



Ka'ū High & Pāhala Elementary School

Academic Plan SY 2024-2025

96-3150 Pikake St.
 P.O. Box 100, Pāhala, HI 96777
 808-313-4100
 khpes.org

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

Submitted by Principal Sharon Beck	
Sharon Beck <i>Sharon Beck</i>	3/15/24

Approved by Complex Area Superintendent Stacey Lee Bello	
<i>Stacey Lee Bello</i>	4/11/2024



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
K-6	Reading Wonders (2023)	K-4: Stepping Stones (2022) 5-6: Open Up Illustrative Mathematics (2019)	STEMScopes	
7-8	SpringBoard (2021)	Open Up Illustrative Mathematics (2019)	STEMScopes	7: Hawaiian Kingdom 8: US History
9-12	SpringBoard (2021)	HIDOE Alg I, Alg II, Geometry (2017)	STEMScopes Physical Science STEMScopes Biology Chemistry Human Phys/Anatomy	9: Participation in Democracy, Modern Hawaiian History 10: World History 11: US History 12: Social Studies Elective, Advanced Placement, Early College
7-12 ELD	English 3D			



(English Language Development)				
7-12 ELA-J	ACCESS English			

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
K-6	STAR ▾	STAR ▾
K-6	DIBELS ▾	iXL ▾
7-8	STAR ▾	STAR ▾
7-8	DIBELS ▾	Select One ▾
9	STAR ▾	STAR ▾

IDENTIFIED SCHOOL NEEDS

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



- [KHPES Comprehensive Needs Assessment SY24-25](#) (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: [2024](#), Next Full Self-Study: 2030
- Other current accreditation self-study (CSI-MRI CNA)
 - [SCI-MRI Action Plan SY23-24](#)
 - [CNA/SWOT Analysis 2022](#)

Please identify critical student learning needs and the root/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 root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need: Culture & Connectedness</u> - KHPES is built upon a foundation of support, respect, kindness and collaborative partnerships with all stakeholders resulting in an increased sense of belonging, connectedness, and pride, guided by our school-wide core beliefs, in which we embrace cultural diversity and demonstrate caring for students, families, our community and our school.</p> <p><u>Measurable Outcome:</u></p> <ul style="list-style-type: none"> ● Increase Schoolwide Average daily attendance to 90% (From 85.18% to 90%) <p><u>Root/Contributing cause(s):</u></p> <p>1a) Need for additional behavior/emotional/mental health/substance abuse services and SEL supports for students; 1b) Need for increased engagement through project-based learning, hands-on, real-world connected learning. (Same as 3a) 1c) Transportation challenges due to lack of bus drivers, road safety challenges of students walking to the bus stops.</p>
2	<p><u>Student Need: Academics & Achievement</u> - KHPES endeavors for all students to be highly-engaged in rigorous, creative, and innovative academic curricula and powerful applied learning experiences aligned to post-secondary success. Academic proficiency will improve through comprehensive literacy and math instruction, multi-tiered systems of support (MTSS), improved Tier 1 instruction, timely and effective interventions, and hand-ons learning.</p> <p><u>Measurable Outcome:</u></p> <ul style="list-style-type: none"> ● Increase ELA, Math, and Science proficiency for high-needs students will by 10% (From SY23-24% to SY24-25%) ● Increase ELA, Math, and Science proficiency for non-high needs students will by 10% (From SY23-24% to SY24-25%) ● Increase percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment to from 75% to 85%. ● Increase the percentage of eighth-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment from 44% to 54%.



- Increase the percentage of eighth-graders demonstrating math proficiency “At or Near” or “Above” grade-level expectation on the statewide assessment from **6% to 16%**.
- Increase in 9th to 10th grade on-time promotion from **90% to 95%**.

Root/Contributing cause(s):

- 2a) Inconsistent Tier 1 instruction across all content areas, including use of formative & interim assessments;
- 2b) Need for improved Tier 1 Literacy & Math instruction and intervention supports across all content areas;
- 2c) Lack of understanding and use of universal screeners, assessment data, diagnostic tools, and aligned interventions. (same as 4c)

3

Student Need: Relevance, Relationships, Rigor, and Readiness - KHPES provides students with career-connected learning through *exposure, exploration, and experiences* aligned to careers, passions, and personal interests. Students gain valuable knowledge, skills, and opportunities to develop their college, career, and community readiness through project based learning, design thinking, community partnerships, and innovative learning activities. Students are also able to apply and connect their learning with the achievement of their aspirations through the K-12 College & Career Continuum.

Measurable Outcome:

- Increase CTE Concentrators from **71% to 81%**
- Increase percentage of high school students who earned 6 or more college credits from **14% to 24%**.
- Increase number of students who participated in work-based learning from **8 to 25**.
- Increase percentage of students who obtained industry certification from **8 to 25**.
- Students complete 75% of the activities on the K-12 College & Career Continuum.
- Increase the number of college and career connected opportunities K-12 from **26 to 43**.
- 50% of students successfully meet 4 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile.
- 25% of students successfully meet 3 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile.
- 25% of students successfully meet 2 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile.

Root/Contributing cause(s):

- 3a) Need for increased engagement through project-based learning, hands-on, real-world connected learning. (Same as 1b)
- 3b) Need for additional professional development and capacity building for teachers, staff, leaders and community partners to support academy transformation, PBL, design thinking, technology integration, career-connected learning and student voice.

4

Student Need: Equity & Excellence - KHPES designs, implements, and monitors systems to ensure effective and efficient operations at all levels, including using the HMTSS infrastructure that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders to ensure student success and equitable access for all stakeholders.

Measurable Outcome:

- Increase ELA, Math, and Science proficiency for **high-needs** students will by 10% (From SY23-24% to SY24-25%)
 - Increase ELA proficiency for ELs by 10% (15% to 25%).
 - Increase Math proficiency for ELs by 10% (6% to 16%)



- Increase Science Proficiency for ELs by 10% (2% to 12%)
- Increase percentage of EL students on track to English proficiency from **11%** to **21%**.

Root/Contributing cause(s):

- 4a) Need for improved understanding and effective implementation of MTSS Systems, Teams, and Supports by all faculty and staff;
- 4b) Need for effective support systems for teachers with implementation of differentiated and sheltered instruction, use of student data for progress monitoring, and standards-based grading;
- 4c) Lack of understanding and use of universal screeners, assessment data, diagnostic tools, and aligned interventions. (same as 2c)



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>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> - ELA proficiency for SpEd students will increase by 10% (From 6% to 16%) - Math proficiency for SpEd students will increase by 10% (From 3% to 13%) - Science proficiency for SpEd students will increase by 10% (From 0% to 10%)
2	<p>Targeted Subgroup: English Learner</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> - ELA proficiency for EL students will increase by 10% (From 15% to 25%) - Math proficiency for EL students will increase by 10% (From 6% to 16%) - Science proficiency for EL students will increase by 10% (From 2% to 12%)
3	<p>Targeted Subgroup: Migrant Education (MEP), McKinney Vento (MVP), Native Hawaiian, Marshallese, Micronesia, Pacific Islander</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> - Increase Academic proficiency in ELA, Math and Science by 10% - Improve Attendance to 90% - Increase College going rate by 10% - Improve Behavior, emotional, mental health, and substance abuse services, interventions, support for students



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.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	2b, 2c	Enabling Activities: <ol style="list-style-type: none"> 1. Implement and complete the new Kindergarten Educational Assessment (KEA) by required timelines. 2. Provide support staff to support development of foundational skills based on data and assessment results, as needed . 3. Provide in-school interventions and additional time for learning (e.g., school breaks) for entering or current kindergarten students to develop foundational skills. <p>[Accountable Leads: Elem Coach/Kinder Teacher]</p>	<ul style="list-style-type: none"> ● % of Kinder students assessed ● % of Kinder students assessed as not ready who received additional personalized support ● Kinder teacher to set timeline for implementatio 	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,000 (Stipend, subs) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



One-Year Academic Plan SY 2024-2025

<p><i>Required for elementary schools.</i></p>			<p>n and turn in to the SASA.</p> <ul style="list-style-type: none">• Elem Coach to monitor for completion.• Elem coach to update Principal at weekly meetings.	
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p><i>Required for KKP schools.</i></p>	<p>2a, 2b, 2c/4c</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Implementing a K-3 research and/or evidence-based reading curriculum that is quality, aligned with the state’s reading standards, addresses the components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth (ECRI, STAIRS, MAZE, Dibels). [Accountable Lead: Elementary Instructional Coach] 2. Assess all K-3 students in reading at least three times per year (i.e., STAR universal screener, Dibels) and provide targeted support based on reading needs. [Accountable Lead: Elementary Instructional Coach] 3. Provide literacy training and coaching based on the science of reading for K-3 teachers, coaches and administrators. [Accountable Lead: Elementary & CLSD Instructional Coaches] 4. Teachers implement explicit instructional strategies with fidelity that will enhance Tier 1 instruction. [Accountable Lead: CLSD Instructional Coaches] <ol style="list-style-type: none"> a. Following the CSLD model, all students will read, write and speak in every class, everyday to improve their literacy skills using explicit instructional strategies. b. Literacy Coaches implement fidelity checks and provide support for teachers to provide necessary and timely student support. 5. Create and follow an Assessment Calendar for the year for IAB, ICA, STAR and other assessments. [Accountable Lead: Instructional Coaches] <ol style="list-style-type: none"> a. Provide coaching support for teachers to implement and utilize the IAB and ICA. b. Utilize Interim Assessment Blocks(IAB) and Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions. 	<ul style="list-style-type: none"> • Increase ELA proficiency for high-needs & non-high needs students will by 10% • Increase percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level from 75% to 85%. • Increase the percentage of eighth-graders demonstrating reading of “At or Near” or “Above” grade-level from 44% to 54%. • % of students not proficient in reading who receive additional personalized support 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$14,000 (Curriculum, Math interventions, Wes Yuu contract, licenses (iXI, etc.) <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$5,000 (Sheltered Instruction PD, Sub Days, Stipend Days) <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>6. Students will utilize STAR, DIBELS, ECRI, STAIRS, Reading Wonders, and other diagnostics to understand their current skill levels and monitor their progress and growth. [Accountable Lead: Elementary & CLSD Instructional Coaches]</p> <p>7. Coaches will support teachers with progress monitoring and providing timely interventions based upon STAR, SBA, Dibels, and other student data. [Accountable Lead: Instructional Coaches & Academy Leads]</p> <ol style="list-style-type: none"> Teacher teams (Academy & PLCs) collaborate and analyze student data to implement data-driven instructional best practices, and for proper placement of students in intervention programs. Teachers will help students set goals and monitor their own progress on their interim, comprehensive and other assessments. Academy Teams implement Bellringer work for ELA/Math in all classes <p>8. Teachers will teach their designated standards by creating and utilizing standards-based pacing guides that include (but not limited to): [Accountable Lead: Instructional Coaches]</p> <ol style="list-style-type: none"> Course Standards, Learning Activities, Academic Vocabulary Explicit instructional strategies Identified Learning Intentions and Success Criteria (LISC), Interim assessments aligned to standards and skills Differentiation, Acceleration, Intervention Plan <p>9. Improve the PLC process by working with district support personnel to adjust school systems and processes to increase student achievement. [Accountable Lead: Instructional Coaches & PLC Leads]</p> <p>10. Implement Sheltered Instruction Professional Development opportunities to build teacher capacity and strategies for teaching ELL students. [Accountable Lead: EL Coordinator]</p>	<ul style="list-style-type: none"> ● Assessment Data Progress Monitoring ● Weekly PLC Meetings ● Weekly Academy Team Meetings ● Weekly Coaches Meetings ● PLC Student Proficiency Data Discussions ● Academy Team Student Data Discussions ● Coaching Assignments for SY24-25 ● Pacing Guides Collected ● Pacing Guides Peer Reviewed ● Admin Walkthroughs 	
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		<p>11. All faculty complete bi-weekly grade updates in Infinite Campus. [Accountable Lead: Vice-Principal]</p> <p>12. All faculty communicate with parents/guardians about grades, behavior and attendance regularly. [Accountable Lead: Vice-Principal]</p> <p>Accountable Leads:</p> <ol style="list-style-type: none">1. Instructional Coaches2. Academy Leads3. PLC Leads		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for KKP schools.</i></p>	<p>2a, 2b, 2c/4c</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> Implement a high-quality mathematics curriculum that is aligned with the state’s mathematics standards, coherent across elementary and middle school grade levels within KKP complex, and demonstrates evidence of student achievement and growth. [Accountable Lead: Math Instructional Coaches & Math Teachers] Assess all K-8 students in mathematics at least three times per year (i.e., STAR universal screeners) and provide targeted support based on mathematics needs. [Accountable Lead: Academic Review Team, Math Instructional Coaches, STAR Lead & Math Teachers] Provide training and coaching for teachers to integrate interactive activities for students that engage in hands-on, real-world applications of mathematical concepts in and beyond the mathematics instruction. [Accountable Lead: Math Instructional Coaches] Teachers implement explicit instructional strategies with fidelity that will enhance Tier 1 instruction. [Accountable Lead: Instructional Coaches] <ol style="list-style-type: none"> Following the CSLD model, all students will read, write and speak in every class, everyday to improve their literacy skills using explicit instructional strategies. Participate in professional development with Wes Yuu and other math consultants and resource teachers on implementing evidence-based math practices across all K-12 math instruction and effective use of Illustrative Math and Stepping Stones. [Accountable Lead: Math Instructional Coaches] <ol style="list-style-type: none"> Math Coaches and support personnel implement fidelity checks and provide support for teachers Create and follow an Assessment Calendar for the year for IAB, ICA, STAR and other assessments. [Accountable Lead: Instructional Coaches, Data Team] 	<ul style="list-style-type: none"> ● Increase Math proficiency for high-needs & non-high needs students will by 10% ● Increase the percentage of eighth-graders demonstrating math proficiency “At or Near” or “Above” grade-level from 6% to 16%. ● % of eighth graders proficient in math ● % of students not proficient in math who receive additional personalized support ● Assessment Calendar for SY24-25 ● Assessment Data Progress Monitoring 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 (Math PD, sub days, stipends, travel costs) <input checked="" type="checkbox"/> Title I, \$50,000 (Math interventions, Wes Yuu contract, licenses (iXI, etc.) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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		<ol style="list-style-type: none"> a. Provide coaching support for teachers to implement and utilize the IAB and ICA b. Utilize Interim Assessment Blocks(IAB) and Interim Comprehensive Assessment (ICA) to progress monitor and provide timely interventions. c. Teachers will help students set goals and monitor their own progress on their interim, comprehensive and other assessments. <p>7. Students will utilize STAR, Nearpod, iXL, and other diagnostics to understand their current skill levels and monitor their progress and growth. [Accountable Lead: Instructional Coaches]</p> <p>8. Coaches will support teachers with progress monitoring and providing timely interventions based upon STAR, SBA, Dibels, and other student data. [Accountable Lead: Instructional Coaches & Academy Leads]</p> <ol style="list-style-type: none"> a. Teacher teams (Academy & PLCs) collaborate and analyze student data to implement data-driven instructional best practices, and for proper placement of students in intervention programs. b. Teachers will help students set goals and monitor their own progress on their interim, comprehensive and other assessments. c. Academy Teams implement Bellringer work for Math in all classes <p>9. Teachers will teach their designated standards by creating and utilizing standards-based pacing guides that include (but not limited to): [Accountable Lead: Instructional Coaches]</p> <ol style="list-style-type: none"> a. Course Standards, Learning Activities, Academic Vocabulary b. Explicit instructional strategies c. Identified Learning Intentions and Success Criteria (LISC), d. Interim assessments aligned to standards and skills e. Differentiation, Acceleration, Intervention Plan 	<ul style="list-style-type: none"> ● Weekly PLC Meetings ● Weekly Academy Team Meetings ● Weekly Coaches Meetings ● PLC Student Proficiency Data Discussions ● Academy Team Student Data Discussions ● Coaching Assignments for SY24-25 ● Pacing Guides Collected ● Pacing Guides Peer Reviewed ● Admin Walkthroughs 	
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		<p>10. Improve PLC process by working with district support personnel to adjust school systems and processes to increase student achievement[Accountable Lead: Instructional Coaches & PLC Leads]</p> <p>11. Implement Sheltered Instruction Professional Development opportunities to build teacher capacity and strategies teaching ELL students[Accountable Lead: EL Coordinator]</p> <p>12. All faculty complete bi-weekly grade updates in Infinite Campus [Accountable Lead: Vice Principal]</p> <p>13. Communicate with parents/guardians about grades, behavior and attendance regularly[Accountable Lead: Vice Principal]</p> <p>Accountable Leads:</p> <ol style="list-style-type: none"> 1. Instructional Coaches 2. Academy Leads 3. PLC Leads 		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1a, 1b, 1c 2a, 2b, 2c 3a, 3b 4a, 4b, 4c</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Hire liaisons to facilitate communication between Pacific Islander students, families and schools to build a cultural understanding among school staff and students, and to assist Pacific Islander families in navigating resources and expectations of parents and students (Community Schools Coordinator). [Accountable Lead: Principal, Community Schools Coordinator] 2. Expand support for students who are new to a school (e.g., transition centers), including English Learners and students with disabilities. [Accountable Lead: Principal] 3. Teachers implement explicit schoolwide instructional strategies with fidelity that will enhance Tier 1 instruction. [Accountable Lead: Instructional Coaches] <ol style="list-style-type: none"> a. All teachers will have opportunities for classroom observation by peers, administrators, and support personnel and will be provided with timely feedback for reflection. [Accountable Leads: Principal, Academic Officer] b. Continue to provide training and support for use of universal screeners and intervention supports such as STAR, Dibels, iXL, Nearpod, Flocabulary, etc. [Accountable Leads: Instructional Coaches, Data Specialist, Academic Officer] 4. Continue to provide training and support in testing and data systems, including Hawaii State Assessment Portal (HSAP), Smarter Balanced Assessments (SBA), Hawaii Science Assessment (HSA), and Biology EOC. [Accountable Leads: Data Specialists, Testing Coordinators] <ol style="list-style-type: none"> a. Work with district support personnel to build teacher knowledge and use of assessment data to increase student achievement, including equitable assessment practices. 	<ul style="list-style-type: none"> ● Increase ELA, Math and Science proficiency for high-needs & non-high needs students will by 10% ● Increase ELA, Math, and Science proficiency for ELs by 10%. ● Increase percentage of EL students on track to English proficiency from 11% to 21%. ● Academies Annual Data ● MTSS Blueprint ● Academy Team Student Data Discussions ● RTI/WIN Placement ● PLC Data Review meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2000 (Family Engagement Support Activities, Educational resources for families) <input checked="" type="checkbox"/> Title I, \$60,000 (PD Conferences (NCTM, NCAC, ASCD, TLA, Hawaii P-20, HI Academies, HAMLE)) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title III, \$12,000 (WIDA Conference, 4 EL teachers) <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: Afterschool Alliance/PREL, \$? (Community Schools Coordinator)
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		<p>5. Teachers will participate in workshops and professional development opportunities related to school priorities and teacher capacity building related to instruction, including: [Accountable Leads: Principal, Academic Officer]</p> <ol style="list-style-type: none"> a. Visible Learning strategies support and implementation for using Learning Intentions & Success Criteria (Steve Ventura - Visible Learning) b. Sheltered Instruction Professional Development opportunities to build teacher capacity and strategies for teaching ELL students. c. Illustrative Math Support with Wesley Yuu, including Stepping Stones implementation support. d. Evidence based Math Practices PD with Math Consultants aligned to the IES Practice Guide e. Implementation and support for Explicit Vocabulary Instruction (Anita Archer) f. KHPES teachers will implement the CLSD Literacy Plan and provide support to teachers with consistent use of effective literacy strategies focused on: <ol style="list-style-type: none"> i. Q1 - Vocabulary ii. Q2 - Engagement iii. Q3 - Judicious Practice iv. Q4 - Feedback g. Apple Education Professional Development h. EssayPop training and support for ELA, Social Studies, and EL teachers to improve student writing skills i. CORE LX PD and 1-on-1 training for CTE and other teachers using the program to provide career development options for students. 	<ul style="list-style-type: none"> ● EL Comprehensive Plan ● Form 3 SpED Scheduling ● Community Schools Coordinator ● Student Digital Portfolios PD Calendar ● 21h PD Calendar ● Teacher PD Participation ● PLC Meetings 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other: MRI, \$120,000 listed above (Tutors & Teachers for afterschool, extended learning, transportation costs for 5pm activity bus) <input checked="" type="checkbox"/> Other: MRI, \$106,000 (Steele Dynamics Consultant work for SY24-25) <input checked="" type="checkbox"/> Other: MRI, \$30,000 (Quality Feedback PD, Student Voice PD, Standards-based Grading PD, Technology PD, MTSS Systems PD.)
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		<ul style="list-style-type: none">j. To improve school-wide consistency in providing highly effective timely, specific, and descriptive feedback that supports all students in achieving their learning intentions, standards, and general learner outcomes, we will provide professional development to increase teacher capacity and provide follow up monitoring of the practice.k. To provide consistent and authentic evaluation of student mastery of academic standards, the school will design, implement and monitor a school-wide Standards-Based Grading System.l. To increase student voice to ensure equity so ALL students have access to all learning opportunities that aligns to student interest, increased engagement and motivation, we will provide professional development and follow up monitoring of the practice. <p>6. Implement STEMScopes PD for K-12 teachers to support integration and use of new Science Curriculum, including on-site PD and virtual support sessions. [Accountable Leads: Science Coach, Academic Officer]</p> <p>7. Academy Teams will discuss and review students progress and interventions weekly and use an MTSS tracker. [Accountable Lead: Academy Director & Academy Leads]</p> <p>8. Provide all students with access to supplemental academic and enrichment support opportunities during the school day, including: [Accountable Lead: Instructional Coaches, RTI Coordinator]</p> <ul style="list-style-type: none">a. Academic Intervention classesb. E-school, Early College, Advanced classesc. Study Skills, Study Hall, Credit Recovery classesd. W.I.N. (What I Need) program (150 min/week).e. Advisory Program (80 min/week)f. After school Tutoring (4 days/week)		
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		<p>9. EL Coordinator/Coach to revise, implement, monitor and update annually the KHPES EL Comprehensive Plan [Accountable Lead: EL Coordinator & EL Teachers]</p> <ul style="list-style-type: none"> a. Implement WIDA Model Practice Tests for EL Students b. Utilize new English 3D Curriculum for ELD support classes. c. Implement Sheltered Instruction Professional Development opportunities to build teacher capacity and strategies teaching ELL students <p>10. All secondary students will participate in an Advisory program curriculum in grades 7-12 that will provide academic advising for students aligned to their personal goals, interests, and post-high school plans and enable students to complete their “PTP” requirements[Accountable Lead: Academy Leads, Capstone Coordinator, Counseling Team, Advisory Teachers]</p> <ul style="list-style-type: none"> a. Students participate in a 1-on-1 Academic advising session with a teacher, counselor, or support personnel to determine personal interests and a plan for achieving future goals. b. Students in grades 5-12 will create a digital portfolio to document work samples, academic history, and examples of career, college and community experiences. c. All students in grades 7-12 will create and maintain a 10-year plan for post-high school success in their digital e-portfolio aligned to their college or career plans. <p>11. Continue implementation of best practices PD for inclusion, differentiation, and student-centered decision making. [Accountable Leads: Principal, Academic Officer]</p>		
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		<p>12. Continued Instructional Planning and Academy Support with Steele Dynamics on NSOPs, PBL, Instructional Planning, Effective Teaming [Accountable Leads: Principal, Academic Officer]</p> <ul style="list-style-type: none">a. Standards-Based Curriculum w/ Dr. Kelly Hendersonb. WIN Time (MTSS) w/ Dr. Kelly Hendersonc. Instructional Rounds w/ Dr. Kelly Hendersond. Project-Based Learning & Teacher Externship Training w/ Dr. Kelly Hendersone. Teacher Externship w/ Dr. Kelly Hendersonf. Action Planning w/ Dr. Jay Steeleg. Academy Alignment w/ Dr. Jay Steeleh. Student Ambassador Training w/ Dr. Jay Steele or Dr. Vanessa Garciai. Leadership Training w/ Dr. Vanessa Garciaj. K-12 School Counselors w/ Dr. Nicole Cobb <p>13. Support student achievement through learning of and utilizing the PLC/Achievement Team process during weekly PLC/Achievement Team meetings. (Steve Ventura - Achievement Teams) [Accountable Leads: Instructional Coaches, Principal, Academic Officer]</p> <ul style="list-style-type: none">a. In PLCs/Achievement Teams Teachers will collect, chart, and respond to data by answering the four focus questions below:<ul style="list-style-type: none">i. What are the assessment results strengths and gaps?ii. What skills and concepts were achieved from the learning target and what still needs to be learned?iii. Who did we teach effectively and who still needs help?iv. Which strategies were used effectively and which ones were not?		
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		<p>14. Organize Planning & Collaboration Days to focus on school priorities such as Instructional Planning & Pacing Guides, MTSS Systems & Teams, Inclusion, Differentiation, and Sheltered Instruction PBL, Academy Development. [Accountable Leads: Principal, Academic Officer]</p> <ul style="list-style-type: none">a. To further expand and improve upon the effectiveness of Multiple Tiered Systems of Support, we will provide additional collaboration time, resources to processes and develop effective working agreements, roles, and responsibilities. <p>15. Continue implementation of Academy Student Ambassador program to support the recruitment and retention of students in each pathway. [Accountable Lead: Academy Director/Asst Director]</p>		
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>1a/3b 3a 4a, 4b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Train and coach elementary and middle school teachers and administrators on elementary and middle school academy structures, such as advisory, teaming, and instructional planning. [Accountable Leads: Principal, Academic Officer] 2. Review and refine K-12 school profile that aligns to the National Standards of Practice (NSOPs) of effective academy design in grades K-5, 6-8, and 9-12. [Accountable Leads: Principal, Academic Officer] 3. Engage in AMLE workshops and professional development, including those offered by the state and district, to support teacher capacity building around the successful middle school model and “This We Believe” Framework and the 18 characteristics. [Accountable Leads: Vice-Principal, Academic Officer] <ol style="list-style-type: none"> a. Implement a middle school self assessment and integrate improvements to redesign ES/MS/HS into revised academy action plans and school academic plan. <ol style="list-style-type: none"> i. Secure funding to complete a Middle-Level Assessment for KHPES middle school program. 4. Academy teachers and counselors will ensure opportunities for students offered in the K-12 College & Career Continuum are planned and implemented. [Accountable Leads: Academy Director/Asst Director, Capstone Coordinator, WBL Coordinator, Academy Counselors, Academy Leads] <ol style="list-style-type: none"> a. Monitor student progress in their pathways using the student pathway trackers and provide timely interventions and support. <ol style="list-style-type: none"> i. Progress monitor and discuss in Academy teams the K-12 Graduate Profile using the Graduate Profile Cohort Trackers developed for each class. 	<ul style="list-style-type: none"> • 50% of students successfully meet 4 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile. • 25% of students successfully meet 3 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile. • 25% of students successfully meet 2 out of 4 criteria for the 6th, 8th, or 12th grade Graduate Profile. • Increase in 9th to 10th grade on-time promotion from 90% to 95%. • K-12 College & Career Continuum 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2000 (sub/stipend days, transition activities, transportation costs) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Castle, \$7500 (Transition Activities) <input type="checkbox"/> Other:__, \$
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One-Year Academic Plan SY 2024-2025

		<p>b. Implement student showcase opportunities for all students in grades K-12.</p> <p>c. Teachers will support students to complete a Capstone Project in grades 6, 8, and 12.</p> <p>5. Continue implementation of Academy Student Ambassador program to support the recruitment and retention of students in each pathway and to support transition of students from ES to MS and from MS to HS at KHPES. [Accountable Leads: Academy Director/Asst Director, CTE Teachers]</p> <p>6. Participate with Nā'ālehu Elementary School (NES) in planning and collaboration opportunities to support the successful transition of students to KHPES. (Castle Grant) [Accountable Leads: Principal, Academic Officer]</p> <p>a. Provide a planning workshop for KHPES Ambassadors to plan transition activities for KHPES and NES students for SY 24-25. (Castle Grant).</p> <p>b. KHPES student ambassadors implement transition support activities for students during SY24-25. (Castle Grant)</p>	<ul style="list-style-type: none"> ● Graduate Profile Trackers ● Student Pathway Tracker ● Transition Activities ● Planning Meeting Agendas ● Student Showcase ● Student Capstones 	
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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>Root/ 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>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1a/3b, 1b, 1c 3a</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> Continue programs to re-engage students who have excessive absences (e.g., credit recovery, counseling, distance learning). [Accountable Leads: Student Success Counselor] All students (K-12) will engage in daily lessons that develop and model appropriate social skills and that include culturally relevant texts and resources. [Accountable Leads: Principal, Academy Counselors] Teachers and staff will implement and participate in Choose Aloha and demonstrate those beliefs daily throughout their instruction and in all personal interactions. [Accountable Leads: Academy Counselors, SBBH] Utilize Weekly Pilina to connect with students and highlight student achievements, celebrations, and good news. [Accountable Leads: Principal, Academic Officer] Conduct Weekly Counseling/Attendance Team meetings to review attendance for high-risk students and implement timely attendance interventions. [Accountable Leads: Student Success Counselor] <ol style="list-style-type: none"> Academy Teams will discuss and review students progress and interventions weekly and use an MTSS tracker. 	<ul style="list-style-type: none"> ● Increase Schoolwide Average daily attendance will to 90% (From 85.18% to 90%) ● Attendance Reports ● Attendance Intervention Log ● Choose Aloha Implementation ● HĀ Activities ● SQS Survey Data ● WIN Program ● Student Portfolios 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,500 (PBL instructional supplies/materials , educational activities) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$10,000 (Food, supplies, hygiene items, resources, transportation costs, additional tutors) <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: , \$



		<ol style="list-style-type: none">6. Faculty use Talking Points to communicate home immediately regarding attendance and tardies (by end of day). [Accountable Leads: Vice-Principal]7. Provide extended learning opportunities through after school programs on campus and in Ocean View (St. Jude's Church). [Accountable Leads: Principal, Academic Officer]<ol style="list-style-type: none">a. Secure funding for after school tutors and teachers to support extended learning opportunities.8. Continue to provide alternate learning opportunities through the ALPSS Program. [Accountable Leads: ALPSS Teacher]9. Provide MEP and MVP students with support for student uniforms, supplies, tutoring, etc. [Accountable Leads: Student Success Coach]10. Continue Academy School transformation to focus on Project-Based Learning to increase community connections and student engagement. [Accountable Leads: Principal, Academic Officer, Academy Director]<ol style="list-style-type: none">a. Continue implementation of innovative and community-connected opportunities connected to the Academy Themes and Programs of Study <p>Accountable Leads:</p> <ol style="list-style-type: none">1. Academy Leads & Teachers2. Academy Counselors3. ALPSS Coordinator4. Student Success Coach5. Academy Director6. Instructional Coaches		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1a/3b, 1b 2c 3a 4a</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> Increase schoolwide practices and interventions that address the well-being of students and support a positive school environment, based on needs identified by students in social and emotional health assessments (BIESY, SQS, Panorama SEL). [Accountable Leads: Academy Counselors, SBBH, Student Success Counselor] <ol style="list-style-type: none"> Counselors will provide training and support for teachers to implement Positive Behavior and Intervention Supports (PBIS) for students SBBH Counselors will provide support to students and teachers with implementing behavior interventions Provide students with evidence-based support for social and emotional health through direct service and partnerships (Choose Aloha). [Accountable Leads: Student Success Counselor, Academy Counselors] <ol style="list-style-type: none"> Teachers and staff will implement and participate in Choose Aloha and demonstrate those beliefs daily throughout their instruction and in all personal interactions Implement the “Here to Help” PD modules to train and coach staff to support student well-being and to provide equitable access to mental and physical health services through a continuum of school-level supports and community partnerships. [Accountable Leads: Principal, Student Success Counselor] Teachers will greet students at the door at the beginning of the day, and at the start of classes. [Accountable Leads: Vice-Principal] Student leaders will develop activities, events, and programs that promote school spirit and positive school culture. (Door decorating, spirit weeks, etc.) [Accountable Leads: Student Activities Coordinator] 	<ul style="list-style-type: none"> • Student Activities • SQS Survey Results • PBIS Activities • MS PBIS Recycling Project • Student Ambassador Activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$20,000 (\$5k for each academy team (K-6, 7-8, 9-10, 11-12) to implement K-12 College/Career continuum activities for students, promote unity and school spirit) <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$5,000 (Student Support & Academic Enrichment, Choose Aloha activities/assemblies, Academy Ambassadors activities, PBIS Activities. WRE: Well Rounded Education, SHS: Safe & Healthy Schools) <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>5. All students will participate in activities that promote positive behaviors, including the K-12 College & Career Continuum. [Accountable Leads: Academy Director, Academy Counselors]</p> <ul style="list-style-type: none">a. Continue implementation of Academy Student Ambassador program to support the development of opportunities for students in each pathway or Academy team.		
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1a/3b, 1b 2a, 2b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Expand HĀ training and support for all educators, such as culture-based learning opportunities, to embed the HĀ beliefs and disposition in the school curriculum and culture. [Accountable Leads: Academy Director, Academy Counselors] <ol style="list-style-type: none"> a. Invite OHE to KHPES to implement HĀ training for faculty & staff b. Partner with community and government organizations to promote HĀ, inclusivity and value of Hawai’i’s diversity in schools and community. 2. Develop K-12 programs to develop a sense of Hawai’i and Ka’ū through experiences with language, culture and history. [Accountable Leads: Academy Director, Academy Counselors, Academic Officer] <ol style="list-style-type: none"> a. Teachers implement PBL and other projects, field trips, and guest speakers to make connections with the Ka’ū and Hawai’i Island community and develop students’ sense of place. b. Continue to pursue community partnerships to create opportunities for students with Ka’ū Organizations, including ‘O Ka’ū Kākou, Ka ‘Ohana o Honuapo, Kahua ‘Olohu Makahiki Committee, The Nature Conservancy, Waiohinu Bee Sanctuary, Hawai’i Wildlife Fund, Kahuku Ranch, Hawai’i Volcanoes National Park, etc. 3. Student leaders and teachers will develop activities, events, and programs that develop positive school culture aligned to the HĀ framework. [Accountable Leads: Academy Director/Asst Director, Student Activities Coordinator] <ol style="list-style-type: none"> a. Implement cultural activity or event for all students K-12 as outlined in the K-12 College & Career Continuum b. Continue student participation in a Makahiki Event and/or Hawaiian Cultural Activity. 	<ul style="list-style-type: none"> ● Student Activities Calendar ● PBL Project ● Ambassador Activities ● Community Partnerships ● Community Events ● Field Trips ● Guest Speakers 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 (student support and academic enrichment, HA activities, guest speakers, field trips, student projects, cultural events/activities. WRE: Well Rounded Education) <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/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>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1b/3a 3b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> Provide more opportunities for students to apply their learning in a Hawai'i-based and global context. [Accountable Leads: Principal, Academic Officer] Design active civic engagement and instructional experiences that connect students with local and/or global real-world issues. <ol style="list-style-type: none"> CTE teachers will design real-world and industry-connected projects related to their course standards. Improve field trip process to ensure alignment with course standards, approval process, and academy budget. Academy leads will develop and monitor budgets for academy programs, activities, events, and other expenses. Partner with colleges and industry partners to broaden opportunities for accelerated high school students' attainment of college credits and industry-valued certificates. [Accountable Leads: Academy Director, WBL Coordinator, Academic Officer] Implement & monitor the K-12 College & Career Continuum 	<ul style="list-style-type: none"> ● Increase CTE Concentrators from 71% to 81% ● Increase percentage of high school students who earned 6 or more college credits from 14% to 24%. ● Increase number of students who participated in work-based learning from 8 to 25. ● Increase percentage of students who obtained 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 (Student support & academic enrichment, WBL, internships, guest speakers, field trips, college visits.) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Ag Workforce Development Council, \$20,000 (Student Ag Farm Interns)



		<p>to ensure student participation in career & community activities. [Accountable Leads: Academy Director, Academic Officer]</p> <ol style="list-style-type: none"> a. Students will create a digital portfolio to document work samples, academic history, and examples of career and postsecondary readiness b. Academic advising will be provided to students to select a CTE program of study for grades 8-12 aligned with their career and future interests. c. Prepare students to demonstrate their learning through a Student Showcase <p>5. Expand students' opportunities for structured work-based learning experiences, including internships for high school students, through partnerships with employers, community partners, military and higher education institutions. [Accountable Leads: Academy Director/Asst Director, Academic Officer, WBL Coordinator]</p> <ol style="list-style-type: none"> a. All students will participate in a work-based learning opportunity or internship program prior to graduation. b. Secure grant funds to provide paid internships to students, such as the Ag Workforce Development Council Grant and Hawai'i Ag Foundation. c. Teachers and students will utilize ClimbHI Portal to access career speakers and other college/community related opportunities d. Students have multiple opportunities to engage with the local community to learn about career, college and community opportunities (in-person or virtually). <p>6. Teachers will participate in training related to Career Academies, PBL, and Design Thinking to support career-connected learning and student engagement opportunities [Accountable Leads: Academy Director, Academic Officer]</p> <ol style="list-style-type: none"> a. Implement a support plan to enable all teachers 	<p>industry certification from 8 to 25.</p> <ul style="list-style-type: none"> • Students complete 75% of the activities on the K-12 College & Career Continuum. • Increase the number of college and career connected opportunities K-12 from 26 to 43. • K-12 College & Career Activities • Field Trips • Community Projects • Guest Speakers • PBL Projects Student Showcase • Student Digital Portfolios • WBL Opportunities • Senior Capstone 	<p><input type="checkbox"/> Other: __, \$</p>
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		<p>K-12 to design and implement a PBL project in SY24-25.</p> <p>7. Students will have the opportunity to participate in an Academy Ambassador program to gain student leadership skills if they demonstrate academic growth and appropriate behavior. [Accountable Leads: Academy Director/Asst Director]</p>	<ul style="list-style-type: none">● Ambassador Activities● Career Technical Student Orgs● Early College Stats & Info	
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<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><i>Required for middle schools.</i></p>	<p>2a, 2b, 2c 1b/3a, 3b 4b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Seek resources to expand extra and co-curricular activities (such as athletics, e-sports, academic support, culture and arts) to engage and support middle school students and their families. [Accountable Leads: Vice-Principal] <ol style="list-style-type: none"> a. Promote 24/7 access to online tutoring for middle school students who struggle with subject areas and students who take challenging advanced coursework through tutor.com. 2. Continue to offer summer Math and STEM camp for entering ninth-graders who need additional support to be proficient. [Accountable Leads: Academy Director] 3. Implement & Monitor the Middle School Academy Action Plan [Accountable Leads: Academy Director] 4. Implement & Monitor the Elementary School Academy Action Plan [Accountable Leads: Academy Director] 5. Academy Teams will discuss and review students progress and interventions weekly and use an MTSS tracker. [Accountable Leads: Academy Director] 6. Provide all students with access to supplemental academic and enrichment support opportunities during the school day, including: <ol style="list-style-type: none"> a. Academic Intervention classes b. E-school, Early College, Advanced classes c. Study Skills, Study Hall, Credit Recovery classes d. W.I.N. (What I Need) program (150 min/week). e. Advisory Program (80 min/week) f. After school Tutoring (4 days/week) 7. All secondary students will participate in an Advisory program curriculum in grades 7-12 that will provide academic advising for students aligned to their personal goals, interests, and post-high school plans and enable students to complete their "PTP" requirements. [Accountable Leads: Academy Director] 	<ul style="list-style-type: none"> • Increase in 9th to 10th grade on-time promotion from 90% to 95%. • 50% of students successfully meet 4 out of 4 criteria for the 6th and/or 8th grade Graduate Profile. • 25% of students successfully meet 3 out of 4 criteria for the 6th and/or 8th grade Graduate Profile. • 25% of students successfully meet 2 out of 4 criteria for the 6th and/or 8th grade Graduate Profile. • Middle School Graduate Profile 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$3000 (4 Early College courses) <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$12,000 (LING early college program, \$6k per semester. 10 students for SY24-25.) <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:GEAR UP, \$15,000 (Summer Math/STEM Camp) <input checked="" type="checkbox"/> Other:Middle School Sports Fund, \$25,000 (Submitted Application for MS Sports Fund for SY24-25.)
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		<p>8. Students in grades 5-12 will create a digital portfolio to document work samples, academic history, and examples of career, college and community experiences. [Accountable Leads: Academy Director]</p> <p>a. All students in grades 7-12 will create and maintain a 10-year plan for post-high school success in their digital e-portfolio aligned to their college or career plans.</p> <p>9. Students will have opportunities to participate in Early College, Running Start, and other Dual Credit options in grades 9-12. [Accountable Leads: Early College Coordinator]</p>	<ul style="list-style-type: none"> ● Middle School Graduate Profile Tracker ● Elementary School Graduate Profile ● Elementary School Graduate Profile Tracker ● Academic Progress Monitoring ● KHPES Data Report 	
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<p>1.3.3. All students graduate high school with a personal plan for their future.</p> <p><i>KHPES selected.</i></p>	<p>1b/3a, 3b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Collaborate with colleges and industry partners to support graduates' transition to postsecondary education and training after high school. [Accountable Leads: Academy Director] <ol style="list-style-type: none"> a. including streamlined admission to the University of Hawai'i and attainment of immediate employment after high school (Early College), b. including accelerated placement in apprenticeship programs, hiring fairs and workforce training (Construction Apprenticeship program), c. Continue MOA with HawaiiCC for students to earn Certificates in Agriculture 2. Offer financial literacy learning opportunities to students through a variety of means, including the completion of a high school financial literacy course prior to graduation. [Accountable Leads: Principal, Academic Officer] 3. All students will participate in work-based learning opportunities prior to graduation. [Accountable Leads: Academy Director/Asst Director, WBL Coordinator] 4. Academy teachers will support the development and implementation of Student Digital Portfolios for students Grades 5 - 12 [Accountable Leads: Academy Director, Academy Teachers] <ol style="list-style-type: none"> a. All teachers will work with students to contribute items to their student digital portfolio aligned to their college and career goals. 5. Academy teachers will support Student Capstone projects for all students in grades 6, 8, and 12, with planning to begin the year prior with students and parents. [Accountable Leads: Academy Director, Academy Leads] <ol style="list-style-type: none"> a. Integrate the Personal Transition Plan graduation requirements into the Senior Capstone course to ensure students have future plan after graduation. 	<ul style="list-style-type: none"> • 50% of students successfully meet 4 out of 4 criteria for the 12th grade Graduate Profile. • 25% of students successfully meet 3 out of 4 criteria for the 12th grade Graduate Profile. • 25% of students successfully meet 2 out of 4 criteria for the 12th grade Graduate Profile. • Senior Capstone • PTP Plans • Student Portfolios • High School Graduate Profile • High School Graduate Profile Tracker 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: \$ <input checked="" type="checkbox"/> Other: Perkins, \$5,000 (Industry Certifications, College/Career Activities)
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		<p>6. Students have opportunities to participate in industry certification opportunities provided through CTE classes [Accountable Leads: CTE Coordinator, CTE Teachers]</p> <p>a. CTE teachers identify industry certifications for students to complete in their Pacing Guides, secure Perkins funds for certifications, and provide time and opportunity in their courses for students to complete their certifications</p>	<ul style="list-style-type: none">● Industry Certifications● WBL Opportunities	
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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>	Root/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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive mentoring and the necessary support to be effective. <i>Required for KKP schools.</i>	1a 2a, 2b, 2c 3b 4a, 4b, 4c	Enabling Activities: <ol style="list-style-type: none"> Provide teachers with opportunities for professional development training that helps to increase their effectiveness and compensation by advancing them to the next class in the teachers' salary schedule. [Accountable Leads: Principal, Academic Officer] Provide teachers with information on opportunities to earn Sheltered Instruction qualification. [Accountable Leads: Principal, EL Coordinator] Coordinate and implement 21h PD aligned to teacher growth, needs and requests [Accountable Leads: Principal, Academic Officer] 	<ul style="list-style-type: none"> ● PD Calendar ● 21h PD ● Teacher PD Participation ● PLC Meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,000 (PD, workshop, travel costs) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$



One-Year Academic Plan SY 2024-2025

		a. Seek teachers/staff to lead staff-led 21h PD workshops around topics of their interest and knowledge		<input type="checkbox"/> Other: __, \$
2.2.2 All school support staff are effective or receive the necessary support to be effective. <i>Required for KKP schools.</i>	3b	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Train front-line staff in customer service to address issues and feedback raised by parents and staff. [Accountable Leads: SASA] 2. Provide school staff with necessary support to develop the skills needed to be effective. [Accountable Leads: Principal, SASA] <ol style="list-style-type: none"> a. New Employee onboarding and mentoring b. Provide job-specific training c. Coordinate with schools, unions and other partners to provide training for support staff during non-instructional days. <ol style="list-style-type: none"> i. QBS Training 	<ul style="list-style-type: none"> ● Staff PD ● Staff Workshops 	<input checked="" type="checkbox"/> WSF, \$1,000 (Training, PD) <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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>	Root/ 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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>3b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data). [Accountable Leads: Principal, SCC Chairperson] 2. Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders. [Accountable Leads: Principal, SCC Chairperson] 3. Monitor and implement SCC Checklist & Activities, including posing of the SCC roster, calendar of meetings, posing of Agendas and Minutes, and posted agenda 6 days prior to the SCC meetings. [Accountable Leads: Principal, SCC Chairperson] 4. Update KHPES SCC Resource Page after each meeting. 	<ul style="list-style-type: none"> ● SCC Checklist ● SCC Agendas ● SCC Website ● SCC Self Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



		[Accountable Leads: SCC Chairperson]		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/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 "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.4 Families and community members actively participate in meaningful activities focused on improving student achievement and school performance.</p>	<p>1a, 3b</p>	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Coordinate and implement Open House & Parent Conferences for SY24-25 [Accountable Leads: Principal, Academy Counselors, Instructional Coaches] <ol style="list-style-type: none"> a. Ensure parents receive a copy of the Parent Reports for STAR and SBA and are provided the opportunity to discuss the reports with teachers and other school staff. 2. Hire, train and support PCNC to develop family engagement goals and calendar of activities for the year. [Accountable Leads: Principal] 3. Coordinate and implement family engagement activities [Accountable Leads: Principal, PCNC] <ol style="list-style-type: none"> a. Hire, train and support PCNC to develop family engagement goals and calendar of activities for the year. b. CSC schedules Marshallese Family Meetings in Ocean View c. College counselor to coordinate and schedule Family College Planning Workshops 4. Coordinate quarterly Academy Advisory Board 	<ul style="list-style-type: none"> ● Activity Flyers ● Advisory Board Agendas ● KHPES Website ● Family Engagement Activities 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$25,000 (Family engagement activities, PCNC) <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: Migrant Education Program, \$



		meetings [Accountable Leads: Academy Director/Asst Director]		
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★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/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>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.5 Seek outside grants and partners to support school goals	3b	<p>Enabling Activities:</p> <ol style="list-style-type: none"> 1. Implement activities as outlined in the EPA Recycling & Outreach Education Grant. [Accountable Leads: Principal, Academic Officer] 2. Apply for funding from Ag Workforce Development Council to support student ag worker interns. [Accountable Leads: Academic Officer] 3. Continue monthly meetings with Community Schools Coordinator and PREL to discuss and collaborate on school and community needs and resources. [Accountable Leads: Principal, Community Schools Coordinator] 4. Recruit a Marshallese Speaking Bilingual-Bicultural School Home Assistant [Accountable Leads: Principal] 	<ul style="list-style-type: none"> ● Grants received ● Community Schools Coordinator Assets and Needs Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:EPA, \$50,000 (project staff, student interns, educational activities) <input type="checkbox"/> Other: ____, \$



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 Ka’ū High & Pāhala Elementary School’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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1080

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, for 5 Waiver Days. Submitted additional justification for 5 or more waiver days.

Bell Schedule:

[Secondary Bell Schedule](#)

[Elementary Bell Schedule](#)