



# One-Year Academic Plan 2020-2021

<b>School:</b>	Honoka'a High and Intermediate	
<b>Address:</b>	45-527 Pakalana Street Honoka'a, HI 96727	
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Approved by HKKK CAS

6/2/2020  
Date

## Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- Other

1. **Need (Title I):** Make more technological advances throughout the campus to ensure students are 21<sup>st</sup> century classroom ready in order to be college, career, and community ready.
2. **Need (Title I):** Align common curricula horizontally & vertically (K-12 articulation)
3. **Need (Title I):** Dragon Pride needs to be evident in the culture and climate of the school. As one team, we need to be intentional about how we address these issues.
4. **Need (Title I):** Chronic absenteeism continues to be an issue and we need to find ways to encourage and support all students to attend school everyday. We are focusing on Social Emotional Learning through building positive relationships, participating in the complex MTSS cohort, and incorporating Na Hopena A'o (HA) in how we do business.
5. **Need (Title I):** Implement curriculum in all classes that is rigorous, relevant, and standards based that improve reading, math, and science literacy.
6. **Need (Title I):** We have a need to develop and implement MTSS to address the social emotional needs for all students. We need to extend this process to the parents and community in order to address the student behavior in and out of the classroom. We need to provide opportunities throughout the school day to increase students' resilience, courage, connectedness, and life skills by:
  - a. Promote Resilience - promoting optimism, positive self-concept, and the ability to remain hopeful
  - b. Build Courage - speaking up for what's right and taking on challenges even with there's risk
  - c. Establish Connectedness - promotes a sense of belonging and fostering emotionally supportive relationships
  - d. Teach Life Skills - building critical thinking, stress management and coping skills
7. **Need (WASC Identified Student Learning Needs):** Improve academic growth for all students with the use of data teams and focus on instructional strategies through the PLCs.
8. **Need (WASC):** Provide a safe and secure campus environment for all students that is conducive to improved learning and prioritizes academic growth.
  - a. Improve the climate on campus by promoting, encouraging, and instilling values of independence, intrinsic motivation, and personal accountability that exemplifies respect and aloha.
  - b. Continue to nurture a climate on campus that promotes, encourages, and instills values of independence, intrinsic motivation, and personal accountability that exemplifies respect and aloha.
  - c. Define what rigor in curriculum, instruction, and assessment looks like and translate it into classroom practice while building an effective Rtl program that addresses both academic and behavioral needs to ensure that all students show improved academic, social and emotional growth.
  - d. Provide all students an active voice in self assessing their progress, providing feedback on their work, building ownership, and ensuring they understand what quality work looks like, feels like, and sounds like.
  - e. Create interdisciplinary units by leveraging CTE pathways to support student engagement through real-world experiences.

<b>Addressing Equity: Sub Group Identification</b>		
<b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.		
<b>Sub Group</b>	<b>Identified Need(s)</b>	<b>Enabling Activity(ies)</b>
Special Education English Language Learners Migrant Education Low SES	Achievement Gap in all subjects	By offering a variety of courses that are rigorous, relevant, and personalized instruction for special population students, the achievement gap will decrease and all students will exit HHIS with the confidence and ability to pursue their dreams  Implement a universal screening to identify students who need supplemental and intensive academic support.  Implement high impact literacy strategies to improve reading, writing, and science.  Implement rigorous, relevant, and standards driven curriculum (through the use of Common Core State Standards, NGSS, Hawaii Core Standards)

<b>ORGANIZE:</b> Identify your Accountable Leads.	
<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
1. Rachelle Matsumura, Principal	1. ILT/ART
2. Tammie Picklesimer, Vice Principal	2. MTSS, Dragon PRIDE, ELL, Migrant Ed, Title I
3. Alana Haitsuka-Fernandez, Curriculum Coordinator	3. WASC, New Teachers, CCSS, Data Teams
4. Arlene Fujioka, Counselor/CTE Coordinator	4. MTSS (student mental health and well being)
5. Angella Brandt, School Activities Coordinator	5. Dragon PRIDE
6. Susan Wood, PCNC	6. Internal and External Communication, Community Programs/Support
7. Monica Maekawa, Student Service Coordinator	9. MTSS

**Goal 1: Student Success.** All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of SY20-21	Rationale:
<ol style="list-style-type: none"> <li>1. Implement curriculum in all classes that is rigorous, relevant, and standards based that improve reading, math, and science literacy.</li> <li>2. Implement programs that support college, career and community readiness</li> <li>3. Address needs of all special population students</li> </ol>	<ol style="list-style-type: none"> <li>1. By implementing rigorous, relevant, and standards based curriculum, all students will improve their reading and math literacy skills and ultimately empower all students with the confidence and ability to pursue their dreams.</li> <li>2. By implementing programs/activities that support college, career and community readiness; graduation rate will improve, college enrollment will increase and ultimately empower all students with the confidence and ability to pursue their dreams.</li> <li>3. By offering a variety of courses that are rigorous, relevant, and personalized instruction for special population students, the achievement gap will decrease and all students will exit HHIS with the confidence and ability to pursue their dreams.</li> </ol>

**Goal 2: Staff Success** Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY20-21	Rationale:
<ol style="list-style-type: none"> <li>1. Support new teachers through a dedicated mentor teacher (Year 1 &amp; 2).</li> <li>2. Support teachers who are struggling through a dedicated mentor teacher.</li> <li>3. Provide professional development opportunities for all teachers and staff that contribute effectively to student success.</li> </ol>	<ol style="list-style-type: none"> <li>1. By supporting new teachers, teacher retention will increase and emergency hires will decrease.</li> <li>2. By supporting teachers who are struggling, students will improve their reading and math literacy skills.</li> <li>3. By providing professional development opportunities for all teachers and staff, teachers will implement rigorous, relevant, and standards based curriculum and all students will improve their reading and math literacy skills.</li> </ol>

**Goal 3: Successful Systems of Support.** Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
<ol style="list-style-type: none"> <li>1. Develop and/or implement activities/programs to support MTSS</li> <li>2. Provide personalized learning opportunities for all types of students (e.g SMC, Credit Recovery, Distance Learning, Kupa'a, ELL, SPED, Migrant Ed, Low SES, Gifted)</li> </ol>	<ol style="list-style-type: none"> <li>1. By implementing comprehensive social-emotional learning opportunities and a Multi- System of Student Support (MTSS), we will empower all students with the confidence and ability to pursue their dreams.</li> <li>2. By implementing personalized learning opportunities for all types of students and learning styles, students will improve their reading, math, and science literacy skills and ultimately empower them with the confidence and ability to</li> </ol>

pursue their dreams.

Planning				Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)			
100% of HHIS students will exit college, career, and life ready	X	Hawai'i	<b>Student</b> 1. Implement high impact literacy strategies to improve reading, writing, and science. 2. Implement rigorous, relevant, and standards driven curriculum (through the use of Common Core State Standards, NGSS, Hawaii Core Standards) 3. 4. Incorporate the Smarter Balanced Assessment (SBA) resources (online into instruction). 5. Implement a universal screening to identify students who need supplemental and intensive academic support. 6. Develop avenues and structures to promote student voice and input in school design, programs, and activities.	Admin Counselors ILT CC	X	WSF	<ul style="list-style-type: none"> <li>• Increase number of students who graduate on time from <b>82% to 90%</b></li> <li>• Increase the number of students who enroll in Running Start/Early College and earn dual credit from <b>13% to 15%</b></li> <li>• Increase the number of students who enroll in the UH system from <b>30% to 32%</b> after high school</li> <li>• Increase the number of students enrolled in AP courses and earn college credit from <b>25% to 30%</b></li> <li>• Decrease the number of 9th grade retentions by 10%</li> <li>• Increase participation in performance based assessments and CTE diploma by 10%</li> <li>• Improve migrant students reading and writing score by 2%</li> </ul>
	X	Equity			X	Title I \$60,813	
	X	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation				Other	
	X	Hawai'i			<b>Staff Success</b> 1. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Training on curriculum</li> <li>• Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)</li> </ul> 2. Provide PLC time during the school day for teachers to collaborate and implement high impact strategies, rigorous, relevant, standards driven curriculum, and data teams 3. Provide a full release mentor to newly hired teachers and teachers in need of additional	Admin CC	
	Equity	X	Title I \$60,813				
	School Design		Title II				
X	Empowerment		IDEA				
	Innovation		Other				

				<p>support.</p> <p>4. Provide support to ensure all teachers are familiar with NGSS and can implement activities/lessons that support the seven concepts in NGSS.</p> <p>5. Provide in-depth NGSS training to science teachers</p> <p>6. Provide Na Hopena A’o training to all staff, students, and community</p>				
	X	Hawai’i	<p>Customs of</p>	<p>1. Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.</p> <p>2. Implement the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills</p> <ul style="list-style-type: none"> <li>• Utilize the ILT process to support effective literacy instruction</li> <li>• Address technology needs to support literacy instruction and intervention</li> <li>• Attain coherency in curricular programs</li> <li>• Develop formative assessments to measure student progress</li> </ul> <p>3. Provide personalized learning opportunities</p> <ul style="list-style-type: none"> <li>• AP</li> <li>• CTE</li> <li>• Early College</li> <li>• Summer Bridge</li> <li>• Electives</li> <li>• Credit Recovery</li> <li>• Enrichment</li> <li>• Distance Learning</li> <li>• Dual Credit Programs</li> <li>• Migrant Education</li> <li>• English Language Learners</li> </ul> <p>4. Established a multi-tiered system of support</p>	<p>Admin</p> <p>ILT</p> <p>CC</p> <p>Registrar</p>		WSF	<ul style="list-style-type: none"> <li>• 100% of math teachers will implement the framework</li> <li>• 100% of science teachers will support the math framework</li> <li>• 100% of ELA teachers will implement the K-12 literacy framework</li> <li>• 100% of social studies teachers will support the K-12 literacy framework</li> <li>• Increase number of students who graduate on time from <b>82% to 90%</b></li> <li>• Increase the number of students who enroll in Running Start/Early College and earn dual credit from <b>13% to 15%</b></li> <li>• Increase the number of students who enroll in the UH system from <b>30% to 32%</b> after high school</li> <li>• Increase the number of students who enroll in any post high school system</li> <li>• Increase the number of students enrolled in AP courses and earn college credit from <b>25% to 30%</b></li> <li>• Decrease the number of 9th grade retentions by 10%</li> <li>• Increase participation in performance based assessments and CTE diploma by 10%</li> </ul>
	X	Equity					Title I	
	X	School Design					Title II	
	X	Empowerment					IDEA	
	X	Innovation					Other	
<p>CNA Crosswalk p. 14, 15-18</p> <p>FRF Line # 12, 19, 24, 29, 38, 39, 40, 41, 42, 45, 46, 50, 56, 57, 68</p> <p>WASC Critical Area for Follow up #1-4</p> <p>WASC Critical Area for Follow up #Title 1</p> <p>Addendum SW#</p>								

			<ul style="list-style-type: none"> <li>5. Develop additional pathways for students to earn associate degrees.</li> <li>6. Explore the appropriate pathways to develop throughout SY 2020-2021 for potential full implementation in 2022-2024.</li> <li>7. Create interdisciplinary units by leveraging CTE pathways to support student engagement through real-world experiences.</li> <li>8. Implement 21st Century classrooms through 1:1 device for all students.</li> <li>9. Implement NGSS across content areas to improve science literacy.</li> </ul>				<ul style="list-style-type: none"> <li>• Decrease the achievement gap by 5 points for ELA (62% non-high needs compared to 43% high needs) and 5 points for math (35% non-high needs and 18% high needs)</li> </ul>
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Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity		Lead(s)				
Through implementation of a Multi-Tiered System of Support (MTSS) framework, HHIS will, increase students' resilience, courage, connectedness, and life skills		Hawai'i	Student	<ul style="list-style-type: none"> <li>1. Provide opportunities throughout the school day to increase students' resilience, courage, connectedness, and life skills by:               <ul style="list-style-type: none"> <li>a. Promote Resilience - promoting optimism, positive self-concept, and the ability to remain hopeful</li> <li>b. Build Courage - speaking up for what's right and taking on challenges even with there's risk</li> <li>c. Establish Connectedness - promotes a sense of belonging and fostering emotionally supportive relationships</li> <li>d. Teach Life Skills - building critical thinking, stress management and coping skills</li> </ul> </li> <li>2. Provide opportunities to empower students by implementing student-centered instruction</li> </ul>	Admin	X	WSF	<ul style="list-style-type: none"> <li>• Increase the number of students feeling safe on campus by 10%</li> <li>• Improve the number of students feeling positively about HHIS from 62% to 72%</li> <li>• Students self report they have at least one adult on campus they connect with as measured by student perception survey</li> <li>• Increase number of students who graduate on time from 82% to 90%</li> <li>• Decrease the number of 9th grade retentions by 10%</li> <li>• Class A and B referrals will decrease by 10% as measured by</li> </ul>
	X	Equity			Counselors	X	Title I \$60,813	
	X	School Design			SBBH		Title II	
	X	Empowerment			MTSS/SEL Committee		IDEA	
		Innovation					Other	

			<p>and practices that promote student aspirations, interests and learning styles.</p> <p>3. Develop avenues and structures to promote student voice and input in school design, programs, and activities.</p> <p>4. Implement a universal screening to identify students who need supplemental and intensive SEL support.</p>				<p>InfiniteCampus</p> <ul style="list-style-type: none"> <li>Class D and C referrals will decrease by 10% as measured by InfiniteCampus</li> </ul>
		Hawai'i	<p><b>Staff Success</b></p> <p>1. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies</p> <ul style="list-style-type: none"> <li>Professional development</li> <li>Training on MTSS</li> </ul> <p>1. Provide Na Hopena A'o training to all staff, students, and community</p>		X	WSF	<ul style="list-style-type: none"> <li>100% of teachers are trained in MTSS by the end of SY 20-21</li> </ul>
		Equity			X	Title I \$60,813	
		School Design				Title II	
X		Empowerment				IDEA	
		Innovation				Other	
	X	Hawai'i	<p><b>Customs of</b></p> <p>1. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior</p> <p>2. Extend MTSS to the parents and community to address student behavior in and out of the classroom.</p> <p>3. Support Parent Community Networking Coordinators (PCNC) to promote effective internal and external communication systems and help build positive relationships between</p>			WSF	<ul style="list-style-type: none"> <li>MTSS/SEL committee meeting at least quarterly</li> </ul>
	X	Equity				Title I	
	X	School Design				Title II	
CNA Crosswalk p. 14, 15-18	X	Empowerment			X	IDEA	



FRF Line # 12, 19, 24, 29, 38, 39, 40, 41, 42, 45, 46, 50, 56, 57, 68 WASC Critical Area for Follow up #1-4		Innovation		the school, community, and families 4. Develop Family-School Community Partnerships			Other	
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