
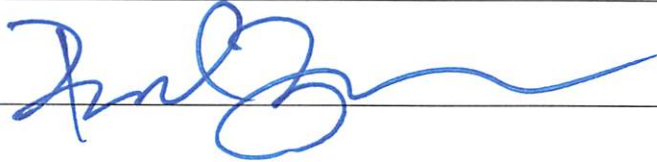


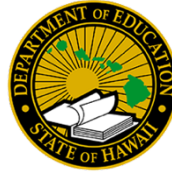
Academic Plan School Year 2021-2022

Kapaa High School

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Submitted by Thomas John Cox	Date
	3/24/2021

Approved by Paul Zina	Date
	4/13/2021



Kapa'a High School

Academic Plan School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

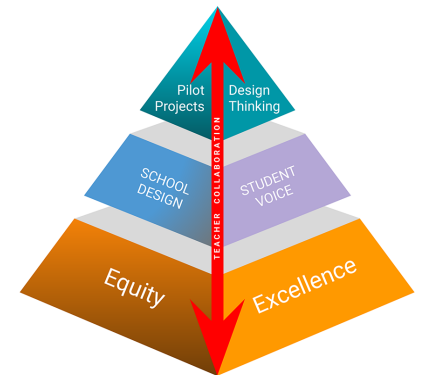
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

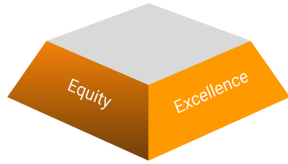
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 and 3).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 4).



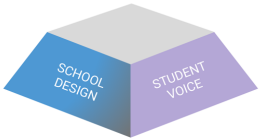


Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	Theory of Action	Enabling Activities
<p>Student Proficiency Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 45% <input type="checkbox"/> Math - 30% <input type="checkbox"/> Science - 34% <p>High Needs Students Achievement Gaps The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 SBA High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 34 pts. <input type="checkbox"/> Math - 30 pts. <p>Low SES - Students of low socio economic status currently make up 42% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> ● ELA: <ul style="list-style-type: none"> ○ Non-Low SES - 59% ○ Low SES - 34% - (21 pt. gap) ● Math: <ul style="list-style-type: none"> ○ Non-Low SES - 42% ○ Low SES - 16% - (26 pt. gap) ● Science: <ul style="list-style-type: none"> ○ Non-Low SES - 41% ○ Low SES - 24% - (17 pt. gap) <p>ELL - English Language Learner students</p>	<p>If leadership provides resources for academy and early college programs/activities and collaborates with families and community partners, teachers/staff will support students with learning in all academy and early college programs, and students from a variety of demographic backgrounds will participate in these programs and will show continual improvement.</p> <p>If leadership provides teachers with PD/training and/or collaboration time to strengthen their understanding of the SBA Literacy and Math expectations, examine data, and identify areas of need and strategies to address them, teachers will enhance instruction to meet the rigor of SBA, ELA/Math teachers will implement the IABs, and students will demonstrate proficiency/growth on the IAB formative assessments and the SBA.</p> <p>If leadership provides PD and/or collaboration to strengthen understanding of the expectations of all high stakes standardized testing and promotes 21st century literacy skills, teachers will implement identified research-based strategies to meet the rigor of the college and career ready assessments, and students will complete practice activities for high stakes assessments and 21st century literacy skills.</p> <p>If leadership provides a student centered Academy structure and provides all students in every classroom access to appropriate educational technological devices, teachers/staff will participate in weekly student support meetings to address student needs based on data, Special Education/504 care coordinators will monitor services, and students will meet all requirements to be “on track” to on-time graduation.</p>	<p>EA 1 - College and Career Readiness Kapa'a HS will provide students with opportunities to be college and career ready through all academy programs and activities.</p> <p>EA 2 - Academic Rigor Kapa'a HS teachers and students will experience success on high stakes, college and career ready assessments. 2A. Students will engage in learning tasks that meet the rigor of the Smarter Balanced Assessments. 2B. Students will engage in learning tasks that meet the rigor of Other College and Career Ready Assessments.</p> <p>EA 3 - Student Support Kapaa HS will provide all students the support they need to be successful. 3A. School structures and systems of support will enable all students to thrive. 3B. Students will utilize academic programs (e.g. virtual/non-virtual) to enhance and strengthen their learning.</p>

<p>currently make up 4% of our student population. Our ELL students did not demonstrate proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 0% • Math - 0% • Science - 0% <p>SpEd (IDEA) - Students receiving special education services currently make up 10% of our student population. One SpEd (IDEA) student demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 6% (1 proficient) • Math - 0% • Science - 0% 	<p>If leadership provides access to programs that support student learning, literacy, and credit accrual/recovery, teachers/staff will provide students with frequent opportunities to use targeted programs that enhance and strengthen student learning, and students will utilize the programs to strengthen their literacy skills, and for credit accrual/recovery, as needed.</p>	
	<p>If leadership provides teachers/staff with a variety of PD, all new teachers receive an orientation and on the job mentoring, and teachers participate in vertical and horizontal articulation within Academic Departments, students will engage in learning activities that are differentiated, standards-based, and aligned with Hui/Academies.</p>	<p>EA 4 - Targeted Professional Development Kapa'a HS will strengthen teachers' professional practice through targeted professional development (PD).</p>
	<p>If leadership invites, encourages, supports and mentors faculty/staff members to embrace and embody leadership roles in the implementation of our Academic Plan as well as active participation on the SCC and PTSA,, teachers/staff members will carry out leadership/team roles to support the implementation of our key initiatives, resulting in student and staff success, and students will engage in learning activities that are differentiated, standards-based, and aligned with Hui/Academies.</p> <p>If leadership provides targeted PD to support student leadership activities and programs, and provides an orientation on the Na Hopena A'o (HA) framework, teachers/staff will support student leadership and will incorporate the HA principles in school culture, and students will engage in activities that involve peer leadership, voice, collaboration, and agency.</p>	<p>EA 5 - Leadership Kapa'a HS will implement a system of shared leadership. 5A. Teachers will be empowered school leaders and will collaborate in team(s) to support school initiatives. 5B. Students will be empowered through peer leadership, voice, collaboration, and agency to positively influence school culture.</p>



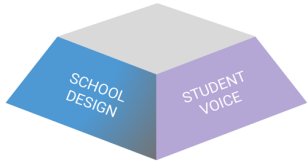
Innovation in Support of the Core: School Design and Student Voice

School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	Context	Conditions for Success
<p>Initiative 1: INNOVATION</p> <p>This initiative will focus on providing students with innovative learning opportunities for college and career readiness through our Academy structure. We will continue to collaborate with families and community partners to create relevant academic programs and activities. Students will be supported in all academy and early college programs, as well as CTE Pathway Completion. We will also prepare our students for success on high stakes assessments.</p>	<p>Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. There is a need to sustain the successful academy programs and activities. However, currently students are experiencing varied levels of rigor which do not always meet the challenge of high stakes, college and career ready assessments.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area(s) #1 (interdisciplinary instruction) and #2 (increase scores on high stakes testing) ● Student Learning Needs #1-4 (Reading, Writing, Math, Science) ● Curriculum, Instruction, and/or Assessment (CIA) ● Parent Engagement and/or Community Partnerships ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation 	<p>Sufficient funding will be needed for the following:</p> <ul style="list-style-type: none"> ● An academy director and other staff to assist with Early College/Dual Enrollment. ● Participation in work-based learning activities leading to college and career readiness. ● Increasing staff knowledge and expertise in preparing students for high-stakes assessments. <p>Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</p>
<p>Initiative 2: EQUITY</p> <p>This initiative will provide all students the resources and support they need to be successful by utilizing our student-centered system of support. In addition, all students in every classroom will have access to educational technological devices to strengthen learning and literacy skills, resulting in completion of their individual academic program.</p>	<p>Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. Currently, there are varied levels of support provided to ensure that all students thrive academically.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area(s) #2 (increase scores on high stakes testing) ● Achievement Gap (High Needs Students) ● Student Learning Needs #1-4 (Reading, Writing, Math, Science) ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation 	<p>Sufficient funding will be needed for the following:</p> <ul style="list-style-type: none"> ● Student Support model in our academy structure. ● Student Support programs to increase student achievement and readiness for college and career. ● Provide inclusion setting in Special Education services. ● Student access to appropriate educational technological devices and software. ● Access to programs that support student learning, literacy, and credit accrual/recovery. <p>Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</p>

<p>Initiative 3: EMPOWERMENT</p> <p>This initiative will strengthen teachers' professional practice through targeted professional development and collaboration. In addition, teachers, staff and students will be empowered to become school leaders to create a culture of shared leadership and student voice resulting in success and sustainability.</p>	<p>Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. There is a need to continue providing professional development to meet teacher and student needs, and there have been insufficient opportunities for teachers/staff and students to engage in school leadership.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area #2 (increase scores on high stakes testing) ● Achievement Gap (High Needs Students) ● Student Learning Needs #1-4 (Reading, Writing, Math, Science) ● Student Voice, Choice, Collaboration, and Agency ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 2: Equity ● Promise 3: School Design ● Promise 4: Empowerment 	<p>Sufficient funding will be needed for the following:</p> <ul style="list-style-type: none"> ● Professional development initiatives to support teachers. ● Opportunities for collaboration between content area teachers. ● Support student leadership programs and HA initiatives. <p>Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</p>
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Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students are listed in Section 4. <p>Strive HI Goals for 2020-21: (2018-19 baseline)</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase from 45% to 50%, as measured by SBA. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease from 34 pts. to 31 pts. ❑ Math proficiency will increase from 30% to 35%, as measured by SBA. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease from 30 pts. to 27 pts. ❑ Science proficiency will increase from 34% to 39%, as measured by Biology I EOC Exam. ❑ ELL On-Track (Growth to Target) will increase from 21% to 24%, as measured by WIDA. (2019-20: 16%) ❑ Chronic Absenteeism will decrease from 28% to 25%, as measured by 15 absences or more. (2019-20: 25%) ❑ School Climate will increase from 68% to 71%, as measured by the Panorama student perception survey/SQS. (2019-20: 52%) ❑ On Time 9th Grade Promotion will increase from 97% to 98%. (2019-20: 98%) ❑ On Time Graduation will increase from 91% to 92%. (2019-20: 96%) ❑ CTE Completers will increase from 83% to 85%. (2019-20: 77%) ❑ Post-Secondary Enrollment will increase from 50% to 52%. (2019-20: 56%) 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2021-22: (projected 2020-21 baseline)</p> <p>We will regain/maintain our 2018-19 results or higher in 2021-22...</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase to 47%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 32 pts. ❑ Math proficiency will increase to 32%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 28 pts. ❑ Science proficiency will increase to 36%. ❑ ELL On Track (Growth to Target) will increase to 18%. ❑ Chronic Absenteeism will decrease to 26%. ❑ School Climate will increase to 54%. ❑ On Time 9th Grade Promotion will maintain at 98%. ❑ On Time Graduation Rate will increase to 96%. ❑ CTE Completers will increase to 84%. ❑ Post-Secondary Enrollment will increase to 58%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2022-23: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase to 50%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 29 pts. ❑ Math proficiency will increase to 35%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 25 pts. ❑ Science proficiency will increase to 39%. ❑ ELL On Track (Growth to Target) will increase to 21%. ❑ Chronic Absenteeism will decrease to 23%. ❑ School Climate will increase to 57%. ❑ On Time 9th Grade Promotion will maintain at 99%. ❑ On Time Graduation Rate will increase to 97%. ❑ CTE Completers will increase to 85%. ❑ Post-Secondary Enrollment will increase to 60%.



Innovation in Support of the Core: **School Design and Student Voice**

FOCUS ON SY 2021-22: Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2021-22 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 45% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 34 points ● SBA Math - 30% <ul style="list-style-type: none"> ○ Math High Needs Gap - 30 points ● Biology I EOC - 34% ● ELL On Track - 21% (2019-20: 16%) ● Chronic Absenteeism - 28% (2019-20: 25%) ● School Climate - 68% (2019-20: 52%) ● On Time 9th Grade Promotion - 97% (2019-20: 98%) ● On Time Graduation - 91% (2019-20: 96%) ● CTE Completers - 83% (2019-20: 77%) ● Post-Secondary Enrollment - 50% (2019-20: 56%) <p>2020-21 Panorama Student Perception Survey Data:</p> <ul style="list-style-type: none"> ● Pedagogical Effectiveness - 71% ● Classroom Rigorous Expectations - 65% ● Classroom Climate - 72% ● Classroom Teacher-Student Relationships - 60% ● Classroom Engagement - 36% ● School Belonging - 33% ● Valuing of School - 50% ● School Safety - 65% ● SQS Safety - 62% <p>2019-20 ACT Baseline Data:</p> <ul style="list-style-type: none"> ● Composite Score - 37% ● English - 55% ● Mathematics - 24% ● Reading - 38% ● Science - 28% 	<ul style="list-style-type: none"> <input type="checkbox"/> Achieve3000 Lexile <input type="checkbox"/> LDS "On Track" Student Data <input type="checkbox"/> EOC in Biology I and Algebra 1 <input type="checkbox"/> Student Support RFA Spreadsheets <input type="checkbox"/> ACT Scores <input type="checkbox"/> Interim Assessment Block (IAB) Data <input type="checkbox"/> Panorama Student Survey Results <input type="checkbox"/> Qualitative Evidence of Implementation 	<p>2021-22 Strive HI Goals:</p> <ul style="list-style-type: none"> ● ELA - 47% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 32 points ● Math - 32% <ul style="list-style-type: none"> ○ Math High Needs Gap - 28 points ● Biology I EOC - 36% ● ELL On Track - 18% ● Chronic Absenteeism - 26% ● School Climate - 54% ● On Time 9th Grade Promotion - 98% ● On Time Graduation - 96% ● CTE Completers - 84% ● Post-Secondary Enrollment - 58% <p>2021-22 Panorama Student Perception Survey Goals:</p> <ul style="list-style-type: none"> ● Pedagogical Effectiveness - 73% ● Classroom Rigorous Expectations - 66% ● Classroom Climate - 73% ● Classroom Teacher-Student Relationships - 61% ● Classroom Engagement - 37% ● School Belonging - 38% ● Valuing of School - 51% ● School Safety - 66% ● SQS Safety - 63% <p>2021-22 ACT Goals:</p> <ul style="list-style-type: none"> ● Composite Score - 39% ● English - 56% ● Mathematics - 26% ● Reading - 40% ● Science - 30%

Initiative 1: INNOVATION				
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds
<p>EA 1. College and Career Readiness Kapa'a HS will provide students with opportunities to be college and career ready through all academy programs and activities. (WASC CA #1)</p> <p>Action Steps:</p> <p>a. Leadership will continue to provide resources (e.g. staff, scheduling, materials, capstone) for all academy and early college programs and activities.</p> <p>b. Leadership/staff will continue to collaborate with families and community partners to provide students with a variety of college and career ready opportunities.</p> <p>c. Teachers/staff will support students with learning in all academy and early college programs (e.g. CTE Pathway Completion, academic support, classroom management routines).</p> <p>d. Students from a variety of backgrounds/demographics will participate in our academy and early college program and show continual improvement (e.g. monitoring: pass rate, EOY goal: post secondary institution enrollment, CTE completer rate).</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All CTE, ELA, Math, and Social Studies teachers will teach within the Hui/Academy Framework. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> 85% of students will make progress towards successful completion of their CTE Pathway. Low SES students will increase enrollment in our Early College/Dual Enrollment courses. We will continue to demonstrate that over 90% of our Early College/Dual Enrollment students will pass the Early College/Dual Enrollment courses with at least a C or better. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> CTE Completers will increase from 83% in 2018-19 to 84% in 2021-22. Post-Secondary Enrollment will increase from 56% in 2019-20 to 58% in 2021-22. 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve3000 Lexile <input type="checkbox"/> LDS "On Track" Student Data <input type="checkbox"/> EOC in Biology I and Algebra 1 <input type="checkbox"/> Student Support RFA Spreadsheets <input type="checkbox"/> ACT/SAT Scores <input type="checkbox"/> Interim Assessment Block (IAB) Data <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 B – 3006 Academy capstone, mentorships & internships, Mathematics, ELA SpringBoard, and other content materials. \$30,000</p> <p>B - 4801 Bus for Academy Excursion/mentorships/internships \$4,000</p> <p>42106 PLC Meeting time/Training for Content Planning e.g., Science & Soc. Studies A1 – 2769 25 Substitutes @ \$184.66 \$9,233</p> <p>A1 – 2802 Stipends - 10 @\$184.66 \$1,847</p> <p><input checked="" type="checkbox"/> WSF Restoration (manually plan adjust to 42101 / 455564) B – 7203 MOA Contract UH Early College Tuition \$61,000</p> <p>C – 7711 Textbooks for Early College</p>

Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds
<p>EA 2. Academic Rigor Kapa'a HS will empower teachers and students for success on high stakes, college and career ready assessments. (WASC CA #2)</p> <p><u>2A. Meeting the Rigor of Smarter Balanced Assessment</u> Students will engage in learning tasks that meet the rigor of the Smarter Balanced Assessments.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will provide teachers with PD/training and/or collaboration time to strengthen their understanding of the SBA Literacy and Math expectations, examine data, and identify areas of need and strategies to address them. Teachers will participate in PD/training and/or collaboration to enhance instruction and meet the rigor of SBA. ELA and Math teachers will implement the IABs to enhance instruction and meet the rigor of SBA. Students will use the IABs to learn about the expectations of the SBA, and will demonstrate proficiency/growth on the IAB formative assessments. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> After receiving PD, all grades 9-11 ELA and Math teachers will utilize at least one IAB in the fall and one in the spring for instruction and formative assessment. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All grades 9-11 students will complete at least one IAB in ELA and one in Math. The results from the IABs will support the non-proficient students to increase their scores. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> SBA ELA proficiency will increase from 45% in 2018-19 to 47% in 2021-22. (Strive HI) SBA Math proficiency will increase from 30% in 2018-19 to 32% in 2021-22. (Strive HI) Science proficiency will increase from 34% in 2018-19 to 36% in 2021-22, as measured by Biology I EOC Exam. (Strive HI) 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p>\$10,000</p> <p><input checked="" type="checkbox"/> WSF 42106 On going PLC sessions including new teachers A1 – 2769 Substitutes - 30 @ \$184.66 \$5,540</p> <p>A1 – 2802 Stipends - 10 @ \$184.66 \$1,847</p>
<p><u>2B. Meeting the Rigor of Other College and Career Ready Assessments</u> Students will engage in learning tasks that meet the rigor of Other College and Career Ready Assessments.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> After receiving PD, all teachers will implement identified strategies to prepare students for high stakes testing. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p>

<p>Action Steps:</p> <p>a. Leadership will provide PD/training and/or collaboration for teachers/staff to strengthen understanding of the expectations of all high stakes standardized testing (e.g. ACT/SAT, Accuplacer, EOC, industry specific CTE CTSO) and promote 21st century literacy skills.</p> <p>b. Teachers will implement identified research-based strategies to meet the rigor of the college and career ready assessments.</p> <p>c. Students will complete practice activities for high stakes assessments and 21st century literacy skills.</p>	<p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> • All students will complete at least one practice opportunity prior to taking a high stakes assessment. • At least 66% of students will respond favorably to Classroom Rigorous Expectations questions on the Panorama student perception survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> • SBA ELA proficiency will increase from 45% in 2018-19 to 47% in 2021-22. (Strive HI) • SBA Math proficiency will increase from 30% in 2018-19 to 32% in 2021-22. (Strive HI) • Science proficiency will increase from 34% in 2018-19 to 36% in 2021-22, as measured by Biology I EOC Exam. (Strive HI) 			
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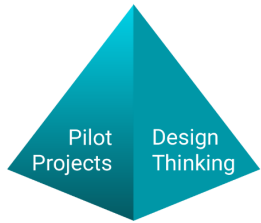
Initiative 2: EQUITY				
Initiative 2 Enabling Activity 3 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds
<p>EA 3. Student Support</p> <p>Kapaa HS will provide all students the support they need to be successful. (WASC CA #2)</p> <p><u>3A. Academic Support Structures</u></p> <p>School structures and systems of support will enable all students to thrive.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will continue to provide an Academy structure in which time and resources are utilized to implement our student centered support model. Leadership will continue to provide all students in every classroom access to appropriate educational technological devices. Teachers/staff will continue to participate in weekly student support meetings to address student needs based on data. Special Education/504 care coordinators will monitor special education and 504 student services across curriculum/content areas in support of accommodation/modification implementation. Students will meet all requirements to be "on track" to on-time graduation in regards to their attendance, report card grades and transcripts. (95% of students will be on track in each grade level) 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers/staff will participate in regularly scheduled student support meetings to address student needs based on data. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will be "on track" to on-time graduation in regards to their attendance, report card grades and transcripts. (95% of students will be on track in each grade level) <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> On Time Graduation will maintain the 2019-20 rate of 96% in 2021-22. SBA ELA high needs achievement gap will decrease from 34 pts. in 2018-19 to 32 pts. in 2021-22. (Strive HI) SBA Math high needs achievement gap will decrease from 30 pts. in 2018-19 to 28 pts. in 2021-22. (Strive HI) 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve3000 Lexile <input type="checkbox"/> LDS "On Track" Student Data <input type="checkbox"/> EOC in Biology I and Algebra 1 <input type="checkbox"/> Student Support RFA Spreadsheets <input type="checkbox"/> ACT/SAT Scores <input type="checkbox"/> Interim Assessment Block (IAB) Data <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Low SES students achievement gaps will be discussed in academies/HUI's to discuss and plan activities that focus on student success.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3502 Subscriptions for credit recovery/accrual & literacy Plato, and HVLN \$16,000</p> <p>42106 A1 - 2769 Subs for Achieve3000 Training 10 x \$184.66 \$1,847</p> <p><input checked="" type="checkbox"/> WSF Restoration B - 3502 Subscriptions for Achieve3000 \$35,000</p>

<p><u>3B. Academic Support Programs</u> Students will utilize academic programs (e.g. virtual/non-virtual) to enhance and strengthen their learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will continue to provide access to programs that support student learning, literacy, and credit accrual/recovery (e.g. Achieve3000, Plato, HVLN). Teachers/staff will provide students with frequent opportunities to use targeted programs that enhance and strengthen student learning. Students will utilize programs to strengthen their literacy skills, and for credit accrual/recovery, as needed. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will use Achieve3000 within their instruction to support student literacy. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will show positive growth in Lexile scores. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> On Time Graduation will maintain the 2019-20 rate of 96% in 2021-22. SBA ELA high needs achievement gap will decrease from 34 pts. in 2018-19 to 32 pts. in 2021-22. (Strive HI) SBA Math high needs achievement gap will decrease from 30 pts. in 2018-19 to 28 pts. in 2021-22. (Strive HI) 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF Restoration A1 - 2744 8 Distance Learning PTTs x 15 hrs per wk x 40 wks x \$22.43 \$107,664</p> <p>C- 7708 Replacement computers for distance learning \$50,000</p>
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Initiative 3: EMPOWERMENT				
Initiative 3 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds
<p>EA 4. Targeted Professional Development</p> <p>Kapaa HS will strengthen teachers' professional practice through targeted professional development (PD).</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers/staff with a variety of PD (e.g. Using data to improve instruction, Longitudinal Data System-LDS training, best practices in the use of Infinite Campus, differentiation strategies, lesson alignment with NGSS, teacher proposed/generated topics, use of PDE3 to explore additional PD options). (WASC CA #2)</p> <p>b. Leadership-will provide all new teachers with an orientation to the school, essential information (e.g. online teacher handbook), and on the job mentoring.</p> <p>c. Teachers will participate in vertical and horizontal articulation within Academic Departments (e.g. Math, ELA, Fine Arts, science, Health PE/JROTC, Social Studies).</p> <p>d. Students will engage in learning activities that are differentiated, standards-based, and aligned with Hui/Academies.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will participate in collaboration meetings to improve professional practice (instruction, assessment) across academy or content areas. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 73% of students will respond favorably to Pedagogical Effectiveness questions on the Panorama student perception survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> On Time 9th Grade Promotion will maintain the 2019-20 rate of 98% in 2021-22. On Time Graduation will maintain the 2019-20 rate of 96% in 2021-22. 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve3000 Lexile <input type="checkbox"/> LDS "On Track" Student Data <input type="checkbox"/> EOC in Biology I and Algebra 1 <input type="checkbox"/> Student Support RFA Spreadsheets <input type="checkbox"/> ACT/SAT Scores <input type="checkbox"/> Interim Assessment Block (IAB) Data <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 Leadership Team 20 subs days x \$184.66 \$3,693</p>

Initiative 3 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds
<p>EA 5. Leadership Kapa'a HS will implement a system of shared leadership. <u>5A. Teacher/Staff Leadership</u> Teachers will be empowered school leaders and will collaborate in team(s) to support school initiatives. Action Steps: a. Leadership will invite, encourage, support and mentor faculty/staff members to embrace and embody leadership roles in the implementation of our Academic Plan and active participation on the School Community Council (SCC) and PTSA. b. Leadership will collaborate with family and community stakeholders to support school initiatives and students. c. Teachers/staff members will carry out leadership/team roles to support the implementation of our key initiatives, resulting in student and staff success. d. Students will engage in learning activities that are differentiated, standards-based, and aligned with Hui/Academies.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> Representative teachers/staff will fulfill a variety of leadership roles to support our initiatives. Representative teachers/staff will participate in leadership meetings to monitor progress of the initiatives in our academic plan and determine next steps. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 73% of students will respond favorably to questions on the Panorama student perception survey in the area of Pedagogical Effectiveness. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> On Time 9th Grade Promotion will maintain the 2019-20 rate of 98% in 2021-22. On Time Graduation will maintain the 2019-20 rate of 96% in 2021-22. 	<p>Included above</p>	<p>Included above</p>	<p>☑ WSF 42106 A1 - 2769 Academy/Hui Leaders 20 subs days x \$184.66 \$3,693</p>
<p><u>5B. Student Leadership</u> Students will be empowered through peer leadership, voice, collaboration, and agency to positively influence school culture. Action Steps: a. Leadership will provide targeted PD to support student leadership</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers/staff will demonstrate understanding of the Na Hopena A'o (HA) framework, principles, and components (e.g. teacher survey) by participating in at least one HA PD. <p><u>Student Outcomes</u></p>	<p>Included above</p>	<p>Included above</p>	<p>☑ WSF 42101 B - 3006 Purchase of promotional design materials(banners, school bags, lanyards, and other needed materials) \$10,000</p>

<p>activities and programs (e.g. clubs, athletics, JROTC, SCC, student council/ government).</p> <p>b. Leadership will provide a Nā Hopena A'o (HA) orientation of the framework, principles, and components to teachers/staff.</p> <p>c. Teachers and staff will support and incorporate the HA principles in school culture (e.g. Sense of Belonging-SEL, Sense of Place).</p> <p>d. Students will engage in activities that involve peer leadership, voice, collaboration, and agency.</p>	<ul style="list-style-type: none"> At least 38% of students will respond favorably to School Belonging questions on the Panorama student perception survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 52% in 2019-20 to 54% in 2021-22, as measured by the Panorama student perception survey/SQS and reported on Strive HI. 			
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
We would like to continue to strengthen our programs to prepare students for college (two or four year) and career success.	<ul style="list-style-type: none"> • Students will have the opportunity to participate in early college courses through multiple institutions. • All teachers would need a clear understanding of how their curriculum will support the students to college and career ready. • Continue to prepare and provide an online option for students to complete their high school education. • Teachers would need to develop clear learning objectives to support student learning. • Academic content articulation to scaffold competencies identified as necessary for early college experiences.