use of academic & program language schoolwide | Lauren Lott & James Goossens-Larsen | WSF, Title II | • PD Implementation Data  
- Student Goal Setting and Reflections  
- Student Voice Survey Information  
- Perceptual Survey Information  
- Student Focus Group Feedback  
- Daily Attendance Data  
- Formative and Summative Assessment Data |
| SW6 | Critical Areas 1, 2, & 4 | 2. Provide instructional materials and additional resources necessary for teachers and staff to support students’ increased growth and achievement in all courses and programs. | Lauren Lott, James Goossens-Larsen, & Lisa Morrison | WSF | • PD Implementation Data  
- Student Goal Setting and Reflections  
- Student Voice Survey Information  
- Perceptual Survey Information  
- Student Focus Group Feedback |
| SW6  | Critical Areas 1, 2, & 4 | 3. Provide technology resources for teachers and staff to support students’ increased growth and achievement in all courses and programs. | Lauren Lott, James Goossens-Larsen, & Lisa Morrison | - Daily Attendance Data  
- Formative and Summative Assessment Data |
|------|------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| SW3  | Critical Areas 1-4     | 4. Review Academic Plan progress and student growth and achievement data to ensure students are achieving at expected levels. The Steering Committee will meet once a quarter to analyze data, discuss student achievement, and review the progress toward goals on the Academic Plan. | Lauren Lott | - Memos to Principal  
- Data reviewed as part of the Academic Review & School Improvement Processes |
**Goal 3: Successful Systems of Support.** The system and culture of Kūlanihākoʻi High School will work to effectively organize financial, human, and community resources in support of student success.

**Outcome:** By the end of the school year:

Kūlanihākoʻi High School will develop and implement systems that build a sense of community and prioritizes that all resources are allocated to ensure student success.

**Rationale:**

By creating systems that support an educational environment focused on meeting the social, emotional and learning needs for each student, all students will demonstrate increased growth and achievement.

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**Critical Area 1: Increase Instructional Effectiveness and Engagement in Learning**

- Provide students equitable access to highly-effective instruction (engaging, relevant, and rigorous).
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| Kūlanihākoʻi High School will develop and implement systems that build a sense of community and prioritizes that all resources are allocated to ensure student success. | Critical Areas 1-4 | 1. Design and implement a school bell schedule and master schedule that supports all student and staff success goals. | Lauren Lott, James Goossens-Larsen, Vanessa Geddes, & Lisa Morrison | WSF | - Student Feedback  
- Teacher Feedback  
- Parent and Community Feedback  
- Formative and Summative Assessment Results  
- Perceptual Survey Information  
- Student Focus Group Feedback  
- Daily Attendance Data |
| SW6 | Critical Areas 1-4 | 2. Provide opportunities for teachers and students to collaborate with teachers and students at elementary and intermediate schools in the Kūlanihākoʻi complex. | Lauren Lott, James Goossens-Larsen, & Lisa Morrison | WSF | - Student Feedback  
- Teacher Feedback  
- Formative and Summative Assessment Results  
- Perceptual Survey Information  
- Student Focus Group Feedback |
| SW6 | Critical Area 1 | 3. Work with feeder schools to develop vertical alignment of power standards and common expectations for the success of all students as they progress from K-12. | Lauren Lott, James Goossens-Larsen, & Lisa Morrison | WSF | - Meeting Agendas/Minutes  
- Formative and Summative Assessment Results  
- Student Focus Groups  
- Teacher Feedback  
- Parent and Community Feedback  
- Universal Screening Data |
| SW2 | Critical Areas 1-4 | 4. Provide opportunities for teachers and students to reflect on and provide feedback, and participate in the creation of | Lauren Lott, James Goossens-Larsen, | WSF | - Student Feedback  
- Teacher Feedback |
| Critical Area | SW6 Critical Area 1 | 5. Ensure rigorous expectations of HCC are embedded in course instructional planning and assessments. | Lauren Lott & James Goossens-Larsen | WSF | • Student Feedback  
• Teacher Feedback  
• Parent and Community Feedback  
• Formative and Summative Assessment Results  
• Perceptual Survey Information  
• Student Focus Group Feedback  
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<tbody>
<tr>
<td>SW2 SW4 Critical Areas 1, 3,</td>
<td>6. Encourage parent, family, and community involvement:</td>
<td>Lauren Lott, James</td>
<td>Title I</td>
<td>• Student Feedback</td>
<td></td>
</tr>
</tbody>
</table>
| SW5 | & 4 | - through regular communication between home and school  
- by involving parents and community members in student learning activities  
- by welcoming parent/community volunteers  
- by requesting input when making school decisions  
- through collaboration with the community | Goossens-Larsen, Roxana Hollifield, & Vanessa Geddes |  
| --- | --- | --- | --- |  
|  |  |  | Teacher Feedback  
Parent and Community Feedback |