

2020 Academic Plan, School Year 2020-21



School:

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

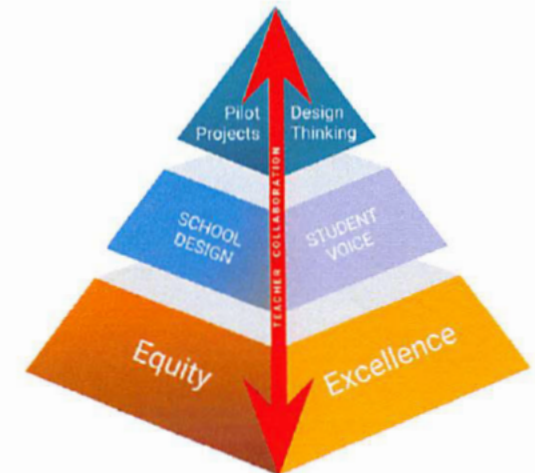
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).



Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal: Jason Nakamoto	
Principal's signature: 	Date: June 8, 2020
Complex Area Superintendent: Robert Davis, CAS-LMW	
Complex Area Superintendent's signature: 	Date: 6/9/2020



2020 Academic Plan, School Year 2020-21

[School: Leilehua High School]

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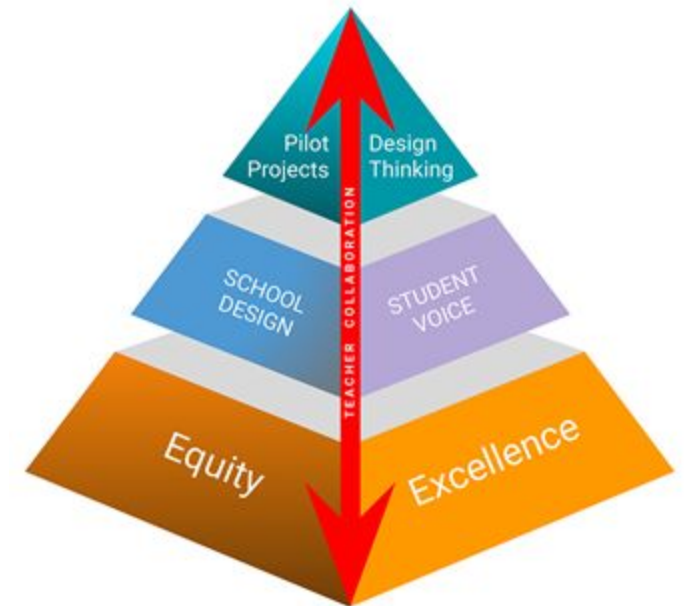
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Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity												
<p>SBA Math Gap Rate between High Needs and Non High Needs (Exceeds and Met)</p> <table> <tr> <th>SY 2016-17</th><th>SY 2017-18</th><th>SY 2018-19</th></tr> <tr> <td> Proficiency: 29% Achievement Gap: 23% Non-High Needs: 43% High Needs: 19% Low SES: 21% IDEA: 2% ELL: 11% </td><td> Proficiency: 41% Achievement Gap: 15% Non-High Needs: 49% High Needs: 34% Low SES: 34% IDEA: 9% ELL: 25% </td><td> Proficiency: 31% Achievement Gap: 21% Non-High Needs: 44% High Needs: 23% Low SES: 24% IDEA: 3% ELL: 9% </td></tr> </table> <p>The 2018-2019 SBA results show that 31% achieved proficiency in Math. When compared to the 2017-2018 results, there was a decrease of 10%. The overall gap rate for Math is currently 21% (an increase of 6% from 2017-2018). All of our high needs sub-groups saw decreases in achievement. There was a 10% decrease in the disadvantaged population, 6% in the disabled, and 16% in the English learners sub-group.</p> <p>SBA ELA Gap Rate between High Needs and Non High Needs (Exceeds and Met)</p> <table> <tr> <th>SY 2016-17</th><th>SY 2017-18</th><th>SY 2018-19</th></tr> <tr> <td> Proficiency: 53% Achievement Gap: 31% Non-High Needs: 71% High Needs: 40% Low SES: 45% IDEA: 10% ELL: 22% </td><td> Proficiency: 55% Achievement Gap: 25% Non-High Needs: 70% High Needs: 44% Low SES: 50% IDEA: 13% ELL: 0% </td><td> Proficiency: 53% Achievement Gap: 25% Non-High Needs: 68% High Needs: 43% Low SES: 49% IDEA: 11% ELL: 16% </td></tr> </table> <p>The 2018-2019 SBA results show that 53% of students achieved proficiency in ELA. When</p>	SY 2016-17	SY 2017-18	SY 2018-19	Proficiency: 29% Achievement Gap: 23% Non-High Needs: 43% High Needs: 19% Low SES: 21% IDEA: 2% ELL: 11%	Proficiency: 41% Achievement Gap: 15% Non-High Needs: 49% High Needs: 34% Low SES: 34% IDEA: 9% ELL: 25%	Proficiency: 31% Achievement Gap: 21% Non-High Needs: 44% High Needs: 23% Low SES: 24% IDEA: 3% ELL: 9%	SY 2016-17	SY 2017-18	SY 2018-19	Proficiency: 53% Achievement Gap: 31% Non-High Needs: 71% High Needs: 40% Low SES: 45% IDEA: 10% ELL: 22%	Proficiency: 55% Achievement Gap: 25% Non-High Needs: 70% High Needs: 44% Low SES: 50% IDEA: 13% ELL: 0%	Proficiency: 53% Achievement Gap: 25% Non-High Needs: 68% High Needs: 43% Low SES: 49% IDEA: 11% ELL: 16%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we plan for and provide effective differentiation and targeted support for our students based on their needs thorough analysis of data such as iReady, Achieve 3000, school level and classroom assessments, then our achievement gap will decrease.</p> <p>If we provide substantive literature (fiction and informational texts) across all content areas, and time for students to purposefully read, discuss and write (compose, revise and edit) in the narrative, explanatory and argumentative mode, using academic vocabulary, then our students will better demonstrate their understanding of the content learned and consistently</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>(These activities must be iterative, aligned to funding, and monitored)</p> <ul style="list-style-type: none"> Well planned and meaningful UbDs and Pacing Guides which are standards based and GLO embedded <ul style="list-style-type: none"> Literacy: ensuring opportunities for students to read and write are included quarterly Emphasis on academic vocabulary Clear and specific LHS Learning Targets Fidelity of data cycles and professional learning communities through continued schoolwide implementation of Learning Teams to regularly monitor data points to identify student needs <ul style="list-style-type: none"> Time for coordinating curriculum between and among grade levels Clearly articulated professional development plan: professional development for all administrators and faculty on evidence based instructional and schoolwide engagement strategies, with an emphasis on increasing classroom discussion <ul style="list-style-type: none"> Professional development for teachers in how to differentiate and engage students with the curriculum (content and standards) Professional development for teachers in effectively implementing RtI Professional development for teachers in
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compared to the 2017-2018 results, there was a decrease of 2%. ELA Non High Needs students scores declined slightly from 71% proficient SY 2016-17 to 68% proficient SY 2018-19 as well as High Needs student scores increasing from 40% proficient SY 2016-17 to 43% proficient in SY 2018-19 which contributed to closing the achievement gap. The overall gap rate for ELA is currently 25% (no change from 2017-2018). There were minimal changes in achievement in disadvantaged and disabled sub-groups, however we did see a 16% increase in achievement in our English learner population.

Notably, ELA students were below proficiency for

- *EDIT: apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory and argumentative texts.*
- *WORD MEANINGS: determine intended meanings of words, including academic/tier 2 words.*

Biology EOC Participation Rate

SY 2016-17	SY 2017-18	SY 2018-19
Proficiency: 27% Participation Rate: 96% Non-High Needs: 98% High Needs: 95% Low SES: 95% IDEA: 92%	Proficiency: 26% Participation Rate: 94% Non-High Needs: 97% High Needs: 92% Low SES: 92% IDEA: 88%	Proficiency: 22% Participation Rate: __% Non-High Needs: __% High Needs: __% Low SES: __% IDEA: __%

The 2018-2019 Biology End Of Course results show that 22% of students achieved proficiency. When compared to the 2017-2018 results, there was a decrease of 4%, and when compared to 2016-17 results, there was a decrease of 5%. Participation by IDEA students has been a challenge.

LHS Attendance by Subgroups

SY 2016-17	SY 2017-18	SY 2018-19
Chronic Absenteeism: 16% Attendance by Groups: Non-High Needs: 95% High Needs: 92% Low SES: 93% IDEA: 90%	Chronic Absenteeism: 14% Attendance by Groups: Non-High Needs: 96% High Needs: 93% Low SES: 93% IDEA: 92%	Chronic Absenteeism: 15% Attendance by Groups: Non-High Needs: 96% High Needs: 93% Low SES: 93% IDEA: 92%

demonstrate GLO #3 Complex Thinker and GLO#5 Effective Communicator, and we will meet our Student Learner Needs.

If we continue to provide social emotional learning and positive behavior supports, and if we provide more meaningful learning experiences incorporating student voice and feedback, then all of our students will improve their attendance, actively participate in their learning and discipline incidents will continue to decrease.

how to effectively measure student progress toward meeting the standards

- *Math intervention during weekly Rtl for students that are underperforming in those subjects*
- *Schoolwide implementation of Social Emotional Learning curriculum during the Advisory period to encourage student growth, build confidence, and increase engagement*

ELL: 94%	ELL: 95%	ELL: 95%
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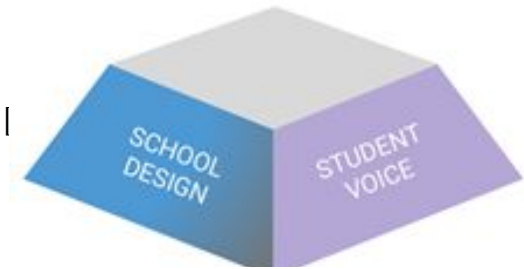
Current practices and attendance policies are effective at promoting students to attend school. Leilehua is below the state average of 19% for chronic absenteeism (missed 15 or more days of school). However, a more concentrated effort needs to be placed on improving the attendance for Low SES and IDEA students. It may be worth noting that only 90.4% of our overall student population was enrolled all year. The transient nature for some students may be contributing to overall achievement. 15% of our student population was also affected by chronic absenteeism.

Discipline Offenses by Subgroups

SY 2016-17	SY 2017-18	SY 2018-19
Discipline Offenses: 247 Suspensions: 89 Non-High Needs: 77 High Needs: 204 Low SES: 172 IDEA: 76 ELL: 26 Female: 83 Male: 172	Discipline Offenses: 158 Suspensions: 57 Non-High Needs: 51 High Needs: 133 Low SES: 110 IDEA: 40 ELL: 7 Female: 38 Male: 124	Discipline Offenses: 103 Suspensions: 81 Non-High Needs: High Needs: Low SES: IDEA: ELL: Female: Male:

Note: students can be classified in multiple High Needs categories and reported for each. Our High Needs students are involved in the majority (over 60%) of discipline incidents.

Innovation in Support of the Core: School Design and Student Voice



9/19]

Describe here your complex/school contexts for School Design and Student Voice. (What needs are your school addressing with Design and Voice Initiatives?)

Leilehua High School has a high population of students in need. Currently, our high needs population consists of 51.6% disadvantaged, 11.8% disabled, and 5.6% English learners. Our students need to improve in their academic performance, especially literacy, and we are concerned about our subgroup attendance and discipline rates. We need to find ways to continue to engage our students in meaningful learning experiences schoolwide, provide effective targeted supports for all students, and continue to develop the whole child.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.(What are the initiatives?)

Leilehua High School will continue to work in small communities (DLT/LT) designed to consistently analyze student data and support student needs. DLT and LTs will demonstrate professional learning community practices and demonstrate fidelity to their data cycles. We will continue to provide math intervention during weekly Rtl for students that are underperforming in those subjects, and improve our efforts to differentiate the content and instructional practices across all other content areas. We will also continue to provide our positive behavior supports and the schoolwide implementation of Social Emotional Learning curriculum during the Advisory period.

Initiatives to address our LHS Student Learner Needs? Self Study Areas of Growth?

Describe here your Conditions for Success for School Design and Student Voice (What needs to be in place to successfully implement said initiatives?)

Strong teacher collaboration and planning time for meaningful UbDs and Pacing Guides which are standards based and GLO embedded need to be in place for all courses. Effective monitoring and action through Academic Review Team (ART) and Department Academic Review Team (DART) also needs to be in place. We also need to ensure we are making data driven decisions, including developing and implementing evaluations for all programs, initiatives, co-curricular and extra curricular activities.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>We need to improve our student’s literacy. We need to increase our academic achievement, decrease our chronic absenteeism, and improve all measures on the Strive HI. We also need to improve our subgroup performance. We are designing a data driven decision making system: using iReady and Achieve 3000 data to identify student needs and adjust our curriculum and instruction accordingly.</i></p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>
<p><i>Why you are implementing them?</i></p> <p><i>SY 2019-20, our WASC Self Study identified the following Student Learner Needs across all academic disciplines:</i></p> <ul style="list-style-type: none"><i>our students need to extract, apply, and analyze</i>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>

<p><i>information across different academic disciplines,</i></p> <ul style="list-style-type: none">• <i>our students need to read closely and analytically</i>• <i>our students need to acquire academic and content specific language and vocabulary to express their own ideas in writing</i>• <i>our students need to improve in GLO #3 Complex Thinker and GLO#5 Effective Communicator.</i> <p><i>It is important for us to continue to increase the rigor in our curriculum, improve student engagement, include student voice, and ensure we are taking care of the whole child.</i></p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>We will establish and implement a structured ART routine to systematically monitor and assess the impact of our goals, measurable outcomes, and enabling activities of our plan. We will commit to using and analyzing the data, especially the schoolwide data, for the purpose of increased schoolwide accountability and sustainability.</i></p> <p><i>We will see improvements in iReady, Achieve 3000, attendance and discipline data.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Strive HI Data: ELA: 53%</i> <i>(2018-2019) Math: 31%</i> <i>Science 22%</i> <i>Chronic Absenteeism: 15%</i> <i>On-Time Graduation Rate: 85%</i> <i>9th to 10th Grade Promotion Rate: 88%</i> <i>ELL students on track to English Proficiency: 21%</i></p> <p><i>Additional Data: CTE Completers: 46%</i> <i>P-20 Data: Diploma with any Honors: 26%</i> <i>(% 2018) College Ready ELA (ACT >18): 30%</i> <i>College Ready Math (ACT > 22): 18%</i> <i>College Ready Science (ACT > 23): 12%</i> <i>Participating in Dual Credit: 18%</i> <i>Earning >6 credits: 12%</i> <i>College Enrollment: 22%</i></p> <p><i>School Design: ACT 2018-19 Composite 16.6</i> <i>English 27%</i> <i>Math 12%</i> <i>Reading 19%</i> <i>Science: 14%</i></p>	<p><i>Formative assessments</i> <i>iReady (pre, mid and post)</i> <i>Achieve 3000 (quarterly check)</i> <i>UbDs and Pacing Guides for all courses.</i> <i>Data Cycles (quarterly Sharing Matrix)</i> <i>Panorama Survey (pre and post)</i> <i>GLO progress report (quarterly check)</i> <i>Attendance data (quarterly check)</i> <i>Discipline data (quarterly check)</i> <i>Red Green Yellow (Counselors formative check)</i></p>	<p><i>Add end of year goals here.</i> <i>Increase academic achievement by as measured by</i> <ul style="list-style-type: none"> <i>Increase ELA proficiency by 3% as measured by Strive HI.</i> <i>Increase Math proficiency by 3% as measured by Strive HI.</i> <i>Increase Science proficiency by 3% as measured by Strive HI.</i> <i>Decrease chronic absenteeism by 1% as measured by Strive HI.</i> <i>Increase On-Time Graduation Rate by 2% as measured by Strive HI.</i> <i>Increase 9th to 10th Grade Promotion Rate by 1% as measured by Strive HI.</i> <i>Increase ELL students on track to English Proficiency by 3% as measured by Strive HI.</i> <i>Increase number of students as CTE Completers by 4%</i></p> <p><i>Long Term Goal (School Design) ACT: Composite 22</i></p>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. 100% of students enrolled for the full school year will meet or exceed their expected growth in ELA and Math as measured by iReady diagnostic results.	100% of full school year students enrolled in an ELA or Math course will be administered the iReady Reading/Math Diagnostic Test at the start of the school year (initial testing), in January (mid testing) and May (post testing). Non-FSY ELA students will be administered the initial diagnostic	Yearlong		Diagnostic results for the initial, mid, and post test	Trimester	

	test upon entering LHS, and will take any subsequent diagnostic as applicable.					
2. 100% of students enrolled for the full school year in an ELA course will meet or exceed their expected growth in their ability to read complex text as measured Achieve3000 Lexile Scores.	100% of students enrolled in an ELA, Science, or Social Studies course will have their initial Lexile Level evaluated through Achieve3000 at the start of the school year or upon admittance.	Yearlong		Achieve3000 Report: all students have an initial Lexile score	Quarterly	
	<p>100% of students in a non-Advanced Placement ELA course will complete 4 Achieve3000 activities with an accuracy of at least 75% each quarter.</p> <p>100% of students in a non-Advanced Placement Science and Social Studies course will complete 2 Achieve3000 activities with an accuracy of at least 75% each quarter.</p>	Yearlong		Achieve3000 growth reports and Teacher usage reports	Quarterly	
3. 100% of students will self assess their mastery of the GLOs and show a positive increase in the number of students consistently and usually demonstrating GLO#3 Complex Thinker and GLO#5 Effective Communicator.	100% of students will self assess weekly through Advisory their progress on demonstrating the GLOs.	Weekly		GLO Progress Report (mailed home with report card)	Quarterly	
	100% of students will take the GLO Student Survey at the end of the school year.	Yearly		GLO Student Survey results	Yearly	
4. 100% of full school year students will show a positive change in their Social Emotional Learning between the start and end of the school year as measured by the Panorama Student Survey	<p>100% of students will complete at least 80% of the School Connect lessons in Advisory.</p> <p>100% of students will take the Panorama Survey at the start of the year (or upon entering LHS) and at the end of the year:</p>			<p>Number/percent of students receiving the Advisory credit</p> <p>Panorama Pre/Post Results</p>		

do to achieve their learning goals, a need exists to provide this is a coordinated manner across all departments and grade levels designed to allow students to know where they are headed (learning goals), where they are (current level of proficiency), and how to get to their destinations (what they need to do to achieve their learning goals). (WASC CA #5)						
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Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>1. 100% of courses taught will have a rigorous standards based curriculum that will be consistently implemented, evaluated, and revised.</p> <p>Throughout the implementation of the UbD, adjustments/differentiation to instruction will occur based on a clear and articulated data collection process that is focused on collecting proper data, analysing the data for what it means, and</p>	<p>100% of UbDs and Curriculum Pacing Guides will be standards based and include assessments (formative and/or summative) evaluating students mastery of the standards.</p> <p>100% of UbDs will have the GLOs embedded, with a focus on the Critical Thinker and Effective Communicator GLO.</p> <p>100% of UbDs and Curriculum pacing Guides will be aligned to state selected curricula for ELA and Math</p> <ul style="list-style-type: none"> - ELA: Springboard - Math: State Curriculum 	Continuous		<p>Teachers will revise and analyze the effectiveness of their UbDs and curriculum pacing guides.</p> <ul style="list-style-type: none"> • Mass LT Peer Review of UbDs <p>Administration to conduct formal targeted walkthroughs and classroom observations for evidence of learning aligned to standards and GLOs.</p> <p>Coaches and Department Heads to conduct informal walkthroughs</p>	<p>Quarterly</p> <p>Semester</p>	

<p>implementing changes in instruction that will result in an increase in student learning. (WASC CA #1)</p> <p>All UbDs will include</p> <ul style="list-style-type: none"> - Differentiation/RTI - Literacy (WASC #1) - Engagement/Discussion/Higher Level Questioning (WASC CA #2) - Agreed upon school-wide strategies (WASC CA #4) - GLOs - Opportunities for students to set learning goals and to reflect/self assesses on their learning (WASC CA #5) 	<p><u>Differentiation/RTI (using schoolwide data): (WASC CA #1)</u></p> <p>Schoolwide data will be used to identify interventions needed for students, plan for and provide differentiation (product, process, performance) and modify instructional practices. The effectiveness of the interventions to meet the needs of the targeted group will be evaluated, with adjustments to UbDs and curriculum pacing guides made accordingly.</p> <ul style="list-style-type: none"> - 100% of ELA and Math teachers will analyze iReady diagnostic data - 100% of ELA, Social Studies and Science teachers will analyze Achieve 3000 diagnostic data - 100% of Science teachers will analyze their Science Pre/Post test data 	Continuous		<p>Teachers will revise their UbDs and curriculum pacing guides to reflect adjustments made for differentiation.</p> <p>Administration to conduct formal targeted walkthroughs and classroom observations for evidence of targeted differentiation and modified instructional practices</p> <p>iReady data analysis sheets Achieve 3000 Teacher usage reports Science Pre/Post Test results</p>	Continuous	
	<p><u>Differentiation/RTI (using classroom data):</u></p> <p>100% of teachers will utilize the data team process with fidelity to identify interventions needed for their students, plan for and provide differentiation (product, process, performance) and modified instructional practices, and evaluate their effectiveness to meet the needs of all learners. Adjustments to UbDs and curriculum pacing guides will be made accordingly.</p>			Completed Data Cycle Process sheets and Sharing Matrix	Quarterly	
	<p><u>Literacy</u></p> <p>100% of UbDs will incorporate strategies/activities that promote the acquisition and usage of content</p>			UbD Stage 3		

	<p>specific academic vocabulary.</p> <p>100% of UbDs will incorporate reading and writing relevant to the course content. Reading will be supported by appropriate and relevant instructional strategies.</p>					
	<p>Engagement / Discussion / High Level Questioning (WASC CA #2)</p> <p>100% of Ubds will include planned higher level questions, as well as incorporate meaningful opportunities for students to engage in content related discussion between each other, as well as with their teacher.</p>			UbD Learning Plan Observations		
2. 100% of teachers will use the LHS Presentation rubric with their students, at a minimum 2 times during the school year, either formatively or as a summative assessment.	Teachers will intentionally plan for opportunities to instruct and assess students on their ability to present content related material.	Continuous		Student Work Samples	Yearly	
3. 100% of courses will clearly articulate the learning target, the instructional methods or strategies used to deliver and learn the objectives, as well as the relevancy of the content and skills being taught.	100% of courses will post the LHS 100% of teachers will post the LHS (Learning Target, How, So Why?) aligned to the current UbD and curriculum map/pacing guide. The Learning Target and So Why will be clearly communicated to students.	Continuous		During observations and walkthroughs, students will be able to articulate the learning target for the course, as well as express the relevancy of the content or skills they are currently learning.	Semesterly	
4. 100% of the school identified programs will be evaluated for its effectiveness at achieving the clearly defined goals for	<p>100% of the identified programs will establish clearly defined goals that are aligned to the school's Academic Plan.</p> <p>100% of the identified programs will be</p>	Continuous		LHS Program Evaluation Tool	Yearly	

the program	evaluated annually using the LHS Program Evaluation Tool.					
<p>5. All Teachers will provide opportunities for students to demonstrate 21st Century Learning for College and Career Readiness.</p> <ul style="list-style-type: none"> 100% of pathways will provide extended opportunities for students to obtain industry aligned skills and experiences 100% of CTE faculty and staff will keep up-to-date in current industry standards, related employability skills, and requirements. 	<p>All teachers will provide opportunities for students to develop and demonstrate workforce readiness skills.</p> <ul style="list-style-type: none"> Performance tasks aligned to 21st Century Learning <p>CTE teachers will develop UbDs incorporating real-time, project-based learning opportunities, in partnership with industry leaders.</p> <p>CTE department will maintain and increase industry aligned experiences and training for students in pathways of study.</p> <ul style="list-style-type: none"> Partner with industry to create internships, apprenticeships, and other learn-by-doing opportunities with companies and community organizations. Partner with institutions of higher education to create early college pathways for K-12 students including more virtual learning opportunities. <p>100% of CTE teachers will participate in professional development to ensure that faculty, staff, and students are obtaining and implementing up-to-date workforce readiness skills.</p>	Yearlong	WSF Title I IDEA CTE	<p>Data Team minutes will reflect Learning Team discussions on student progress and data analysis.</p> <p>PD attendance as evidenced by teacher sign-in sheets.</p> <p>Monitoring of student completion of required pathway courses and performance based assessments (for Honors Certificate).</p>		
<p>7. In order to provide a more articulated and purposeful PD a need exists to identify PD that reflects agreed upon key</p>						

instructional strategies and then provide planned, researched based PD prior to implementing those strategies school wide as well as measuring its impact on student learning. (WASC CA #4)						
In order to increase 21st Century learning the VC recommends that a clear plan to increase technology be developed that provides a future vision re: the use of technology as an instructional tool, training necessary to implement their agreed upon directions, funding, maintenance and an evaluation component in order to provide equity and access to all students for College and Career Readiness. (WASC CA #3)						



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDEOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>All teachers will incorporate real-time, project-based learning opportunities, in partnership with community, college, and industry leaders.</p> <p>CTE department will maintain and increase industry aligned experiences, apprenticeships, and other learn-by-doing opportunities with companies and community organizations.</p> <ul style="list-style-type: none"> Partner with industry to create internships, increase current externships and internships and training for students in pathways of study. <ul style="list-style-type: none"> Grow student internships for diploma credit Grow externships to scale real-world relevance in curriculum Partner with institutions of higher education to create college pathways for K-12 students including more virtual learning opportunities and college course dual credits. <p>LHS will expand extracurricular activities to support innovative enterprises such as LHS Library Learning Commons (makerspaces, 3D printing, STEAM) and eSports.</p> <ul style="list-style-type: none"> Develop course curriculum aligned to High School ESports League, including real-time, project-based learning opportunities, in partnership with community and industry leaders for eSports. <ul style="list-style-type: none"> Grow student internships in game studies and eSports Pursue college course dual credits <p>LHS will actively participate in GEAR UP grant beginning SY 2020-21:</p> <ul style="list-style-type: none"> Early College Summer Bridge - Instructor Cost Freshmen Transition Summer Program Parent & Student Engagement Activities 	<p><i>Please describe your conditions for Success:</i></p> <p><i>In order to be successful, we want to maintain traditional values or the Leilehua Way, while exceeding content and industry standards. We need to build and commit to a strong <u>culture</u> of College, Career and Citizenship schoolwide.</i></p> <ul style="list-style-type: none"> <i>All faculty and staff will fulfill their promise to provide a rigorous curriculum and experiences to develop the whole child (mission).</i> <i>A clear, coherent, standards based, curriculum (UbD) for every course which is taught using engaging strategies, formative checks and assessments for understanding, and summative assessments of student learning.</i> <i>Learning Teams: time for collaboration, planning, and data analysis embedded within the school day.</i> <i>Schoolwide sustainability and accountability.</i>

<ul style="list-style-type: none"> • ACT / SAT Prep Classes • Initiatives to meet the academic goals of the grant <p>Grant in Aid (GIA) Grant</p> <ul style="list-style-type: none"> • Computer Science <ul style="list-style-type: none"> ◦ computer science principles, aeronautical knowledge, increase AP, feed into UH ◦ increasing engagement and collaboration using technology • Cybersecurity <ul style="list-style-type: none"> ◦ CTE pathway, increase internships and job ready certifications • Library Learning Commons <p>Ag Tech Grant</p> <ul style="list-style-type: none"> • technology for data analysis 	
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WASC Visiting Committee Schoolwide Critical Areas for Follow-Up (from 2nd draft)
<u>WASC Critical Area #1:</u> The VC observed the Sharing Matrix is seen by the staff as their data cycle and thus lacks a clearly defined process that identifies the data used, its impact on student learning and clear learning goals designed to increase student learning. A need exists to develop a clear and articulated data collection process that is focused on collected data, what it means, and defines a process to implement change in instructions that will result in an increase in student learning.
<u>WASC Critical Area #2:</u> While LHS data shows many students feel they are engaged in their learning, the VC sees a need for the LHS staff to develop a common understanding and definition of student engagement and develop a process of collecting data and/or evidence to increase student engagement and impact on learning.
<u>WASC Critical Area #3:</u> In order to increase 21st Century learning the VC recommends that a clear plan to increase technology be developed that provides a future vision re: the use of technology as an instructional tool, training necessary to implement their agreed upon directions, funding, maintenance and an evaluation component in order to provide equity and access to all students for College and Career Readiness.
<u>WASC Critical Area #4:</u> In order to provide a more articulated and purposeful PD a need exists to identify PD that reflects agreed upon key instructional strategies and then provide planned, researched based PD prior to implementing those strategies school wide as well as measuring its impact on student learning.
<u>WASC Critical Area #5:</u> While some departments provide students with opportunities to reflect/assess their learning and determine what they can do to achieve their learning goals, a need exists to provide this in a coordinated manner across all departments and grade levels designed to allow students to know where they are headed (learning goals), where they are (current level of proficiency), and how to get to their destinations (what they need to do to achieve their learning goals).
<u>WASC Critical Area #6:</u> LHS offers a variety of options, activities and course offerings for all students with little information on the overall impact on student learning. The VC recommends that LHS develop a data driven process to evaluate the degree to which the diverse programs, academic and co-curricular activities are meeting the needs of students and support their learning and personal development.