2020 Academic Plan, School Year 2020-21

OLOMANA SCHOOL
HOME OF THE RAZORBACKS

Where ᵤe offer students a fresh start in their educational journ'!).

Vision	Mission
Providing an excellent alternative education that engages and challenges all students to succeed.	To produce productive citizens by promoting positive values and strengthening academic success.

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Principal (print): John Secreto		Complex Area Superintendent (print): Lanelle Hibbs	
Principal's signature:	Date: 6/1/2020	Complex Area Superintendent signature:	Date: 06/03/2020

Note: CAS will monitor progress through quarterly sharing of School Level ART reports

1-Year Academic Plan SY 2020-2021

Where are we now? (SW 1, SW 4)

Through our CNA we identified student achievement, student engagement, and systems of support as our greatest needs.

Need: **Student Achievement**

The need to improve student achievement at Olomana School continues to be evident. Olomana is again identified for Comprehensive Support & Improvement (CSI) due to our graduation rate continuously not meeting the statewide target. The majority of the students who enroll enter with academic deficits. Many of our students are behind in both literacy and math skills, deficient in credits necessary for graduation by 1 to 3+ years, and are scoring "Well Below" on the state standardized tests. Due to the fact that the students come to Olomana already deficient in a number of areas, our school has found it challenging to address the academic needs of the students while managing student behavior. The teachers continue to struggle to find the time and appropriate resources to provide the necessary remediation and interventions that are needed to address the wide range of abilities of the students in the classroom. We need to continue to provide professional development (PD) and teacher collaboration time to strengthen teacher practice in addressing the individualized needs of our students.

Need: **Student Engagement**

Students come to Olomana School with behaviors and life experiences that may impede them from being engaged and motivated, resulting in them not being successful in school. The students that come to Olomana are considered at-risk in the Hawaii DOE. Although we see some success once they enroll in Olomana, there continues to be a need for the implementation of innovative and research-based practices that provide high interest, inquiry-based learning for students. Additional teacher professional development in instructional and behavioral strategies needs to continue in order to address the mental wellness of the students. Olomana must also continue to provide additional credit recovery programs and opportunities to motivate students who are behind in credits for graduation. The multi-faceted systems-wide approach to community-based, job-embedded learning programs will continue to be planned and implemented in order to offer students alternative venues to support real-world learning.

Need: **Systems of Support**

In order to continue to support the efforts of teachers and students, there needs to be a refinement of the system of support within the school structure that continues to improve collaboration with the parents, community and other agencies who work with students; such as the Department of Justice, Office of Youth Services, and Department of Health. There continues to be a lack of parent/community involvement. In addition, we have 3 sites that each have a unique set of students. Although this may require some differences in the learning environment and teacher training we want to build on implementing common evidence-based strategies, processes, and schoolwide systems. Highly qualified personnel is a challenge as the school has been unable to consistently staff at all sites.

Addressing Equity: Subgroup Identification (SW 1)

Olomana will target special education students as the sub group to be addressed. OYC school is 100% inclusion with class sizes under 12, therefore the many needs of the special education students are currently being addressed in their classes. Although HYCF students are in mixed classes, we were informed that they are automatically counted against the school for inclusion rate.

The information from the State about this subgroup for the school is:
- Chronic Absenteeism - 24% (LDS Data- Current students as of 04/22/20)
- ELA – 0%
- Math – 0%
- Science Achievement – 0%
- Graduation – 24%

All our enabling activities address the needs of our special education students because like all our students, they each have individualized needs that we need to differentiate for and address.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Accountable Leads	**ART Accountable Leads are responsible for monitoring progress of enabling activities, collecting data/evidence of progress, reporting on assigned initiatives and compiling in the Exercise 5 forms.**
1. Tuli Esene, Counselor – PBIS	**MTSS, Positive Behavior Support (PBIS)**
2. Kelli Taniguchi, SSC & Lisa Vegas, SpEd DH – RTI	**MTSS, Response to Intervention (RTI)**
3. Del Onaga, Teacher- PBL	**Problem/Project Based Learning (PBL)**
4. Nick Johns, Teacher- ELA	**CCSS ELA**
5. Ilikea Maiava, Teacher- Math	**CCSS Math**
6. Jo Haili, Counselor- FI/DT	**Formative Instruction and Data Teams**
7. Karen Mahiko, Academic Coach- Internships	**Internships**
8. Sheri Dennis, Counselor- CP	**Community Partnerships**
9. Lester Higa, Technology/CTE Coordinator– Tech	**Technology**
10.Susie Serna, Title I Coordinator & Karen Mahiko, Academic Coach- ELO	**Extended Learning Opportunities**
11. Ama Silva, Registrar- NHQT	**Non-Highly Qualified Teachers**
12. TBD V.P. – Academic Review Team Lead	Responsible for coordinating the writing of the Academic Plan, facilitating ART goal leads meetings (planning, debrief, Exercise 5, etc.), recommending revisions to the ART process based on all meetings, and keeping principal informed of anything related to ART.

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Goal 1: **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

Equity - *Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.*

School Design- *Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.*

Empowerment - *Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.*
Innovation - *Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.*

Outcome: By the end of SY 2020-21,	Rationale:
Olomana will ensure student success by focusing on student engagement through problem/project based learning and technology. This focus along with the continued refining of the progress monitoring process is expected to increase the number of students who meet or exceed proficiency by 10% in reading and math as well as an increase in the number of students who have transitioned into college (dual credit program) or careers (work-study) before graduating.	The desired outcome for Goal 1: Student Success addresses needs identified in student engagement and student achievement. The need for student engagement is based on the fact that all of the students at Olomana are at-risk, which means they have experiences that lead to behaviors which put them grade levels behind, poor attendance, and lack of motivation in traditional schools. Through Olomana School's Multi-Tiered System of Support (MTSS), students develop coping skills and strategies to address the experiences that put them at-risk. The use of technology, which includes equipment in the Career and Technical Education (CTE) classes and Problem/Project Based Learning (PBL), provides students an alternative hands-on approach to education that is intended to allow student choice and be engaging. Community partnerships assist the students in making connections to the real world in the form of dual credit programs with the community college, internships, military, local businesses, certificates, etc.

The student achievement needs are also addressed through this goal. There are school wide efforts to integrate literacy and math across all content areas to accelerate the student learning of the Common Core State Standards (CCSS). Remediation and Extended Learning Opportunities (ELO) also provide students additional opportunities to accelerate their learning. |

Planning				Measures of Progress
1 Year Desired Outcome	Enabling Activities	Resources/ Funding Source	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
G1.CCSS.DO1 All students receive literacy and math instruction across the curriculum that supports and increases both foundational and core skills. (SW 6)	G1.CCSS.EA1 Teachers will integrate literacy instruction in all content areas and provide reading, writing, and speaking opportunities weekly. G1.CCSS.EA2- Teachers will integrate math in all content areas in natural and relevant ways.	Refer to FRF	I. Maiava N. Johns	- Evidence of integrated lessons, including student work demonstrating literacy and math integration - Increase in STAR reading and math assessment scores
G1.CCSS.DO2 All courses have an aligned curriculum (CCSS/NGSS/C3/CTE), clear expectations, and have	G1.CCSS.EA3- Teachers will utilize their curriculum maps and continue to make revisions so they align with real time teaching.	Refer to FRF	I. Maiava N. Johns	- Aligned Curriculum Maps in all content areas that include on-going

identified strategies that address the needs of our students. (SW 6)				- revisions that reflect real time teaching - Content meeting minutes that document curriculum map discussions and revisions
G1.PBL.DO1 (Problem/Project Based Learning) All students are engaged in problem/project-based learning (PBL) opportunities that are aligned to standards and prepare them with 21st century skills. (SW 6)	G1.PBL.EA1 -All teachers will regularly implement PBL lessons.	Refer to FRF	D. Onaga	- Student work/evidence from PBL Projects collected each semester (i.e public products, student presentations) - PBL Cadre Minutes - Uploaded PBL Lessons
G1.FIDT.DO1 (Formative Instruction/Data Teams) Students are engaged in performance-based assessments to demonstrate learning.	G1.FIDT.EA1- Teachers will integrate performance-based assessments and utilize them with students.	Refer to FRF	J. Haili	- Examples of performance-based assessments implemented
G1.MTSS.DO1 (Multi-Tiered System of Support) Students are receiving appropriate emotional and academic support needed for success in a timely and consistent manner. (SW 6)	G1.MTSS.EA1- All teachers will implement evidence based interventions that address behavior and academic needs identified through the progress monitoring process. G1.MTSS.EA2- School staff will consistently integrate the PBIS matrix and behavior expectations in all aspects of Olomana School. G1. MTSS.EA3- Provide identified students with Tier 3 interventions and remediation opportunities for reading, writing, and math. G1.MTSS.EA4- Teachers will implement the Choose Love curriculum.	Refer to FRF	K. Taniguchi T. Esene L. Vegas	- Progress monitoring documents that include identified interventions, implementation data, and student progress - Time-out and referral data - Data on identified students and Tier 3 intervention supports provided - Teacher and student Choose Love Reflection google forms
G1.INTERNSHIPS.DO1- All students have a common understanding of the internship program	G1.INTERNSHIPS.EA1- Internship expectations will be shared with students.	Refer to FRF	K. Mahiko	- Internship presentation to students (agenda, content slides)

	G1.INTERNSHIPS.EA2- Eligible students will be provided with internship opportunities that are aligned to their interests.			- Student internship interest documents - Database of students participating and successfully completing an internship - Student and mentor internship evaluations
G1.TECH.DO1 All students have access to one-to-one devices and are aware of the various programs and equipment available to support learning in the classroom.	G1.TECH.EA1- Teachers will incorporate technology use in the classroom. G1.TECH.EA2- Teachers will work with Tech Coordinator to train students on equipment available to support PBL projects.	Refer to FRF	L. Higa	- Tech Surveys - Evidence of technology integrated in curriculum maps and PBL lessons - Documentation of training provided
G1.CP. DO1 (Community Partners) Have established relationships/partnerships with various organizations within the community who are willing to share their expertise and provide learning opportunities for our students. (SW 5)	G1.CP.EA1- Maintain and establish new relationships with various organizations within the community who are willing to share their expertise with our students. G1.CP. EA2- Provide dual-credit/early college credit courses for students.	Refer to FRF	S. Dennis	- Database with compiled information from Community Partner Google Forms - Documentation of dual-credit courses offered and number of students enrolled
G1.ELO.DO1 (Extended Learning Opportunities) Students have extended learning opportunities (ELO) that help to accelerate their learning as well as increase engagement and motivation. (SW 6)	G1.ELO.EA1- Maintain and monitor credit recovery opportunities and summer school G1.ELO.EA2- Explore other extended learning opportunity options to help meet the needs of the students	Refer to FRF	S. Serna K. Mahiko	- Semester/yearly data used to assess and monitor student progress.

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

Outcome: By the end of SY 2020-21,	Rationale:
All staff are provided continuous professional development and support based on the desired outcomes for Goal 1 to address the student engagement and student achievement needs.	The desired outcome for Goal 2: Staff Success enabling activities address the needs identified in student engagement, student achievement, and system of support. High risk and incarcerated youth require school staff to have specialized teaching skills and ongoing professional development and training. Olomana continuously hires new staff, including non-highly qualified teachers, that lack experiences working with at-risk youth, which requires ongoing professional development and training to support our school wide initiatives. We also need to explore current research-based strategies to address the needs of our students and enhance our current teaching practices.

Planning				Measures of Progress
1 Year Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**Resources/ Funding Source**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**
G2.CCSS.DO1 Teachers understand and have the tools to integrate literacy and math into their content specific areas to support student learning and success.	G2.CCSS.EA1- Teachers will participate in PD and work with consultants to integrate literacy and math into all content areas. G2.CCSS.EA2- Teachers will develop and align common assessments to use in data teams.	Refer to FRF	I. Maiava N. Johns	- PD agendas, minutes, content slides/documents, evaluations - Content Team meeting minutes - Integrated Lessons
G2.PBL.DO1 All teachers have access to resources and are adequately trained to successfully implement problem/project-based learning opportunities in their content areas. (SW 6)	G2.PBL.EA1- Teachers will receive PBL training and support throughout the school year - PBLworks (PBL 101, PBL Sustainability) - PBL Cadre G2.PBL.EA2- Create a PBL workspace for teachers and provide training on how to utilize and access tools and materials to support student projects.	Refer to FRF	D. Onaga	- PD agendas, minutes, content slides/documents, evaluations - PBL Cadre minutes - Documentation of training provided

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G2.FIDT.DO1 All teachers are utilizing performance-based assessments, formative assessment practices, and instructional strategies to meet the individualized needs of our students. (SW 6)	G2.FIDT.EA1- Teachers will continue to receive support and PD on formative instruction practices and evidence-based instructional strategies. G2. FIDT.EA2- Teachers will explore how performance-based assessments can be integrated into the curriculum and aligned to grading practices.	Refer to FRF	J. Haili	- PD agendas, minutes, content slides/documents, evaluations - Resource folder of PBA examples
G2.FIDT.DO2 The data team process is being implemented regularly to improve instructional effectiveness and meet the needs of our students. (SW 3)	G2.FIDT.EA3- Continue to refine, monitor, and support the data team process with analyzing student work, documenting student progress, and implementing research based instructional strategies Provide PD and support in implementing the data team process	Refer to FRF	J. Haili	- Data Team process documents - PD agendas, minutes, content slides/documents, evaluations
G2.MTSS.DO1 All staff understand the MTSS framework at Olomana and what their role in the process.	G2.MTSS.EA1- All faculty and staff will be trained on the MTSS Framework and the roles and responsibilities of all members involved.	Refer to FRF	K. Taniguchi T. Esene L. Vegas	- PD agendas, minutes, content slides/documents, evaluations
G2.MTSS.DO2- All staff are trained and supported with evidence-based practices to increase effective use of instructional and behavioral strategies. (SW 6)	G2.MTSS.EA2- All faculty and staff will receive PD on effective practices and strategies that address the instructional and behavioral needs of our students.	Refer to FRF	K. Taniguchi T. Esene L. Vegas	- PD agendas, minutes, content slides/documents, evaluations

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G2.INTERNSHIPS.DO1 Staff are prepared to support students and the internship program. (SW 6)	G2.INTERNSHIPS.EA1- The internship program will be shared with the faculty and staff and training will be provided as needed. G2.INTERNSHIPS.EA2- Continue to learn and connect with other schools that have internship programs in place. G2.INTERNSHIPS.EA3- Teachers will plan on how to incorporate student led service projects for SY2020-21 with student feedback.	Refer to FRF	K. Mahiko	- Meeting agendas, minutes, content slides/documents, evaluations - Documentation of school visits
G2.TECH.DO1 Teachers are trained and have access to devices and equipment that support and enhance the teaching and learning in the classroom.	G2.TECH.EA1- All teachers are provided with opportunities to develop their own technology skills as well as learn how to effectively utilize technology in the classroom. These opportunities may include conferences, PD days, or in-school workshops/training.	Refer to FRF	L. Higa	- Conference/PD/Training agendas, minutes, content slides/documents, evaluations
G2.ELO.DO1 Teachers are trained so they can successfully implement programs that are used to help students accelerate their learning. (SW 6)	G2.ELO.EA1- Teachers are adequately trained in programs (i.e. Acellus, A+LS, Reading Plus, Achieve3000) used for credit recovery, differentiating and supplementing curriculum, and accelerating learning.	Refer to FRF	S. Serna K. Mahiko	- Training provided (agendas, minutes, teacher feedback) - Acellus Training data
G2.NHQT.DO1 All teachers will have a valid HTSB Secondary License in the grade level and content area they are assigned to teach.	G2.NHQT.EA1- Support NHQT through professional development planning, mentoring, and process.	Refer to FRF	A. Silva	- Documentation of teachers receiving a valid license or passing the PRAXIS

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Goal 3: Successful Systems of Support. The system and culture of **Olomana School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2020-21,	Rationale:
Systems to support Goal 1 outcomes and continuous school improvement are established.	The desired outcome for Goal 3: Successful Systems of Support enabling activities address the needs identified in student engagement, student achievement and systems of support. Student engagement and student achievement are addressed by the development of systems to support our current school wide initiatives. Systems developed need to be clear and consistent in order for successful implementation and effective student support. The system of support need identifies that communication between all stakeholders (sites, agencies, community, parents, etc.) needs to be strengthened so the desired outcome in goals 1 and 2 can be realized.

Planning				Measures of Progress
1 Year **Desired Outcome**	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**Resources/Funding Source**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**
G3.PBL.DO1 PBL implementation plan in place with an effective system of accountability for teachers.	G3.PBL.EA1- Maintain PBL squads and designated times to meet and support implementation. G3.PBL.EA2- Establish opportunities for teachers and students to share and receive feedback.	Refer to FRF	D. Onaga	- PBL squad minutes and meeting calendar - Documentation of feedback sessions
G3.CP.DO1 A community and parent involvement system is in place to support student success. (SW 7)	G3.CP.EA1- Refine the system to link school with community partnerships and increase parent involvement.	Refer to FRF	S. Dennis	- Parent Involvement System Document
G3.MTSS.DO1 A Multi-Tiered System of Support (MTSS) is established at all sites to ensure all students receive the appropriate support needed for success. (SW 6)	G3.MTSS.EA1- MTSS team will work with state and district support personnel to establish an MTSS framework for Olomana School G3.MTSS.EA2- Clear processes will be developed to build understanding and consistency and include clear roles and responsibilities for all involved such as:	Refer to FRF	K. Taniguchi T. Esene L. Vegas	- MTSS System Document that includes clear processes and roles and responsibilities of all stakeholders - Meeting agendas and minutes

	- Progress Monitoring - Referral Process - RTI System - Peer Mentoring Program - PBIS - De-Escalation Process			
G3.INTERNSHIPS.DO1 Olomana School has an established system in place to support student internships. (SW 6)	G3.INTERNSHIPS.EA1- Develop a student qualification system G3.INTERNSHIPS.EA2- Internship team will continue to work with district support to establish an internship program, including a process to solicit community partners and create a database of partners that are able to place Olomana students. G3.INTERNSHIPS.EA3- Clearly determine student expectations at internship sites and create an aligned evaluation form. G3.INTERNSHIPS.EA4- Create system to vet community partners (ACT 24, OSHA compliance check)	Refer to FRF	K. Mahiko	- Student qualification document - Internship meeting documents - Database of partners - Student expectation documents - Internship Evaluation Form
G3.TECH.DO1 A system is in place to continually maintain and replace technology as well as explore innovative industry technology that supports hands-on learning, student engagement, and the development of 21st century skills. (SW 6)	G3.TECH.EA1- Create a multiyear technology plan. G3.TECH.EA2- Develop and implement clear technology processes and procedures such as. - repair/replace equipment - inventory - equipment requests - replenish timeline and procedures	Refer to FRF	L. Higa	- Completed technology plan - Technology process and procedure document
G3.SIS.DO1 (School Improvement System) Established system that aligns with the school improvement efforts to efficiently and effectively monitor and support school processes, programs, and communication. (SW 2, SW 3)	G3.SIS.EA1- Develop and implement a school improvement system to monitor and support the school-wide processes, curriculum, instruction, and assessment implementation, the engagement of parents and community, and technology initiatives.	Refer to FRF	VP	- ART and ILT agendas, minutes - Exercise 5 document - Conference documents - SCC meeting documents

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POSSIBLE ADDITIONS

Planning				Interim Measures of Progress
1 Year Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**Resources/ Funding Source**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**