

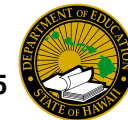
Castle High Academic Plan SY 2024-2025

45-386 Kaneohe Bay Drive, Kaneohe, HI 96744
(808) 305-0700
<https://www.castlehs.k12.hi.us>

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Dr. Bernadette Tyrell	
	4/5/24

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grs 9-12	Springboard	UH developed HIDEOE Math Curriculum		

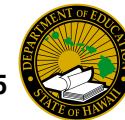
SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades 9&10	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)

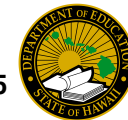
Please identify critical student learning needs and the contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: Refer to CHS [CNA](#)

1	<p><u>Student Need:</u> Continue to focus on Tier I instruction – rigor through standards-based instruction, assessment, and grading. Strengthen alignment and consistency of PLC practices from all departments and within and across all academies.</p> <p><u>Contributing cause(s):</u> Need to increase student engagement, create teacher/student clarity around learning outcomes and what proficiency looks like.</p>
2	<p><u>Student Need:</u> All students participate in student showcase with electronic portfolios, grades 9-12, to reflect what they have learned over their years in the academy.</p> <p><u>Contributing cause(s):</u> Student voice, relationships with teachers, and engagement were areas needing improvement on the Academy exit survey.</p>
3	<p><u>Student Need:</u> Continue to increase the continuum of work-based learning opportunities for all students while documenting evidence of college and career continuum activities grades 9-12 using the WBL document.</p> <p><u>Contributing cause(s):</u> Increase student engagement, relevance in learning, involvement in real world career opportunities.</p>



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

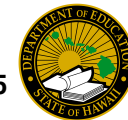
1	<p><u>Targeted Subgroup:</u> Native Hawaiian</p> <p><u>Identified Student Need(s):</u> Increase math proficiency.</p>
2	<p><u>Targeted Subgroup:</u> The SpEd, Disadvantaged, High Needs, Male, Native Hawaiian & Pacific Islander subgroups performed below proficiency in ELA.</p> <p><u>Identified Student Need(s):</u> Increase proficiency in ELA.</p>
3	<p><u>Targeted Subgroup:</u> The Native Hawaiian, Pacific Islander, Disadvantaged, Male, and Hispanic subgroups have the highest chronic absenteeism rates.</p> <p><u>Identified Student Need(s):</u> Decrease chronic absenteeism.</p>



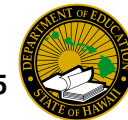
Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

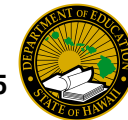
<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
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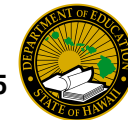
<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <u>11th grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Subgroups below proficiency: NH, PI, HNeeds, Male, Sped, Disadv</p> <p>Need to Strengthen vertical alignment and academic vocabulary across dept.</p>	<p>9th & 10th grade ELA teachers will participate in IReady Fall, Winter, Spring Assessment and use data to inform decision making in PLCs as part of their standards based instructional planning cycle.</p> <p>Students needing additional support will be targeted in Reading workshop classes.</p> <p>100% of teachers participate in PD for effective standards based instructional planning, grading, and reporting. Emphasis on 4 areas:</p> <ol style="list-style-type: none"> 1. Prioritizing Standards 2. Creating Proficiency Scales for each unit of instruction. (The Learning Progression) 3. Creating quality assessments aligned to PS. 4. Aligning instruction with standards and assessment. 5. Collaboratively analyze student work and data to design and implement instructional practices. <p>Dept Chairs</p>	<p>IReady assessment results PLC/Dept Minutes Learning Walks Gr Level/Dept Proficiency Scales</p>	<p><input checked="" type="checkbox"/> WSF, \$ 14,000</p>
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		Dale Detton - Testing Coor Principal		
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <i>11th grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>All subgroups below proficiency</p> <p>Need to Strengthen vertical alignment and academic vocabulary across dept.</p>	<p>9th & 10th grade Math teachers will participate in IReady Fall, Winter, Spring Assessment and use data to inform decision making in PLCs as part of their standards based instructional planning cycle. Students needing additional support will be targeted in Math workshop classes.</p> <p>Dept Chairs Dale Detton - Testing Coor Principal</p>	<p>IReady assessment results PLC/Dept Minutes Learning Walks Gr Level/Dept Proficiency Scales</p>	<p><input checked="" type="checkbox"/> WSF, \$20,00</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Increase opportunities for students to develop leadership skills.</p>	<p>Academies will increase opportunities for students to take on leadership positions within the school/pathway, as well as in the classroom to speak to their learning and how it is relevant to their lives.</p>	<p>Ambassador Program Ambassador Alignment/Transition from 8th-9th. Academy PBL Units Student Showcase in Spring</p>	<p><input checked="" type="checkbox"/> WSF, \$3000</p>

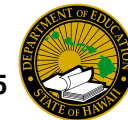


<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>Freshman Academy Leads will continue to collaborate with King Intermediate to implement the following opportunities for 8th graders:</p> <ul style="list-style-type: none"> ● 8th Gr. Visitation Day ● Ambassador Training ● Pathway Exposure/Workshops ie. Automotive, Engineering, Natural Resources. 	<p>Event Agendas Ambassador PD Agenda, Events Pathway Flyers, Attendance</p>	<p><input checked="" type="checkbox"/> WSF, \$12,000 <input checked="" type="checkbox"/> Grant:__, \$ SOAR HI</p>
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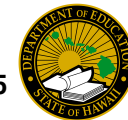


★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Subgroup chronic absenteeism has improved slightly, still need to monitor specific subgroups especially after the pandemic. (Disadv, NH, PI, Hisp) to provide targeted interventions to improve daily avg attendance rate.</p>	<p>Academy counselors will facilitate data analysis with cohorted teachers using academy data:</p> <ul style="list-style-type: none"> • Biweekly • common RTI doc <p>Using data, academies will make recommendations for students for additional supports, ie. counseling, home visits, early credit recovery and alternative education options.</p> <p>Academy Lead Counselor APs</p>	<p>Academy Minutes Academy RTI doc Attendance data - LEI, tracking</p>	<p>No additional cost</p>

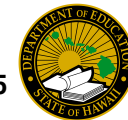


<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Increase sense of belonging and engagement in school by strengthening relationships.</p>	<p>Increase academy identifier events, assemblies, and PBS field trips to promote/reward PBS, strengthen relationships teacher/student, student/student.</p> <p>Academy Leads Academy Directors</p>	<p>STRIVE HI - safe school Ch. 19 Behavior SEL Survey - sense of belonging, safe school.</p>	<p><input checked="" type="checkbox"/> WSF, \$ 9000</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Increase sense of belonging in school. Promote a positive school climate to promote positive, safe community.</p>	<p>Develop common understanding and continued integration of the Graduate Profile, Attributes of a Knight, & Na Hopena A'o into PBLs for explicit connection</p> <p>Academy Teachers Academy Directors/Students</p>	<p>PBL academy themed units.</p> <p>Daily homeroom announcements.</p>	<p><input checked="" type="checkbox"/> WSF, \$5000</p>

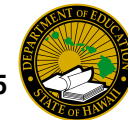


★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students will gather evidence and make connections between what they are learning across content areas and how it connects to their post high school aspirations.</p>	<p>Continue to increase the continuum of work-based learning opportunities for all students while documenting evidence of college and career continuum activities grades 9-12.</p> <p>Academy Leads Academy Directors</p>	<p>Grs 9-12 electronic portfolio WBL College and Career Continuum CHS PD Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$ 5,000 <input checked="" type="checkbox"/> Grant: Own Your own Future/Soar HI</p>



<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>[If applicable, reference the contributing cause(s) here]</p> <p>See and combine w/ 1.3.1</p>	<p>CAS-created enabling activity:</p> <p><i>Grad Profile work: See Above*</i></p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input checked="" type="checkbox"/> WSF, 2,300</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Increase relevance and real world application of personal transition plan to promote college, career, community and life ready.</p>	<p>Review and revise PTP Implement...</p> <p>All students will gather artifacts related to their Personal Transition Plan in grs. 9-12</p> <p>Advisory Teachers</p>	<p>Electronic Portfolio Student Showcase</p>	<p><input checked="" type="checkbox"/> WSF, \$ 3,000</p>



Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Learning Walk data Learning Walk Data evidence will show: Intended learning outcomes are posted Intended learning outcomes lead to mastery of standards Engagement Academic Discourse Depth of Knowledge Formative Assessments	Strengthen common Tier I practices schoolwide to increase proficiency in student learning outcomes.	All teachers will be observed in a learning walk biweekly.	Learning walk data Learning walk google form	No additional cost

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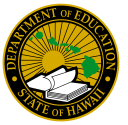


Priority 3

Effective and Efficient Operations At All Levels

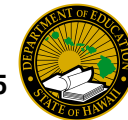
★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Communicate the role & functions of the CHS SCC to promote purpose, and participation of stakeholders. SCC Chair Principal	SCC Minutes SCC Self-Assessment Survey	<input checked="" type="checkbox"/> No additional cost



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Continue to strengthen community, family, industry involvement in CHS Academies.	Increase community participation and awareness in the CHS Academy Model to include families, industry, and community partners in strengthening CHS grad profile.	CHS implements events throughout the year, ie Open House, Career Exposure Fair, Jr/Sr Hiring Blitz, Mock Interview, Academy Showcase for feeder schools, families, and communities to market and promote the Academies of Castle High School with the school community. Academy Directors STEM Coor	<ul style="list-style-type: none"> ● Event Flyers ● Event Agenda ● Event Sign In Log ● Event Feedback (Google form) 	<input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Grant; HKL foundation grant



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases **Castle High's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, for 5 additional waiver days
Bell Schedule: CHS PD Calendar/Bell Schedule 24-25	