



One-Year Academic Plan 2020-2021

School:	 <p>KONAWAENA WILDCATS</p>	
	Konawaena High School	
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Approved by HKKK CAS

6/2/2020
Date

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

1. Need: To continue to provide rigorous instruction based on CCSS and NGSS standards by utilizing best instructional practices and data.
2. Need: To continue to refine our MTSS processes.
3. Need: To continue implementing and improving on trauma informed practices.

Addressing Equity: SubGroup Identification

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.

Sub Group	Identified Need(s)	Enabling Activit(ies)
EL	<ul style="list-style-type: none"> ● Struggles with attendance, behavior, and academics in our long-term ELL population ● A growing number of new coming ELL Population 	<ul style="list-style-type: none"> ● Newcomer group, EL inclusion classes
Economically disadvantaged	<ul style="list-style-type: none"> ● Continue to improve the level of academic rigor while offering support to those that struggle 	<ul style="list-style-type: none"> ● Intervention programs for struggling student/RTI ● Communication with teachers, parents and students

		<ul style="list-style-type: none"> Challenge of parent participation 	about opportunities available.
	Migrant	<ul style="list-style-type: none"> Struggles with attendance, behavior, and academics 	Intervention programs for struggling student/RTI
	SPED	<ul style="list-style-type: none"> Increase the number of certified Special Education Teachers (6:9) 	<ul style="list-style-type: none"> inclusion classes

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Admin	1. All school wide initiatives
2. ILT Team	2. All school wide initiatives
3. SSC	3. MTSS, inclusion
4. Counseling Team	4. MTSS, advisory lessons
5. EL coordinator	5. Newcomer program, EL program
6. Department PLCs	6.

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome:	Rationale:
<p>The following are always our BIG Picture Outcomes:</p> <ul style="list-style-type: none"> ● All students will be college and/or career ready upon graduation. ● All students will have access to needed supports- placement, assistance, materials. ● All students will make growth on formative/ summative assessments and ultimately STRIVE high indicators. <p>At the end of school year 2020-2021:</p> <ul style="list-style-type: none"> ● 90% of our students will graduate on time. ● 91% or more of 9th graders will become 10th graders ● 95% of our students will miss less than 15 days of school. ● Students will show gains on the ELA and Math SBA and Biology End of Course Exam. 	<p>Konawaena High School believes that building relationships with students and each other is the most important factor in a student’s education. For the past few years, through PD with Trevor Regan (growth mindset with Train Ugly) and Kristine Souers (trauma invested practices with EducationHall) and having targeted advisory lessons developed by the counseling team that we are making gains. Not only has this led to less discipline referrals for insubordination and disorderly conduct, but also in sustained academic gains.</p> <p>Our mid-cycle WASC visit occurred in February of this SY 19-20. The team that visited had many positive things to say about the feeling you get when you are on our campus and how obvious it is that the adults on campus are very positive, care for students and have built good relationships with them and each other.</p> <p>Our Instructional Leadership Team (ILT) is the driving force behind all of our school initiatives and is the conduit between administration and their respective departments.</p> <p>The following are the WASC recommendations that we continue to work on to improve.</p> <ol style="list-style-type: none"> 1. Build and increase communication and outreach between the

	<p>complex schools and community/students/parents.</p> <ol style="list-style-type: none"> 2. Ensure rigor for all students through differentiation and inclusion by utilizing demographic, assessment and other appropriate data to inform instruction. 3. Systematize clear processes and procedures to build student interventions, provide appropriate resources, and monitor progress data for identified struggling students in all tiers. 4. Evaluate the effectiveness of resources, interventions, services, and programs for high needs students. 5. Implement routine vertical articulation processes with complex area feeder schools in core subjects. <p>We feel that we are addressing these areas in our academic plan and we will continue to work on improving these beyond school year 20-21.</p>
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Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 20-21	Rationale:
New teachers will be supported and mentored by DHs as they enter the profession.	Many of the current practices at our school have been teacher driven/initiated. We believe that investing in the development of teachers helps ensure the best education for students.
All teachers will be trained in Trauma Invested practices and	We understand that students benefit from some basic consistent

<p>school-wide academic initiatives.</p> <p>All teachers will have opportunities for professional development, coaching support and feedback in order to improve their practice.</p> <p>Continued opportunities to dialogue across departments, feeder schools and other high schools.</p>	<p>messages and practices. As a school, we have pursued training in AVID school-wide strategies, thinking maps, strategies to increase student’s engagement and critical thinking. We have departments trying out units in Project Based learning. We have to allow opportunities for teachers to try and sometimes, fail. We believe that we are all learners and that we need to continually add to our toolbox and make adaptations to our instruction based on student need.</p> <p>Our PLC structure, led by an ILT member, has been instrumental in supporting teacher development through planning lessons and going through data team cycles in course-alike groups. During PLC meeting time (3x per week during the school day), not only do teachers plan together, look at data and share successful practices, but are able to do observations of other classes during this time. The expectation on our campus is that everyone has an opportunity to visit everyone.</p> <p>This school year, we would like to pursue more training in Trauma Invested practices and continue to develop the Visible Learning strategies we started in school year 19-20. We also would like to meet with our feeder middle school to better support student transitions. Department Heads (DHs) will continue to support new teachers.</p>
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Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
<p>Our school will have a sustainable improvement process system for evaluating programs for students and staff.</p> <p>We will continue to develop coaching and leadership skills in our DHS so that they can support their departments and new teachers.</p> <p>With a well-developed MTSS plan, it will include establishing a newcomer program for our non-speaking EL students and are offering inclusion classrooms in all four core areas.</p> <p>Need to add a system outcome for ILT/Literacy Framework here.</p>	<p>Per our WASC visit recommendations, we need to improve and be more consistent with the way we monitor and evaluate all the programs that we are doing at the high school. By developing our ILT team’s leadership and coaching skills, they can help support not only the teachers in their respective departments but in our overall improvement efforts as a school.</p> <p>We are always trying to improve our systems. One of the areas is our RTI (MTSS) system. This year, we are focusing on implementing a newcomer program where non-English speaking EL students spend more time in their classroom with sheltered instruction in the four core areas. We are also implementing at least one co-taught inclusion class in each of the core areas. Both of these will require support, training and ongoing discussion to make them work effectively for students.</p>

Planning #1				Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity		Lead(s)			
To continue to provide rigorous instruction based on CCSS and	Hawai'i	Student Success	<p>1. All classrooms will utilize best practices to deliver standards-based lessons including WICOR, trauma invested practices, and active engagement strategies in all classes.</p> <p>2. Students will understand what they are learning and how they will know when they are successful (Learning targets and success criteria). They will be able to use feedback to improve their work and offer feedback to others.</p>		x	WSF	<p>SBA scores</p> <p>End of Course Biology exam</p> <p>Strive HI measure</p> <p>Walkthrough data collection forms on cycles of Instruction.</p> <p>(Title I: \$56,587 online subscriptions/licenses & other supplies & materials for CCSS & differentiation)</p>
	Equity				x	Title I	
	X School Design					Title II	
	Empowerment					IDEA	
	Innovation					Other	

NGSS standards by utilizing best instructional practices and data.				3. Students will have access to Tier 2 and 3 academic, behavioral and emotional supports based on data (formative, summative and observational).				
		Hawai'i	Staff Success	<p>1. New teachers will be trained in school wide common practices (AVID strategies, close reading, engagement strategies).</p> <p>2. All teachers will be trained in learning targets, success criteria and giving meaningful feedback (McCarley Group)</p> <p>3. Teachers will participate in planning (for course-alikes when applicable) and data team cycles in order to improve their practice and identify students in need of extra support.</p> <p>4. Provide opportunities for teachers to dialogue with feeder schools and work in cross department groups.. (McCarley Group)</p> <p>5. Strengthen ILT leadership team by providing training in coaching and meeting facilitation (McCarley Group)</p>			WSF	<p>Agendas</p> <p>Teacher observations</p> <p>Walkthrough data collection forms on cycles of Instruction.</p> <p>(Title I: \$200,000 McCarley Group)</p>
	x	Equity			X	Title I		
	x	School Design				Title II		
		Empowerment				IDEA		
	Innovation				Other			
CNA Crosswalk P.12, 18 FRF Line # 12, 17, 18		Hawai'i	Systems of Support	<p>1. Through our Instructional Leadership team, we will continue to meet regularly and provide two way communication between administration and departments. ILT team uses data, supports new teachers, conducts observations and are the drivers of school improvement.</p> <p>2) Our RTI team will continue to improve our system of supporting students in all areas. We will calendar meetings so that we can look at grades and attendance in a more timely and systemic way.</p>			WSF	<p>SBA scores</p> <p>End of Course Biology exam</p> <p>Strive Hlgh measure</p> <p>(Title I: \$30,813 PTTs)</p>
	x	Equity			X	Title I		
		School Design				Title II		
		Empowerment				IDEA		
	x	Innovation		Other				

WASC Critical Area for Follow up # 2, 3, 4, 5				3) Focus on 9th graders - Kamp Konawaena, Afterschool tutoring for those in danger of not becoming 10th graders, targeted advisory lessons			P20	
Title I Addendum SW #5, #6				4) Tutors and other casual hire support staff to provide academic support, intervention, tutoring (migrant , EL) and specific program support (ie. Early college, Huiiana Internship, CTE support)				
				COMPLEX Enabling activity--add bullets as needed) Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.				
Planning #2						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity			Lead(s)		
Improve attendance so that student miss less than 15 days of school by engaging students in school through positive students teacher relationships Student comfort, MTSS system, Reduced 9th Retention		Hawai'i	Student Success	<ul style="list-style-type: none"> Students will be provided with advisory class lessons and supported by teachers with "talks about the importance of attendance Engage students in meaningful work and support them with using trauma invested practices. Opportunities for: <ul style="list-style-type: none"> ACT/SAT test taking Work internships college visits AVID trip to Oahu colleges Reality Fair Family nights for college going students Targeted advisory lessons 		X	WSF	Attendance Data Survey Advisory Lessons Agenda College Going Rates ACT/SBAC Scores
		Equity				X	Title I	
	X	School Design					Title II	
	X	Empowerment					IDEA	
		Innovation					Other P20	
All students to be	X	Hawai'i	S +	PD - Faculty Directed Professional Learning			WSF	Agendas

college and career ready upon graduation.	X	Equity		Advisory Lessons 1. All teachers will have PD in trauma invested practices (Kristin Souers)		X	Title I	Teacher observations Walkthrough data collection forms on cycles of Instruction. (Title I: \$48,000 Kristin Sours)
		School Design					Title II	
	X	Empowerment					IDEA	
	X	Innovation					Other	
		Hawai'i	Systems of Support	Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior <ul style="list-style-type: none"> Consider through grade levels, incentive programs to bring awareness and reward student attendance. we have the punitive piece in place. All teachers will implement the attendance policy as written. Communication with teachers, parents and students about opportunities available. 			WSF	Attendance Data Survey Surveys, sign-ins, emails Parent Involvement Coordinator
		Equity				X	Title I	
	x	School Design					Title II	
CNA Crosswalk P. 2, 9		Empowerment					IDEA	
FRF Line # 18, 22		Innovation				X	Other CFES	
WASC Critical Area for Follow up #1, 3, 4								
Title I Addendum SW #6, 7								

Version Protocol:

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