Academic Plan
2023-2024

School:	Konawaena High School
Address:	81-1043 Konawaena School Rd Kealakekua, HI 96750
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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
● Other
	1. Need: To increase academic achievement as reflected in summative assessment data.
	2. Need: To continue to provide effective research-based instruction supported by consistent data analysis.
	3. Need: To continue to refine our MTSS processes.
	4. Need: To continue implementing and improving on trauma informed practices.
	5. Need: To improve the consistency of new teacher support
	6. Need: To continue developing a system to promote GLO/Ha framework
	7. Need: To expand internship opportunities and career and college readiness

	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 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: Ami Akeo: Principal, Momi Kaehuaea: Vice Principal	1. All school wide initiatives
2. ILT Team: Department Heads from each department	2. All school wide initiatives and lead PLTs
3. SSC: Koren Kobayashi: DH Sped/SSC	3. MTSS, inclusion
4. Counseling Team: Katlyn Hale: Clinical Psychologist, Traci Nakamoto: SBBH, Kristine Varron and Plina Vyazovkina: Academic counselors Travis Nakayama: Career and College Counselor	4. MTSS
5. EL coordinators: Viviana Martinez	5. Newcomer program, EL program
6. Department PLCs: Faculty by department	6. Coordinate provider services, departmental PD, GLO curricula, CTE opportunities
7. AVID Coordinator: Heather Wickersham	7. AVID program
8. Parent Coordinator: Maverick Kawamoto	8. Connect parents, community to school wide initiatives

Outcome: By the end of SY 23-24	Rationale:

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).

Konawaena High School Student Success big picture Outcomes: - All students will be college and/or career ready upon graduation. - Increase project-based learning connected to real world experiences - 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. - All teachers integrate GLOs/HA into daily practices - ELA and Math SBA scores will increase by 15% in all tested grade levels by the end of the school year. - Minimum of 65% students on grade level for ELA and Math based on the end of year universal screener data.	Konawaena believes that student success is reliant on relationships with staff and peers. Understanding student needs and how best to support them will help to ensure all students graduate from high school prepared for college and the workforce. Students continue to demonstrate a strong need for behavior and academic support, especially transitioning back from the pandemic. PLTs collaborate weekly to create lessons from best practices, interventions and extensions necessary for continuous student improvement. However, there is still a need for continued PD around this area as well as strengthening the PLT process. Our WASC visit occurred in February 2023. The team that visited during this visit had many positive things to say about the family feeling 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. The following are the WASC recommendations that we are continuing to work and improve. 1. Strengthen the use of PLT time 2. Increase real-world, relevant learning opportunities 3. Strengthen Multi-Tiered Systems of Support to be inclusive of all teachers. 4. Develop the GLO program while continuing to improve use of GLOs in instruction.

| | 5. Build a stronger communication system by providing more opportunities for families to learn how to use Infinite Campus, the state online grading system and other schoolwide opportunities |
| | 6. Improve new teacher support |

Outcome: By the end of SY 23-24	Rationale:
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.	
Konawaena High School Staff Success big picture Outcomes: ● New teacher supported by mentoring from the Department Head, academic coaches and The McCarly Group, a school-sponsored service provider. ● Professional development and training in school-wide academic and SEL initiatives. ● Provide opportunities for coaching support and feedback to improve best practices. ● Continuing to strengthen the PLT process by providing opportunities to dialogue across departments, feeder schools and other high schools will be planned. Continue Professional Development will in the following areas: ● Project-based instruction ● Provide opportunities for cross-curricular instruction ● Increase inclusion practices across all subject areas ● Increase the frequency of sheltered instruction in general education classrooms.	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. 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. SY22-23 emphasized collaboration between colleagues to build our teaching toolboxes, analyze student assessment data to make adaptations to our instruction based on student need. Our PLT structure, led by an ILT member, continues to be instrumental in supporting teacher development through planning lessons and going through data team cycles (student work protocols) in course-alike groups. During PLT 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 semester.

KHS continues to support the use of Best Practices across the curriculum by providing tools for teachers and PD while also building more vertical articulation with our feeder middle school to better support student transitions.

Outcome: By the end of SY23-24	Rationale:
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).	
Konawaena High School Successful Systems of Support big picture Outcomes: ● Strengthen the PLT process (i.e. PLT Collaboration Menu, The KHS classroom, Student Work Protocols) ● Develop a sustainable improvement process system for evaluating programs for students and staff. ● Develop coaching and leadership skills in our Department Heads ● Development of a newcomer program ● Support Special Education with providing resources for co-taught inclusion classes in all four core subject areas.	Per the 2023 WASC visit recommendations, KHS needs to build consistency for monitoring initiatives. By developing the ILT team's leadership and coaching skills, Department Heads can help support teachers in their respective departments, and overall schoolwide improvement efforts. KHS is improving our RTI (MTSS) systems and has been focusing on implementing a newcomer support program where non-English speaking EL students spend more time in their classroom with sheltered instruction in the four core areas. KHS is also implementing at least one co-taught inclusion class in each of the core areas for both EL and SPED students. Both of these will require support, training and ongoing discussion to make them work effectively for students.

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Provide rigorous instruction based on CCSS and NGSS standards by utilizing best instructional practices and data. **WASC areas of focus sections:** C #1, #2 D #1 E #3 Schoolwide Critical Area for follow-up #1,3,5 **Comprehensive Needs Assessment Challenge Areas:** #1, 2, 3 S.W. # 1,2,3		Hawaiʻi	1. All classrooms will utilize best practices to deliver standards-based lessons including WICOR, trauma-invested practices, and active engagement strategies (AVID and Visible Learning). Continuous training for the faculty during faculty meetings, PLT time and PC days to strengthen the use of instructional strategies from the Konawaena Classroom. All classrooms will purposefully incorporate GLOs/HA into their curricula 2. Continuing strengthening the PLT process and collaboration opportunities for PLTs and co-teachers so that all classrooms provide strong Tier I instruction. 3. Improve the integration of inclusion classes in order to address the increase in NEP and LEP students. 4. Students have access to Tier 2 and 3 academic, behavioral and emotional supports based on data (formative, summative and observational). via a clear system. 5. Incorporating Project-Based Lessons in classrooms and across departments		x	WSF	Universal screener data, SBA, EOC, WIDA scores End of Course Biology exam Strive High measure Walkthrough data collection forms on cycles of Instruction and utilizing the Konawaena Classroom tool. (Title 1: online subscription /licenses & other supplies & materials for CCSS & differentiation) ILT and PLTs analyze student grade distributions beyond the SBA exams to identify the effectiveness of the following: student-centered and co-teacher instructional strategies as well as integration of GLOs/Ha across the curriculum
	X	Equity			x	Title I	
	X	School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	
		Hawaiʻi	1. All teachers will be trained in school wide common practices (AVID strategies, close reading, engagement, Visible Learning strategies, complex provided/directed PD). 2. Strengthen new teacher training and PLTs 3. All teachers trained in Visible Learning(i.e. learning targets, success criteria, feedback. 4. Teachers participate in course-alikes PLT and data team cycles (student work protocol)			WSF	Agendas, Master Schedule Teacher observations, EES Walkthroughs, data collection forms on cycles of Instruction WSF funded Instructional Coach PLT, PC day and faculty trainings PLT showcases
	X	Equity				Title I	
	X	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation				Other	

			5. Provide opportunities for teachers to dialogue with feeder schools and work in cross department groups. (McCarley Group) 6. Strengthen ILT leadership team by providing training in coaching and meeting facilitation (McCarley Group) 7. Increase courses and student opportunities based on student needs/interest (creative writing, music etc) 8. Provide training and professional development in Project-Based Learning			

CNA pg # 13-15
 	
FRF Line
 	
WASC areas of focus sections:
B #3
C #s 2, 3
D #1
E #s 1,2,3
Schoolwide Critical Area for follow-up #1,3,5
 	
Comprehensive Needs Assessment Challenge Areas:
#1, 2, 3
 	
S.W. # 1,2,3
	Hawai'i
	Equity
	School Design
	Empowerment
	Innovation
			1. ILT facilitates and leads PLTs in student work analysis for targeted instructional planning (student work protocol), peer coaching, and key school initiatives.
			
			2. The RTI team improves MTSS in all areas by calendaring meetings to 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) and integration of more inclusion classes in the master schedule
			
			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 WSF
					X Title I
					  Title II
					  IDEA
					X Other P20
						ILT and PLT minutes to reflect strengthening the PLT process.
						
						Universal screen data, SBA, EOC, WIDA scores, End of Course Biology exam, Strive HI measure, Peer Review Notes
						
						Title 1: McCarley-Service Provider
						
						Data from ILT walkthroughs, student work analysis (SWP) data and peer observations.
						
						ILT and PLT minutes to reflect strengthening of MTSS.
						
						ILT review of data(i.e. attendance, grade distribution) assess student needs
						
						Develop and strengthen summer programs to transition 8th graders to 9th grade

Desired Outcome	Promise			Enabling Activity	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
Improve attendance so that students miss less than 15 days of school by engaging students in school through positive student/teacher relationships	X	Hawaiʻi		1. Attendance monitoring and discussions through Advisory classes. 2. Engage students in meaningful work and support them by providing training to teachers about Trauma-informed practices. Refine advisory curriculum and course to increase student/family connections.		X	WSF	Advisory Lessons Senior Exit Interviews Attendance Data Student surveys ILT minutes
		Equity				x	Title I	
	X	School Design					Title II	
	X	Empowerment					IDEA	
		Innovation					Other	
Student comfort, MTSS system, Reduced 9th Retention WASC areas of focus sections: B#1 C# 1 D# 1, 3 E# 1 Schoolwide Critical Area for follow-up #3, 4 **Comprehensive Needs Assessment Challenge Areas:** #6 S.W. # 3, 4, 6, 7	X	Hawaiʻi		1. Refine the attendance procedure with support from teachers. 2. All teachers will participate in PD in trauma informed practices, SEL and GLO's		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 areas of focus sections: A #1 B #1 D #1 E #s 1,2,3 Schoolwide Critical Area for follow-up #4 **Comprehensive**		Hawaiʻi		1. Develop incentive programs to bring awareness to the GLO/HA framework 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 Agendas Sign-in documents
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	

Needs Assessment Challenge Areas: #8									
SW # 3,6,7									

Planning	Promise			Enabling Activity	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
Desired Outcome								
All students are college and career ready upon graduation. WASC areas of focus sections: B #2 Schoolwide Critical Area for follow-up #2,5 **Comprehensive Needs Assessment Challenge Areas:** #2,5,7	X	Hawai'i		1. Provide in-person ACT/SAT test taking including weekend opportunities. 2. Participate in internships through the development of 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. 5. Family nights for college going students. 6. Teacher-targeted advisory lessons that focus on life skills, coping strategies, and SEL 7. Include more community members in 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 Student participation forms showing increase in college and career entrance activities Community activities coordinated by the PCNC
		Equity				x	Title I	
	X	School Design					Title II	
	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 • School Messenger • Letters home • Maintaining school website			WSF	Meetings and agendas 25% increase in
	x	Equity				x	Title I	
	x	School Design					Title II	
CNA pg# 8-10, 18-22	x	Empowerment					IDEA	

FRF Line WASC areas of focus sections: B #2 and Schoolwide Critical Area for follow-up #2,5 **Comprehensive Needs Assessment Challenge Areas:** #7 SW#3,7	x	Innovation	2. Culminating PTP/Senior Exit interview. 3. Continue to build community partnerships (WH Health Center and others) 4. Maintain Chromebooks, Computers, and technology devices for students and staff	Other	parent engagement in school activities (Title 1: Supplies/Other Expenses) Title 1: McCarley-Service Provider