



Academic Plan 2022-2023

School:	Konawaena High School	The mascot logo for Konawaena High School is a stylized white wolf or dog head with a green outline. It has a fierce expression with sharp teeth and a black nose.
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Where are we now?										
Prioritize school's needs as identified in one or more of the following needs assessments: <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 ● Other 	<ol style="list-style-type: none"> 1. Need: To continue to provide rigorous instruction based on CCSS and NGSS standards by utilizing best instructional practices and data which includes virtual teaching/learning. 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.									
	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Sub Group</th> <th style="text-align: left;">Identified Need(s)</th> <th style="text-align: left;">Enabling Activit(ies)</th> </tr> </thead> <tbody> <tr> <td>EL Student</td> <td>specific learning support</td> <td>Newcomer group, EL inclusion classes</td> </tr> <tr> <td>Special Education</td> <td>least restrictive environment/support</td> <td>inclusion classes</td> </tr> </tbody> </table>	Sub Group	Identified Need(s)	Enabling Activit(ies)	EL Student	specific learning support	Newcomer group, EL inclusion classes	Special Education	least restrictive environment/support	inclusion classes
Sub Group	Identified Need(s)	Enabling Activit(ies)								
EL Student	specific learning support	Newcomer group, EL inclusion classes								
Special Education	least restrictive environment/support	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
5. EL coordinators	5. Newcomer program, EL program
6. Department PLCs	6. Coordinate provider services, departmental PD
7. AVID Coordinator	7. AVID program
8. Parent Coordinator (vacant)	

Outcome: By the end of SY 22-23	Rationale:
<p><u>Goal 1: Student Success.</u> 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).</p>	
<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 2022-2023:</p> <p>85% of our students will graduate on time. 85% 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 SBA, Math SBA and Biology EOC Exam.</p>	<p>Konawaena High School believes that building relationships with students and as staff is the most important factor in a student’s education. For the past few years, through PD with Trevor Regan (growth mindset, Train Ugly) and Kristine Souers (trauma invested practices with Pete Hall and EducationHall), having targeted advisory lessons developed by the counseling team, and the incorporation of weekly advisory periods to address SEL</p> <p>Our Instructional Leadership Team (ILT) is the core behind all school-wide initiatives. The team continues to be the conduit connecting administration, leadership, and each department.</p> <p>Partnering with ELL Coordinators at our feeder schools has helped us improve vertical support for families. We are slowly working to provide the in-person support that is needed for our EL students and families. The pandemic closer had us pull back on activities such as the Annual EL Family Night where families from Konawaena Elementary, Middle and High school gathered to access community resources, meet other families and bond with the support staff at every grade level.</p> <p>Our WASC visit will occur in February 2023. The team that visited during our mid-cycle had many positive things to say about the feeling you get when you are on the Konawaena High 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. Our faculty and staff still believes this is true to Konawaena and is endeavoring to maintain this after the impact of the pandemic.</p> <p>The following are the WASC recommendations that we continue to work to improve.</p>

	<ol style="list-style-type: none"> 1. Build and increase communication and outreach between the complex schools and community/students/parents. 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.
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Outcome: By the end of SY 22-23	Rationale:
<p><u>Goal 2:</u> Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.</p>	
<p>New teachers will be supported and mentored by DHs as they enter the profession. The school also has two training induction and mentoring teachers that support new and non-TFA teachers. TFA teachers have the support of that organization. Additional support is provided to all teachers new to the building from a school-sponsored service provider (McCarley).</p> <p>All teachers will be trained in school-wide academic and SEL initiatives. 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 will be planned.</p>	<p>Many of the current practices and initiatives at our school have been teacher conceived/driven. We believe that investing in the development of teachers helps ensure the best education for students.</p> <p>We understand that students benefit from some basic, consistent messages and practices. As a school we have pursued training in AVID school-wide strategies, thinking maps, Visible Learning, and strategies to increase students engagement and critical thinking. We have departments working to develop units in Performance Based learning. We believe in allowing opportunities for teachers to try and sometimes fail. What SY20-21 emphasized is 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, continues to be instrumental in supporting teacher development through planning</p>

	<p>lessons and going through data team cycles (student work protocols) in course-alike groups. During PLC meeting time (typically 3x per week during the school day), teachers plan together, look at data and share successful practices, and do observations of other classes during this time. The expectation on our campus is that all teachers conduct peer observations to give and receive feedback at least once a quarter.</p> <p>As we were unable to fully pursue more training in Trauma Invested practices this past school year, we will do so in SY 22-23 as well as build on the Visible Learning strategies we started in school year 19-20. To do so we would like to pursue professional development with Chris Tovani (who is also supported by our complex area team). We also would like to meet with our feeder middle school to better support student transitions.</p>
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Outcome: By the end of SY21-22	Rationale:
<p><u>Goal 3: Successful Systems of Support.</u> Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).</p>	
<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 Department Heads so that they can support their departments and new teachers.</p> <p>We are establishing a newcomer program for our non-English speaking EL students and are offering inclusion classrooms in all four core areas.</p> <p>Special Education provides resource and co-taught inclusion classes in all four core subject areas.</p>	<p>Per our WASC visit recommendations, we need to be more consistent with the way we monitor and evaluate our initiatives. By developing our ILT team’s leadership and coaching skills, Department Heads can help support not only the teachers in their respective departments, but our overall schoolwide improvement efforts as well.</p> <p>We are always trying to improve our systems. One of the areas is our RTI (MTSS) system. This past year, we focused 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.</p> <p>We are also implementing at least one co-taught inclusion class in each of the core areas for both EL and SPED students. Both of these</p>

	<p>will require support, training and ongoing discussion to make them work effectively for students.</p>
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Planning				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 NGSS standards by utilizing best instructional practices and data.		Hawai'i	<ol style="list-style-type: none"> All classrooms will utilize best practices to deliver standards-based lessons including WICOR, trauma-invested practices, and active engagement strategies (AVID and Visible Learning). All classrooms will provide Tier I interventions. Students will have access to Tier 2 and 3 academic, behavioral and emotional supports based on data (formative, summative and observational). Increase ELL opportunities and courses to address the increase in NEP and LEP students. 		x	WSF	SBA, EOC, WIDA scores End of Course Biology exam Strive High measure Walkthrough data collection forms on cycles of Instruction will show use of learning targets and success criteria on a consistent basis. (Title 1: online subscription /licenses & other supplies & materials for CCSS & differentiation)	
		Equity			x	Title I		
	X	School Design				Title II		
		Empowerment				IDEA		
		Innovation				Other		
		Hawai'i	<ol style="list-style-type: none"> New teachers will be trained in school wide common practices (AVID strategies, close reading, engagement, Visible Learning strategies, complex provided/directed PD). All teachers will be trained in learning targets, success criteria and giving meaningful feedback (McCarley Group, Chris Tovani). Teachers will participate in course alike PLC and data team cycles (student work protocol) Provide opportunities for teachers to dialogue with feeder schools and work in cross department groups. (McCarley Group) Strengthen ILT leadership team by providing training in coaching and meeting facilitation (McCarley Group) Increase courses and student opportunities based on student needs/interest (creative writing, music etc) 			WSF	Agendas Master Schedule Teacher observations, EES Walkthrough data collection forms on cycles of Instruction will show use of learning targets and success criteria on a consistent basis. WSF funded Instructional Coach	
	X	Equity				Title I		
	X	School Design				Title II		
	X	Empowerment				IDEA		
	X	Innovation				Other		
		Hawai'i	<ol style="list-style-type: none"> ILT will facilitate and lead PLCs in student work analysis for targeted instructional planning (student work protocol), peer coaching, and key school initiatives. 		X	WSF	SBA, EOC, WIDA scores End of Course Biology exam Strive HI measure Peer Review Notes (Title 1: \$40,285 Computers)	
		Equity			X	Title I		
		School Design				Title II		
	CNA pg # 13-15		Empowerment	<ol style="list-style-type: none"> Our RTI team will continue to improve our system 			IDEA	

FRF Line WASC Critical Area for Follow up # 2, 3, 4, 5 SW# 5, 6	Innovation	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. 3. Monitor 9th grade students to provide support and interventions for successful transition to 10th grade. 4. Update technology and access for students and staff. 5. Continue to increase opportunities for EL students (i.e. student ambassador program, course self-selection, new comer course, seal of biliteracy, home visits and after school tutoring). 6. Provide all students with rigorous, standards-based instruction in their least restrictive environment. COMPLEX Enabling activity--add bullets as needed) Utilize the complex literacy framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.	x	Other P20	Title 1: McCarley-Service Provider
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Planning					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	X	Hawai'i	1. Talk with students about the importance of attendance through advisory and in lessons. 2. Engage students in meaningful work and support them in using SEL. 3. Refine our advisory curriculum and course to increase student/family connections.		X	WSF	Advisory Lessons Senior Exit Interviews Attendance Data Student surveys These will show use of learning targets and success criteria on a consistent basis. (Title 1: \$50,000 Kristin Sours \$20,000 Tovani)	
		Equity			X	Title I		
	X	School Design				Title II		
	X	Empowerment				IDEA		
		Innovation				Other		
	X	Hawai'i	1. All teachers will implement the attendance policy as written. 2. All teachers will have PD in trauma invested practices (Kristin Souers) and SEL.		x	WSF		Agendas Sign-in documents
	X	Equity				Title I		
		School Design				Title II		
	X	Empowerment				IDEA		

	X	Innovation					Other	
CNA pg# 2-3 10-12 FRF Line # WASC Critical Area for Follow up # 1, 3, 4 SW # 6,,7		Hawai'i		1. Develop incentive programs to bring awareness and reward student attendance. COMPLEX ENABLING ACTIVITY (State mandate for each school to develop an MTSS plan) Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior		X	WSF	Title 1: McCarley-Service Provider
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	

Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)				
All students to be college and career ready upon graduation.	X	Hawai'i	Promise 1. Provide in-person ACT/SAT test taking including weekend opportunities 2. Participate in our Huiana work internships, begin developing a school-based and funded internship program. 3. Virtual and in-person college visits (as circumstances allow) including participating in a virtual Reality Fair 4. AVID trip to Oahu colleges (as circumstances allow) 5. Family nights for college going students 6. Teacher-targeted advisory lessons that focus on life skills, coping strategies, and SEL 7. Senior exit interviews as a culmination of their PTP 8. Title I funded Parent Coordinator Position		X	WSF	Student exit surveys will show increase in college and career entrance and readiness	
		Equity			x	Title I		
	X	School Design					Title II	Student participation forms showing increase in college and career entrance
	X	Empowerment					IDEA	
		Innovation				x	Other	
	X	Hawai'i	1. Provide professional development in AVID Strategies 2. CFES planning and development sessions 3. Teachers will be informed of PD opportunities available		x	WSF	Agendas to document PD focus Teacher-sign in sheets. Minutes documenting PD discussion and next steps	
	X	Equity				Title I		
		School Design				Title II		
	X	Empowerment				IDEA		
	X	Innovation				Other		
	x	Hawai'i	1. Communication using the following:. • Family Engagement Team			WSF	Meetings and agendas	
	x	Equity				x		Title I

	x	School Design		<ul style="list-style-type: none"> • School Messenger • Letters home • Maintaining school website <ol style="list-style-type: none"> 2. Culminating PTP/Senior Exit interview. 3. Continue to build community partnerships (Huiana, WH Health Center, and others) 4. Maintain Chromebooks, Computers, and technology devices for students and staff 			Title II	25% increase in parent engagement in school activities (Title 1: Supplies/Other Expenses) Title 1: McCarley-Service Provider
CNA pg# 8-10, 18-22 FRF Line WASC Critical Area for Follow up # 2,3 SW# 4,5	x	Empowerment					IDEA	
	x	Innovation					Other	