

Hawaii Department of Education: 2020 Academic Plan School Year: 2020-2021

School Name: President William McKinley High School
Submitted By: Ron Okamura

Kaimuki, McKinley, Roosevelt Complex Area
Linell Dilwith, Complex Area Superintendent

Developing a collaborative Academic Plan framed by the HDOE 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 measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE Learning Organization

Teaching and Learning Core:

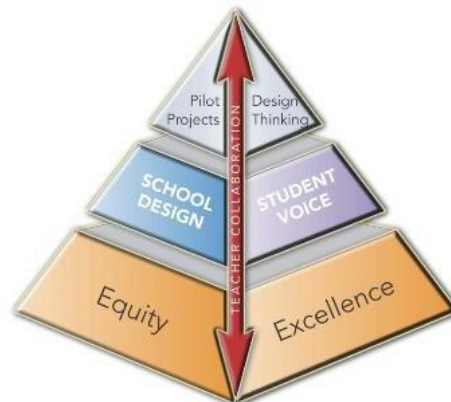
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

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 3-Year Academic Plan is structured by the HDOE Learning Organization, and is founded on the **Teaching & Learning Core** (pages 4-6).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 7-13).

The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (pages 14-15).

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

| Evidence and Rationale for Change | Key Strategies to Address and Promote Change |
|---|---|
| <p>Graduation Rate School data indicates an overall fluctuating graduation rate despite a decline in 9th grade retention. The 9th grade retention rate has dropped from 24% in 2011-12 to 15% in 2014-15, however the graduation rate continues to be an issue with only 77% of the Class of 2018 graduating on time.</p> <p>Target Groups' Performance School data indicates that ELL, IDEA, and Pacific Islander students continue to achieve at lower levels than their regular education peers. This is supported by their lower performance not only in their classroom grades, but also in their performance on state assessments.</p> <p><u>SBA ELA in 2019:</u> <i>All Students - 196/289 (67.8%) proficient</i> <i>Active ELL - 2/30 (6.7%) proficient</i> <i>IDEA - 4/32 (12.5%) proficient</i> <i>Pacific Islander - 8/21 (38.1%) proficient</i></p> <p><u>SBA Math in 2019:</u> <i>All Students - 100/295 (33.9%) proficient</i> <i>Active ELL - 4/32 (12.5%) proficient</i> <i>IDEA - 1/19 (5.3%) proficient</i> <i>Pacific Islander - 1/22 (4.5%) proficient</i></p> <p><u>Biology EOC in 2019:</u> <i>All Students - 79/365 (21.6%) proficient</i> <i>Active ELL - 0/69 (0.0%) proficient</i> <i>IDEA - 0/32 (0.0%) proficient</i> <i>Pacific Islander - 4/59 (6.8%) proficient</i></p> <p>Attendance The annual attendance rate has fluctuated and declined over the past five years. McKinley's daily attendance rate continues to fall short of the state's target of 95% which is a concern because in order for the school to raise performance on assessments, students need to be in school regularly.</p> | <p>The data teams are in place to answer the questions, "are the students learning? Why or why not?" If we can answer that question we can find and use strategies that promote success for all students by identifying the knowledge and skills needed for on-time graduation.</p> <p>Hawaii Multi-Tiered Systems of Support (HMTSS) is a framework that many schools use to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, it also supports the emotional and physical well-being of the students. The HMTSS design is based on creating school wide expectations, defined expectations, that are communicated to all stakeholders, and monitored. These supports, in the next 3 years, will cover 4 domains: academic, behavior, social and emotional, and physical health.</p> <p>By addressing the academic concerns through data teams, and the whole child through HMTSS attendance will be indirectly impacted. We are also reviewing and revising the current attendance policy.</p> <p>Continuum of Experiences- MHS is providing real work experiences by visiting college campuses and businesses, and providing internships and early college. We plan on adding experiences on campus as well in the form of interdisciplinary units and project based learning.</p> |

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

| Key HIDOE Initiatives Addressed in the Plan | Lead(s) |
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| School Design and Student Voice | Ron Okamura, Principal |
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| Key School Initiatives Addressed in the Plan | Leads(s) |
| Collaboration for School Improvement <i>SW3</i> | Ron Okamura, Principal; Kim Fuller, David Pila, Candace Tonokawa, Vice Principals; Kyle Hiranaga, Matt Johnson Coordinators |
| Targeted Support and Improvement (TSI) <i>SW3</i> | Candace Tonokawa, Vice Principal; Matt Johnson Coordinator; Department Chairs |
| Hawaii Multi Tiered Systems of Support (HMTSS) | Kim Fuller, Vice Principal |
| College and Career Pathway | Kim Fuller, David Pila, Candace Tonokawa, Vice Principals; Kyle Hiranaga, Matt Johnson Coordinators |
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| | |

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

| Targeted Subgroup(s) and Identified Needs | Identify and Describe the Achievement Gap | A Related Theory of Action | Enabling Activities to Address/Improve the Gap |
|---|--|--|--|
| <i>Identify the targeted subgroup and their identified needs</i> | <i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i> | <i>What is your Theory of Action (If-Then) to improve the achievement gap?</i> | <i>What are your enabling activities to improve the achievement gap?</i> |
| <p>Pacific Islanders SW 1, SW 6</p> <p>The target populations at MHS need academic support to increase the graduation rate and boost test scores. Attendance is also an issue with our targeted populations that is affecting overall achievement.</p> | <ol style="list-style-type: none"> The graduation rate of Pacific Islanders has dropped over the past three years. <ol style="list-style-type: none"> Class of 2016 – 51.4% Class of 2017 – 42.6% Class of 2018 – 33.8% Pacific Islanders are underperforming on SBA (2019) <ol style="list-style-type: none"> ELA – 38.1% proficient Math – 4.5% proficient Bio EOC – 6.8% proficient The Pacific Island population has a high percent of chronic absenteeism. <ol style="list-style-type: none"> 154 Pacific Islanders have 15 or more absences as of 1/14/20 (53%) STAR data (LDS) <ol style="list-style-type: none"> Math <ol style="list-style-type: none"> On grade level 39.41% One grade level below 30.93% Two or more grade levels below 27.54% Reading <ol style="list-style-type: none"> On grade level 11.69% One grade level below 27.42% Two or more grade levels below 31.85% | <p>If MHS uses the data team process then we will be able to identify specific areas of knowledge and skills to address students' needs.</p> <p>If MHS is effective in developing a multi-support system then we can broaden our range of student support and create positive change in greater numbers of students.</p> <p>If MHS can address the underperforming populations with support in key areas such as math, science, and language arts then we will decrease the gap between the low needs and high needs students.</p> <p>If MHS supports academic and behavior through engaging instruction and behavioral expectations then we should see an increase in attendance.</p> | <p>Content and academy data teams. Through the PLC structure using teacher collaboration and student assessment, teachers will use instructional strategies to reach 80% of their students.</p> <p>HMTSS school wide expectations, multi-tiered academic and behavior support plan developed by 2020-2021.</p> <p>Skill development in core content areas to support students below grade level. Currently using our 20/20 advisory, we are supporting literacy through researched based instructional strategies and computer-based skill practice.</p> |

Teaching and Learning Core: Equity and Excellence (con't)

| Targeted Subgroup(s) and Identified Needs | Identify and Describe the Achievement Gap | A Related Theory of Action | Enabling Activities to Address/Improve the Gap |
|--|---|--|--|
| <i>Identify the targeted subgroup and their identified need</i> | <i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i> | <i>What is your Theory of Action (If-Then) to improve the achievement gap?</i> | <i>What are your enabling activities to improve the achievement gap?</i> |
| IDEA, Special Education <i>SW 1, SW 6</i> The target populations at MHS need academic support to increase the graduation rate and boost test scores. Attendance is also an issue with our targeted populations that is affecting overall achievement. | <ol style="list-style-type: none"> 1. Graduation rate <ol style="list-style-type: none"> a. Class of 2016 – 60.5% b. Class of 2017 – 64.7% c. Class of 2018 – 51.3% 2. Proficiency on SBA (2019) <ol style="list-style-type: none"> a. ELA – 21.1% proficient b. Math – 0% proficient c. Bio EOC – 14.8% proficient 3. Chronic absenteeism (LDS) 19.32% 4. STAR data (LDS) <ol style="list-style-type: none"> a. Math <ol style="list-style-type: none"> i. On grade level 38.54% ii. One grade level below 28.65% iii. Two or more grade levels below 30.21% b. Reading <ol style="list-style-type: none"> i. On grade level 1.55% ii. One grade level below 7.22% iii. Two or more grade levels below 61.86% | <p>If MHS uses the data team process then we will be able to identify specific areas of knowledge and skills to address students' needs.</p> <p>If MHS is effective in developing a multi-support system then we can broaden our range of student support and create positive change in greater numbers of students.</p> <p>If MHS can address the underperforming populations with support in key areas such as math, science, and language arts then we will decrease the gap between the low needs and high needs students.</p> <p>If MHS supports academic and behavior through engaging instruction and behavioral expectations then we should see an increase in attendance.</p> | <p>Content and academy data teams. Through the PLC structure using teacher collaboration and student assessment, teachers will use instructional strategies to reach 80% of their students.</p> <p>HMTSS school wide expectations, multi-tiered academic and behavior support plan developed by 2020-2021.</p> <p>Skill development in core content areas to support students below grade level. Currently using our 20/20 advisory, we are supporting literacy through researched based instructional strategies and computer based skill practice.</p> |

Teaching and Learning Core: Equity and Excellence (con't)

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| <i>Identify the targeted subgroup and their identified need</i> | <i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i> | <i>What is your Theory of Action (If-Then) to improve the achievement gap?</i> | <i>What are your enabling activities to improve the achievement gap?</i> |
| <p>English Learners SW 1, SW 6</p> <p>The target populations at MHS need academic support to increase the graduation rate and boost test scores. Attendance is also an issue with our targeted populations that is affecting overall achievement.</p> | <p>The following data was examined with regard to our EL subgroup:</p> <ol style="list-style-type: none"> 1. Graduation rate <ol style="list-style-type: none"> a. Class of 2016 – 66.9% b. Class of 2017 – 55.7% c. Class of 2018 – 54.8% 2. Proficiency on SBA (2019) <ol style="list-style-type: none"> a. ELA – 6.67% proficient b. Math – 12.5% proficient c. Bio EOC – 0% proficient 3. Chronic absenteeism 17.69% (LDS) 4. STAR data (LDS) <ol style="list-style-type: none"> a. Math <ol style="list-style-type: none"> i. On grade level 38.54% ii. One grade level below 28.65% iii. Two or more grade levels below 30.21% b. Reading <ol style="list-style-type: none"> i. On grade level 1.55% ii. One grade level below 7.22% iii. Two or more grade levels below 61.86% | <p>If MHS uses the data team process then we will be able to identify specific areas of knowledge and skills to address students' needs.</p> <p>If MHS is effective in developing a multi-support system then we can broaden our range of student support and create positive change in greater numbers of students.</p> <p>If MHS can address the underperforming populations with support in key areas such as math, science, and language arts then we will decrease the gap between the low needs and high needs students.</p> <p>If MHS supports academic and behavior through engaging instruction and behavioral expectations then we should see an increase in attendance.</p> | <p>Content and academy data teams. Through the PLC structure using teacher collaboration and student assessment, teachers will use instructional strategies to reach 80% of their students.</p> <p>HMTSS school wide expectations, multi-tiered academic and behavior support plan developed by 2020-2021.</p> <p>Skill development in core content areas to support students below grade level. Currently using our 20/20 advisory, we are supporting literacy through research based instructional strategies and computer based skill practice.</p> |

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

Part I

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| <p>Describe your complex/school contexts for School Design and Student Voice.</p> <p>Equity and Access, Access Through Design: School self-evaluation process based on achievement data in order to provide quality curriculum, instruction, engagement, and support.</p> <p>Multi-Tiered Systems of Support: School uses multi-tiered systems of support to identify students at risk and provide relevant support.</p> <p>College and Career Pathways: School provides an array of age appropriate opportunities to explore and understand career pathways and provide early college and AP course options.</p> | <p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>Equity and Access, Access Through Design: Each course at MHS measures and assess the students based on the learning goals of the course. Students who fall below proficiency are retaught with research-based instructional strategies to provide access to the content.</p> <p>Multi-Tiered Systems of Support: Currently we have developed our school-wide expectations: Personal responsibility, Respect, Integrity, Determination, and Excellence (PRIDE). These expectations are being defined by the faculty and students and described by what it looks like on and off campus.</p> <p>College and Career Pathways: McKinley's academy structure allows students to explore a career pathway of their choice: Business, Health, Media, Engineering and Technology. MHS also offers 2 early college courses per semester as well as a variety of AP courses.</p> | <p>Describe your conditions for Success for School Design and Student Voice</p> <p>Equity and Access, Access Through Design: MHS needs to be proficient in using data to make informed decisions based on instruction in order to provide every student with multiple opportunities to demonstrate achievement.</p> <p>Multi-Tiered Systems of Support: All stakeholders must agree and implement the school wide expectations if there is to be any movement in the climate of the school.</p> <p>College and Career Pathways: The academies at MHS will strive to provide experiences that expose students to their college and career interests in an informing and engaging way.</p> |
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Innovation in Support of the Core: School Design and Student Voice

Part II

| SY 2020-2021 Measurable Outcomes | SY 2021-2022 Measurable Outcomes | SY 2022-2023 Measurable Outcomes |
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| <p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> All teachers will have a curriculum map, with essential standards identified, at least 1 per quarter.. All teachers will have pre and post assessments to measure their essential standards. All teachers will implement strategies to differentiate instruction. Evidence will be collected in department folders in Google Drive (Equity and Access, Access through Design). MHS will develop and define school wide expectations. School will create a plan on how to teach and monitor these expectations (HMTSS). MHS is aligning college and career experiences across academies and grade levels, a continuum of experiences (College and Career pathways). Currently we are a part of a Gear-up grant to fund these experiences. The '19-'20 change to the bell schedule was made to accommodate early college (College and Career pathways). <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers need to know if their students are learning what they are teaching. This requires knowing what to assess and assessing it. The next step is to use strategies to deliver the lessons in the | <p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> Using assessment data and researched based strategies, 80% of the students will be proficient in the essential standard for the course (Equity and Access, Access through Design). MHS will identify social and emotional needs by giving a universal screener to students. Based on this information the school will select an SEL framework and curriculum (HMTSS). Creation and implementation of the continuum of experiences. Data collected on participation and relevance to students (College and Career pathways). MHS will increase the early college participation by 10% <p>Why are you implementing them?</p> <ul style="list-style-type: none"> By making data informed instructional decisions teachers will be able to address the majority of students in the classroom in reaching the learning goal. In order to promote success MHS will create a positive relationship between the school and student by implementing a social and emotional curriculum. Exposure to college and career experiences will prepare the students for life beyond high school and provide them with a basis to inform them on their future decisions. | <p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> MHS will decrease the retention rate and increase the graduation rate and student achievement (Equity and Access, Access through Design). MHS will develop and plan the physical and academic domain of its multi-tiered systems of support (HMTSS). Refine the continuum of experiences (College and Career pathways). <p>Why are you implementing them?</p> <ul style="list-style-type: none"> At McKinley we would like students to be promoted on time and graduate on time. Part of a MTSS is having a plan for academic and physical needs. Students who are not reaching proficiency in the classroom could use a more targeted support on academic skills, while other students may underperform because of a lack of psychological safety. Exposure to college and career experiences will prepare the students for life beyond high school and provide them with a basis to inform them on their future decisions. |

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| <p>most efficient and effective way to promote student's access to the content.</p> <ul style="list-style-type: none"> • School wide expectations are necessary to lay the foundation of positive change in the school's climate. • Exposure to college and career experiences will prepare the students for life beyond high school and provide them with a basis to inform them on their future decisions. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Evidence will be provided of: curriculum map, formative/summative assessment, assessment data • All stakeholders will adopt and model school wide expectations. • A document of a continuum of experiences is created. | <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Data form course assessments will show 80% of students are proficient demonstrating the learning goal. • SEL screener will be administered and analyzed. An SEL framework and curriculum will be selected based on the screener. • Student feedback collected and analyzed based on experience in the academy. Student participation increases. • The number of students taking early college will increase. | <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Retention will decrease and graduation rate will increase. • A tiered plan will be created regarding academic and physical support. • Based on student and teacher feedback a refined and sustainable continuum will be consistently practiced. 80% student participation rate. |
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Innovation in Support of the Core: School Design and Student Voice

Part III

| SY 2020-2021 Formative Measures (beginning of the year) | SY 2020-2021 Formative Measures (throughout the year) | SY 2020-2021 Summative Measures (end of the year) |
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| <ul style="list-style-type: none"> • 100% of teachers have curriculum maps identifying essential standards. • Teachers are recording performance data based on assessments. • Collection of student input on school wide expectations. • A campaign for school wide expectations with posters, lessons, and modeling underway. • A draft of the continuum of experience is created and articulated across grade levels and academies. These experiences include, community guest speakers, field trips to local businesses and colleges, volunteer and internship opportunities, joining a career academy, and career and college research. • Baseline data for: <ul style="list-style-type: none"> ○ Graduation rate ○ Attendance ○ Academic performance ○ Target population data (IDEA, EL, Pacific Islanders) | <ul style="list-style-type: none"> • Based on assessment data 80% of the students are reaching proficiency in learning goals. • A survey to faculty and students measuring the school climate after implementation of school wide expectations. • Participation in experiences data collected. These experiences include, community guest speakers, field trips to local businesses and colleges, volunteer and internship opportunities, joining a career academy, and career and college research. • Feedback from students collected and analyzed based on current college and career experiences provided by academies. | <ul style="list-style-type: none"> • Decrease in 9th grade retention. • Increase in graduation rate. • Decrease in absences. • Increase in participation in experiences. These experiences include, community guest speakers, field trips to local businesses and colleges, volunteer and internship opportunities, joining a career academy, and career and college research. • Increase in student performance data. • Increase in target population performance. |

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

Part IV

| Student Outcomes (2020-2021 Measurable Outcomes) | Staff Outcomes (2020-2021 Measurable Outcomes) | Lead |
|---|--|---|
| <ul style="list-style-type: none"> Positive growth in courses due to differentiated strategies, support, and intervention. Increased academic performance. Clear understanding of school wide expectations Experience and knowledge gained in the area of college and career in order to make informed decisions about their future. Students know that they have a voice in their academic and behavior expectations at MHS. Students participate in the development of a positive school climate. | <ul style="list-style-type: none"> Teachers shift from content centered to student centered learning. Teachers experience the value of using assessment data to drive instruction. Faculty participate in positive school climate change. Teachers see the value in working collaboratively with colleagues in professional learning communities. Teachers collaborate to develop pedagogy. | <ul style="list-style-type: none"> Administration Department Chairs Coordinators |

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

Part V: Student and Staff Outcomes (SY 2020-2021)

| Enabling Activities | Measurable Outcomes | Cost and Source of Funding (including Prog ID) | School Monitoring Activity | Frequency of Monitoring | Complex Monitoring (completed by Complex Area, as appropriate) |
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| <p>Equity and Access/Access Through Design: Teacher collaboration and Academy and Department teams.</p> <p>Academy and Department teams will meet once a month to plan content lessons, CFAs, analyze student performance data, and select instructional strategies to support student learning.</p> | <p>80% of the students in the course reach or exceed their learning goal.</p> <p>80% of the targeted populations meet or exceed their learning goal.</p> | | <p>Data Collection based on assessments</p> <p>Data Collection based on grades, attendance, and behavior</p> <p>Discussion and Evaluation of student success (minutes)</p> <p>Focus on subgroup performance (ELL, IDEA, Pacific Islander)</p> | <p>Quarterly</p> <p>Quarterly</p> <p>Monthly</p> <p>Yearly</p> | <p>Reviewed Quarterly</p> |

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| <p>Gradpoint: an online credit recovery option for students which helps in improving the number of students on track for graduation, as well as our graduation rate.</p> | <p>Retention Rate Graduation Rate % of student successfully completing credit</p> | <p>Gradpoint: \$15,000 (18902)</p> | <p>% of student successfully completing credit</p> | <p>Each semester</p> | |
| <p>McKinley will be using HERE to develop and present virtual PD on a variety of distance learning strategies and tools as well as the school wide use of the Reading Plus program. PD to include use of various platforms for distance learning, strategies to engage students online, and tutorials helping teachers to prepare more effective online materials and videos.</p> | <p>Teacher PD Sessions Application of PD to distance learning</p> | <p>HERE: \$20,000 (18902)</p> | <p>Teacher Participation sign in Department chair monitoring of implantation of PD in distance learning</p> | <p>Quarterly</p> | |

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Part V (con't)

| Enabling Activities | Measurable Outcomes | Cost and Source of Funding (including Prog ID) | School Monitoring Activity | Frequency of Monitoring | Complex Monitoring (completed by Complex Area, as appropriate) |
|---|---|---|---|------------------------------------|---|
| HMTSS: School Wide Expectations and Transition. The school will implement PRIDE (Personal responsibility, Respect, Integrity, Determination, Excellence) - the newly developed school wide expectations. Administrators and staff will <ul style="list-style-type: none"> - meet to regularly to define expectations - teach and monitor the behavior, - create a discipline flow chart, and - administer a universal screener. | All stakeholders participate in creating a positive school climate. Evidence of improvement in academics, behavior and attendance. 9th grade retention rate and graduation rate. | | Market school wide expectations. Posters, social media, modeling. Attendance data. Academic data. Behavior data. | Quarterly Quarterly | Reviewed Quarterly |
| Miscellaneous school licenses (Renaissance Place Student Licenses, MyOn Site License, Library Periodical Circulation, Naviance, Reading Plus, ELA Teacher Classroom Book Sets for reading supports_ | Individual program progress and assessment | Misc. Licenses: \$75,000 (18902) | Academic Data | Annually | |
| Ignition: 9th grade transition program, which is tied to addressing retention and graduation rates | 9 th grade retention rate | Ignition: \$1000 (18902) | Academic Data Student Qualitative Data | Annually | |
| Use PPT's to support the physical and academic domain of its multi-tiered systems of support | STAR Reading/Math Scores Course Pass Rate Graduation Rate | PPT's: \$40,375 (18902) | Academic Data | Annually | |
| Subs for 9th grade professional development days and content work sessions | | Subs: \$10,000 (18902) | Academic Data | Annually | |
| Subs for 10th - 12th grade pd days and | Teacher PD and Content Work sessions | Subs: \$21,091 | | | |

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| <p>content area work sessions</p> <p>Middle Matters is targeted for teachers new to McKinley. It provides instructional support with the aim of improving classroom performance and achievement.</p> <p>MHS will use technology to support the physical and academic domain of its multi-tiered systems of support (HMTSS)</p> <p>1. Open House (Sharing of Academic Programs at McKinley) 2. Freshman Parent Orientation (Transition supports and academic programs at McKinley) 3. Summer Bridge (Transition/Parent Engagement, what can parents expect from McKinley High School) 4. Academy Showcases (Students demonstration of learning to parents) (Mailing Supplies, Postage, Light Refreshments: water, mini-bentos, snack foods) 5. Miscellaneous supplies for parent mailing and communication (paper, cardstock, postage, etc)</p> | <p>Teacher PD Student Instructional Outcomes (TBD)</p> <p>Improvement to Student Access to Technology</p> <p>Parent Contact Made (Sign In) Participation Logs</p> | <p>(18902)</p> <p>Middle Matters: \$14,000 (18902)</p> <p>Replacement Computer Parts: \$90,511 (18902)</p> <p>Parent Involvement: \$5,214 (18935)</p> | <p>Academic Data</p> <p>PD Agendas</p> <p>Teacher Sign In</p> <p>Student Outcomes Met</p> <p>Academic Data</p> <p>Agendas</p> <p>Parent Sign IN</p> | | |
| <p>College and Career Pathway: Academy Continuum of Experiences.</p> | <p>A document with sustainable, articulated experiences across grade level and academies.</p> | | <p>Continuum of experiences document revision.</p> | <p>Yearly</p> | <p>Reviewed Quarterly</p> |

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| <p>MHS will expand college and career experiences for all students by:</p> <ul style="list-style-type: none"> - inviting community guest speakers into classes, - arranging field trips to local businesses and colleges, - coordinating student volunteer and internship opportunities, - all students will choose which a career academy to join - conducting career and college research during their advisory period. - | <p>Increased participation in college and career experiences.</p> <p>Teachers created cross-content and/or course alike, relevant college and career experiences within the academies and/or departments.</p> <p>On-campus experiences: Interdisciplinary units, Project or Problem based learning.</p> | | <p>Participation data.</p> <p>Student qualitative data.</p> | <p>Each activity.</p> <p>Each activity.</p> | |
| <p>Subs for 10th - 12th grade pd days and content area work sessions</p> | <p>Teacher PD and Content Work sessions</p> | <p>Subs: \$21,091 (18902)</p> | <p>Academic Data</p> | <p>Annually</p> | <p>Annually</p> |
| <p>Summer Bridge Program</p> | <p>9th grade retention rate 9th grade attendance rate Graduation Rate Number of college/career experiences offered</p> | <p>Summer Bridge - \$25,678 (18902)</p> | <p>Participation Data 9th Grade Retention Rate Student/Parent Qualitative Data</p> | | |
| <p>Bulb student licenses will be used for students to create online portfolios to showcase their work. Tiger Media, Business Academies, as well as student leadership groups will be able to use this platform.</p> | <p>Participation / number of students using Bulb</p> | <p>Bulb: \$501 (18902)</p> | <p>Participation Data Student/Teacher Qualitative Data</p> | | |
| <p>Youscience reporting combines student interests and student aptitudes which will help McKinley better guide students in choosing their Career Academies as well as future college and career choices</p> | <p>Participation / number of students using Youscience</p> | <p>Youscience: \$750 (18902)</p> | <p>Participatin Data Student/Teacher Qualitative Data</p> | | |

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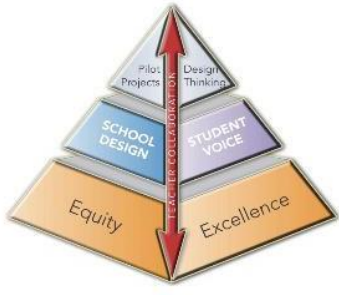
Part V (con't)

| Enabling Activities | Measurable Outcomes | Cost and Source of Funding (including Prog ID) | School Monitoring Activity | Frequency of Monitoring | Complex Monitoring (completed by Complex Area, as appropriate) |
|---|---|--|---|---|---|
| <p>Literacy Support: Reading Plus and CRS.</p> <p>All students will be assessed in math and reading three times a year via a universal screener (STAR). During a dedicated class period (20/20), MHS will provide literacy support using CRS (Collaborative Strategic Reading) and Reading Plus to students reading below grade level.</p> <p>PPT's to assist in both ESOL elective classes and other classes with high EL populations. PPT's responsibilities will be to provide instructional support to boost academic performance of EL students.</p> | Improvement in our targeted populations skills in literacy: comprehension, vocabulary, and fluency. | <p>Reading Plus \$38,586 (18902)</p> <p>Renaissance Learning \$26,228 (18902)</p> <p>PPT's: \$11,771 (18902)</p> | <p>Reading Plus monitoring data.</p> <p>STAR reading assessment.</p> <p>Academic progress of ELL students (Using STAR Reading/Math)</p> | <p>Weekly.</p> <p>3 times a year.</p> | Reviewed Quarterly |
| <p>Math Support: Lesson Study with Judy Keeney.</p> <p>Math teachers will be provided Professional Development/support in Math. They will participate in a Lesson Study with Judy Keeney.</p> | Improvement in course performance and on-time promotion to the next math course. | <p>Keeney Consulting \$120,000 (18902)</p> <p>Renaissance Learning \$26,228 (18902)</p> | <p>Assessment data.</p> <p>Lesson study.</p> <p>STAR math data.</p> | <p>Monthly</p> <p>Quarterly</p> <p>3 times a year</p> | Reviewed Quarterly |

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|---|--|---------------|--|-------------------------|--------------------|
| Achieving the Core: After School Tutoring. After school tutoring in math and English will be provided to students in need of additional support. | Tutoring Provided in math and English from 3:00-4:30 | Gear-up Grant | Formative assessment Course marks | Weekly Quarterly | Reviewed Quarterly |
|---|--|---------------|--|-------------------------|--------------------|

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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|---|--|
|  | <p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p> |
|---|--|

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 the capacity to improve, and continuously advance student learning.

The HIDOE 2020-2030 Promise Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

| Please describe your school's ideas around innovation and pilot projects. | Rationale for Emerging Ideas | Conditions for Success |
|---|--|---|
| <p>1. Social Education- In order to prepare students for college, career, and citizenship, they should go beyond the traditional classroom lessons and learn skills that will help them navigate the online world, social media, handle common everyday challenges, and learn to interact with themselves and others in a positive way.</p> <ul style="list-style-type: none"> a. Online education- Education and technology go hand-in-hand. Social networking also relies on technology, even friendships are maintained and nurtured online. We see a need to educate students in the areas of: online etiquette, safety, responsibility and compassion. b. Life Skills- Some students are exposed to life skills like; balancing a budget, financial planning, time management, and maintaining a healthy mind and body, from family members, or friends. We see the need to teach these skills explicitly to all students. c. Professional "Soft" Skills- Tying into online education and life skills, which we feel need to explicitly teach skills like: teamwork, leadership, and conflict resolution to name a few. | <p>Schools are more than a place for learning reading, writing, and arithmetic. Our students want, and deserve, an education that is relevant to the world around them. In order to create a respectful, safe, state of-the-art learning environment we need to teach, model, and provide experiences for students to apply these social based skills.</p> | <p>An articulated plan based on social skills needs to be developed.</p> <p>Integration of the plan into all classrooms.</p> <p>A tool of measurement created to assess the implementation of the plan.</p> <p>Students, faculty and staff, exhibit positive relationships, growth mindset, and social skills in person, online, and in/out of the classroom.</p> |

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (con't)

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| <p>2. Cultural Based Education- The student population is diverse here in Hawai'i. Our students come from different states, countries, educational backgrounds, and socio-economic classes. We need to learn more about where our students come from and their cultural norms in order to better provide equity and access.</p> | <p>In order to provide equity and access to all students we need to meet them on the common ground of understanding. If we don't know much about their culture and background it will be difficult to make connections and bridge the expectations that are expected currently in this countries educational and professional environment.</p> <p>Those bridges and connections will also give students a voice on their educational journey by helping educators to understand what is important to them and how they would like to apply their learning.</p> | <p>Professional development plan on cultural based education.</p> <p>Professional development plan on differentiation.</p> <p>Professional development plan for student centered learning.</p> <p>Professional development plan for EL students.</p> <p>A shift in the mindset of faculty and staff to learners as well as educators.</p> <p>Classroom embedded professional development.</p> |
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