2020 Academic Plan, School Year 2020-2021

Nānākuli High and Intermediate School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) 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 2020-2030 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 3-Year 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
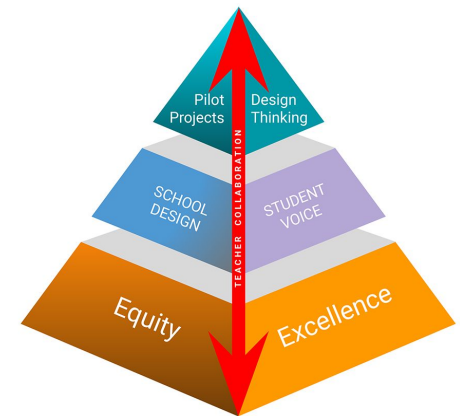- The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
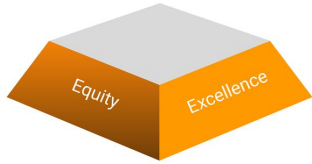
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Submitted by Principal Darin Pilialoha   Date

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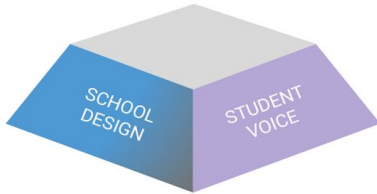Approved by CAS Ann Mahi   Date

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
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements. (SW 1)	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*

Achievement Gap

SY 18-19 Strive HI Data:

Non-High Needs	ELA	Math
SY 2018-19	42%	11%
SY 2017-18	44%	8%
SY 2016-17	43%	16%

High Needs	ELA	Math
SY 2018-19	27%	9%
SY 2017-18	26%	12%
SY 2016-17	22%	11%

Achievement Gap in ELA: 16 points
Achievement Gap in Math: 2 points
9% ELL students are on-track to English language Proficiency

Identified Sub-Group Students with High-Needs:
- Students with disabilities according to the Individuals with Disabilities Education Act (IDEA)
- Students who are socio-economically disadvantaged (SES)
- Students who are English Language Learners (ELL)

Theory of Action

Achievement gap caused by:
- Teachers have limited knowledge of instructional practices that meet the diverse learning needs of high-needs students.
- Lack of an aligned 7-12 scaffolded curriculum framework and a program scope and sequence
- Lack of access to professional learning and ongoing support that enables teachers to use best practices to optimize learning for all students

IF:
- If sufficient professional development and instructional support (such as coaching and participation in PLCs) are provided,

THEN:
- All teachers will have the knowledge, skills and instructional strategies to meet the learning needs of most students.
- High-quality instructional staff, including EAs, can differentiate instruction and student academic achievement will improve.
- Evidence of academic achievement will result in lower chronic absenteeism, lower disciplinary incidents, and more students meeting grade level standards in ELA and math.

Enabling Activity

Enabling activities:
- PD provided on Data-Driven Instruction Cycle for specific content areas (Ahead of the Class)
- PD provided on effective teaching strategies for grade 7-8 students (Association of Middle Level Educators)
- Develop successful systems of support for teachers to implement appropriate instructional practices in order to meet student learning needs
- Continue to develop multi-tiered levels of support

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

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-2021 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

Describe here your complex/school contexts for School Design and Student Voice.	*Describe here your current and continuing initiatives that will further advance your 2020-2021 School Design and Student Voice.*	*Describe here your Conditions for Success for School Design and Student Voice*
The Nānākuli area of the island of Oʻahu is one that is known for its beautiful beaches, its Native Hawaiian population and its poverty. For many of its students, college is neither a goal or a possibility.	The development of Academies at Nānākuli High and Intermediate School is a continuation of the schoolʻs efforts to respond to student needs and the communityʻs vision for its future. The need to provide opportunities and access to specialized training for post-high school careers in the Nānākuli community is profound. The Academies at NHIS will be a response to student voice and a way of organizing the schoolʻs curriculum and instruction. The transformation of the school to the Academies at NHIS will begin with CTE pathways evolving into a structure that allows students to take all the classes for a high school diploma, with a focus on a specific career.	

SY 2020-2021 **Measurable Outcomes** (SW 3)	SY 2021-2022 **Measurable Outcomes**	SY 2022-2023 **Measurable Outcomes**
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? The Academy structure will form the basis of Nānākuli High and Intermediate's school design. Students will be able to explore and experience the area of their career aspiration through NHIS academies. The school has created an action plan to develop this academy framework and have identified the following 2 goals, which will also serve as overall school academic goals. (SW 3) **Goals taken from Nānākuli High & Intermediate School Academy Action Plan** ● **(Goal #1)** Transform Nānākuli High School into a wall-to-wall academy school with aligned programs of study.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*

● **(Goal #3)** Develop a mission and vision for each academy with SMART goals. Successful Systems of Support Outcomes: 1. School climate will improve by 4% measured by Panorama survey (Student Perception Survey) from 73% to 77%. 2. School Instructional Improvement System will be implemented through Data Teams, the development of teacher leaders and a program of professional development. Student Outcomes: 1. ELA proficiency will increase from 31% to 36% 2. Math proficiency will increase from 11% to 16% 3. Science proficiency will increase from 9% to 12% 4. Ninth grade on-track rate will increase from 85% to 90% 5. CTE Concentrators rate will increase from 58% to 70% 6. Graduation rate will increase 71% to 81% Staff Outcomes: 1. 100% of teachers report on school surveys (SQS- Satisfaction) that they feel supported by school leaders, coaches, grade level chairs, and through professional development to become better teachers. 2. Percent of classes taught by Highly Qualified Teachers will increase by 5% from 90% to 95%.		
Why are you implementing them? ● Academies are created as a curricular framework that is the foundation of the overall school design. ● Academies organize courses of study that students can choose as they align with their long term goals ● CTE pathways will be strengthened and expanded as components of the larger academy structure	*Why are you implementing them?*	*Why are you implementing them?*
How will you know that they are causing an improvement? The most obvious measure of instructional improvement is a higher level of student satisfaction with the educational program. This student engagement will also be measured by: ● Reduced chronic absenteeism ● Improved school climate ● Increased CTE Concentrators rate ● Increase college-going rate	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*
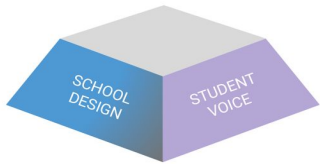
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-2021: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Student Outcomes	School Monitoring Activity	Baseline Measurements *Add beginning of the year measurements here.*	Formative Measures *Add throughout the year measurements here.*	Summative Goals (One Year) *Add end of year goals here.*
School Climate (Student)	Panorama Survey	73%	75%	77%
ELA Proficiency	Strive HI, Quarterly Report Card grades	31%	33%	36%
Math Proficiency	Strive HI, Quarterly Report Card grades	11%	13%	16%
Science Proficiency	HSA Science	9%	10%	12%
Ninth grade on-track rate	Strive HI, LDS, and course completion	85%	87%	90%
CTE Concentrators	Strive HI, LDS, and course completion	58%	64%	70%
Graduation Rate	LDS, Infinite Campus, on-track course completion	71%	76%	81%

(SW 3)

Staff Outcomes	33%School Monitoring Activity	Baseline Measurements *Add beginning of the year measurements here.*	Formative Measures *Add throughout the year measurements here.*	Summative Goal (One Year) *Add end of year goals here.*
Highly Qualified Teachers	eHR, PDE3	90%	none	95%
School Climate (Teacher)	School Quality Survey- Satisfaction	71%	none	100%

(SW 3)

Student Outcomes (SY 2020-2021) (SW 5, 6)

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)
School climate will improve by 4% measured by Panorama survey (Student Perception Survey) from 73% to 77%. 100% of students report on the Panorama survey that they feel their teachers care about their learning. 100% of students report on the Panorama survey being engaged in their classes.	1. Implementation of MTSS strategies and continue providing PD to build on positive relationships between teachers and students. 2. Parent Community Networking Coordinator (PCNC) will provide multiple opportunities for parents and community to participate in activities that will support their child's academic achievement (SW 5, 6, 7) 3. School will participate in conferences/workshops/PD opportunities to gain new knowledge and strategies in the areas of social-emotional learning, positive behavior intervention support, school counseling, etc. 4. Continue to implement a Comprehensive Counseling Program following the American School Counselors Association model.	Yearlong	WSF Title I	● Panorama Survey results ● School Quality Survey (SQS) ● Behavior Data (Infinite Campus and LDS) ● Activities logs ● Attendance reports and checks	Annual	● School climate debrief meetings held with principals at NW principals meeting
ELA proficiency will increase from 31% to 36%.	1. Continue with schoolwide Argumentative writing process 2. Implement content-related reading strategy to improve reading skills. 3. Use educational technology programs to promote reading. 4. Continue with AVID program and expand AVID Strategies school wide and evaluate	Yearlong	WSF Title I	● Classroom walkthrough ● Grade-level and department agenda/minutes ● Training logs ● Instructional documents, such as pacing guide, lesson plans, course syllabus	Annual	● Monitor school data regularly

	the impact of these strategies on instructional practices and students learning. 5. School will participate in conferences and training which specifically address the needs of middle school teaching and learning. 6. Teachers participate in training related to ELA tiered support. 7. Continue and expand the schoolwide reading program *(Accelerated Reader)*. 8. Continue the development and refinement of pacing guides to ensure it meets ELA standards, interventions, and alignment. 9. Establish a system of targeted intervention and enrichment for students 10. Provide PD to support differentiated instruction (intervention and enrichment as part of instruction)			● Formative and summative assessment data reviewed by the teams ● Schoolwide reading programs (AR & MyOn) data		
Math proficiency will increase from 11% to 16%.	1. Focus on strategies to improve Learner Disposition (CSI) 2. Focus on School Wide Literacy for all content areas. 3. Identification of high yield programs, strategies and practices to implement for student success. 4. PD focused on high yield learning influences with a plan developed for instructional improvement. 5. Identification of organizational changes required to fully implement NHIS curriculum plans (ie., daily schedule, school day, teaching assignments) 6. Establish a system of targeted intervention and enrichment for students	Yearlong	WSF Title I	● Classroom walkthrough ● Grade-level and department agenda/minutes ● Training logs ● Instructional documents, such as pacing guide, lesson plans, course syllabus ● Formative and summative assessment data reviewed by the teams	Annual	
Science proficiency will increase from 9% to 12%.	1. Continue the integration of Next Generation Science Standards (NGSS) 2. Continue integration of STEM in interdisciplinary courses 3. Continue use of Data Teams and Data Cycle and provide training for teachers to use analysis in the classroom, understanding how to map curriculum to	Yearlong	WSF Title I	● LDS, Walkthrough Data ● Grade 8 SBA Science ● Biology End-of-Course	Annual	

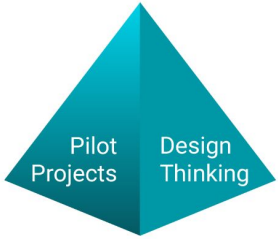|						
	NGSS standards and implementing differentiated instruction.					
Ninth graders are promoted to the 10th grade, this will increase 5% to 90%. 2018-19: 85%	1. Provide Transition courses in grades 7 and 9 as foundation for core courses. 2. Provide collaboration opportunities for 8th and 9th grades staff to plan for transition within the Multi-tiered System of Support framework to address academic and social-emotional challenges, and explore career/college planning. 3. Engage students in meaningful instruction and programs that connect them to the career or college pathways based on their interests, measured by the youscience.com data. (SW 5)	Yearlong	WSF Title I	● LDS ● Panorama Student Perception Survey Data ● www.youscience.com	Annual	
CTE Concentrators rate will increase from 58% to 70%.	1. Develop a strategy to recruit students to continue in CTE pathways beyond Core courses and to develop publicity campaigns around CTE courses and pathways. 2. Provide PD to define what rigor in instruction looks like and to develop strategies to assess the degree of rigor in the delivery of instruction. 3. Continue the development and refinement of pacing guides for CTE courses to ensure it meets standards, interventions, and alignment. 4. Providing additional PD on differentiation of instruction and Tier 1 and Tier 2 intervention strategies 5. Identification of high yield programs, strategies and practices to implement for student success in CTE sequence of courses	Yearlong	WSF Title I	● Documentation of high yield programs, strategies and practices identified to implement student success in CTE sequence of courses ● School team review meeting agenda and minutes	Annual	
Graduation rate will increase from 71% to 81%.	1. Use the State data system to monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.	Yearlong	WSF Title I	● LDS dashboard ● Infinite Campus ● Panorama Survey data, i.e. Engagement Category.	Annual	

	2. Provide intensive, individualized support to students who are off track and face significant academic, social-emotional, and behavioral challenges to success within the Multi-tiered System of Support. 3. Engage students in meaningful instruction and programs that connect them to the career or college pathways based on their interests, measured by the youscience.com data. (SW 5)				

Staff Outcomes (SY 2020-2021) (SW 6)

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)
The percent of classes taught by Highly Qualified Teachers (HQT) will increase by 5% from 90% to 95%.	1. Recruit and retain Highly Qualified Teachers by providing assistance and support for teachers who are Not Highly Qualified, new to the school, or new to teaching. 2. Educator Effectiveness System (EES) process will provide support for teachers. 3. Provide professional development for teachers, administrators, and other support staff through attendance at conferences and workshops. 4. Continue to provide new teacher mentor to assist new teachers in the areas of quality instruction, curriculum development, classroom management, data analysis, and student engagement. 5. Department pullout days provided for data analysis, collaboration, and pacing guide refinement. 6. Provide teachers with stipend days in summer to plan and collaborate before the year begins and during intersession	Yearlong	WSF Title I	● PD evaluation after each session ● Evidence of student work	Annual	

	periods. 7. Ensure constant communication within an organization that facilitates feedback and involvement, including a system for documenting school improvement efforts (i.e., meeting minutes, PD agendas, observation data, etc.).					

School climate measures on the Teacher SQS will increase from 71% to 100%.	1. School will participate in conferences and training that specifically address the needs of middle school teaching and learning.
	2. Adopt Data Driven Instruction Accountability Framework.
	3. Continue use of Data Teams and Data Cycle and provide training for teacher leaders to facilitate the process (Consultant to work with teacher leaders).
	1. Continue to use various formative and summative assessments to refine and inform classroom instructional practices.
	2. Continue the development and refinement of pacing guides to ensure it meets standards, interventions, and alignment.
	3. Create plan for instructional improvement including PD on:
	  3.1. Differentiation for Tier 1 and Tier 2 and intervention
	  3.2. Strategies to improve Learner Dispositions (CSI)
	  3.3. Schoolwide Literacy
	  3.4. PD for coaches and teachers focused on developing teacher clarity and credibility, and maximizing learning for all students
	4. Evaluate the impact of these strategies on instructional practices and students learning.
	4. PPTs for 7th and 9th grade Transition Classes and College Career
	5. PPTs for AVID Tutors
	6. Focus on strategies to improve Learner Disposition (CSI)
		AMLE conference	Title I	● AMLE information shared
				● PD agendas and attendance
				● Minutes, Notes
				
				● Completed pacing guides and identified formative assessments
				● Formative assessment results
				● Minutes of data team meetings
				
				● Instructional improvement plan
				● PD agendas, attendance, and notes
				● Evidence of student work that demonstrates implementation of PD strategies
				● Evaluation of implementation of instructional improvement plan
				● PD agenda and participation lists
				● Academic and strategies plans include organizational changes that are required as a result of instructional changes
				● High yield programs are researched and implemented
				● Evidence of appropriate use of intervention and enrichment curriculums
					Annual	● AMLE information shared

	7. Focus on Schoolwide Literacy for all content areas
	
	8. PD for coaches and teachers focused on developing teacher clarity and credibility, and maximizing learning for all students (should be job embedded and just in time)
	
	9. Identification of high yield programs, strategies and practices to implement for student success
	
	10. Identification of organizational changes required to fully implement NHIS curriculum plans (i.e., daily schedule, school day, teaching assignments)
	
	    10.1. Plans the include organizational changes that are required as a result of instructional changes
	
	    10.2. Establish a system of targeted intervention and enrichment for students
	
	    10.3. Provide PD to support differentiated instruction (intervention and enrichment as part of instruction)				

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE 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 HIDOE 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
- Academies: NHIS academy plan is attached: NHIS Academy Action Plan - Creating 21st century career pathways that may evolve into new academies under out model (SW 6)	- Specialized training for CTE staff who will be the pilot classes which will become the first academies - Success of the first pilot academies and the processes developed to implement them will be a major condition for success