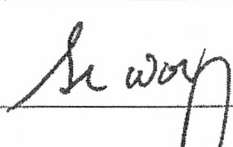
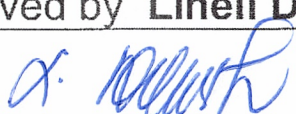


# Two -Year Academic Plan 2021-2023

Roosevelt High School



1120 Nehoa Street; Honolulu, HI 96822  
[www.roosevelthigh.org](http://www.roosevelthigh.org)

Submitted by Sean Wong, Principal	Date
	March 31, 2022
Approved by Linell Dilworth, Complex Area Superintendent	Date
	5/5/22



# **Two-Year Academic Plan 2021-2023**

## **Roosevelt High School**

1120 Nehoa Street  
Honolulu, Hawaii 96822  
(808) 307-0500  
[roosevelthigh.org](http://roosevelthigh.org)

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment</li> <li>● WASC Self Study <ul style="list-style-type: none"> <li>○ WASC Category B: Standards Based Student Learning: Curriculum, Instruction</li> <li>○ WASC Category C: Standards Based Student Learning: Instruction</li> <li>○ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● Other</li> </ul>	<ol style="list-style-type: none"> <li>1) Student Need 1.1: Increase student achievement with an emphasis on closing the achievement gap with our targeted groups: English Language Learners, Special Education, and Native Hawaiian. (CNA, p 12-13, 26)</li> <li>2) Student Need 1.2: Promote and uphold a nurturing learning environment that fosters a sense of belonging. (CNA, p 19-21)</li> <li>3) Staff Need 2.1: Improve the quality of teacher collaboration to impact student achievement. (increased designated CIA &amp; collaboration meeting times, clear goals, use of data to inform and drive your curricular and instructional decisions to impact student achievement. (CNA, p11)</li> <li>4) Staff Need 2.2: Provide professional development on strategies to improve student achievement.</li> <li>5) Staff Need 2.3: Improve the social and emotional well-being of teachers and staff. (3-1-1, CNA, p 17-18)</li> <li>6) Systems Need 3.1: Develop a collective understanding of RHS's vision and mission in order to annually create an Academic Plan that includes professional development, schoolwide initiatives, new programs, and committees aligned to the vision. (WASC, p 73)</li> <li>7) Systems Need 3.2: Develop a School Design, including a clear decision-making process, that will monitor and align all initiatives, programs, committees, and professional development. (WASC, p74)</li> <li>8) Systems Need 3.3: Systematize Tier 1 academic interventions in the classroom. (WASC, p74)</li> </ol>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Colors for Enabling Activities correspond to the systemwide strategy of Hawaii's Department of Education Esser Plan

- Yellow: Healthy Habits, Healthy Schools: Supporting students and staff with physical, social and emotional well-being through effective systems, processes and strategies to positively impact teaching and learning.
- Green: Action-Oriented Data Decision Making: Implementing an established process for examining data to make instructional and operational decisions for students and schools.
- Blue: Responsible Capacity Building: Providing training, coaching and support for school leaders, teachers and families on topics and resources that help to identify and address the needs of students and staff.
- Orange: Effective Academic Practices: Focusing on accelerated learning through the use of varied modalities including tutoring, out-of-school time, extended time, and other instructional support for students.

### Addressing Equity: Sub-Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Identified subgroups at Roosevelt include SPED, EL, Native Hawaiian, and 9th graders.

*Academic Achievement: Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science.*

(*percent change from previous data collection)	SBA - ELA Proficiency (SY 20-21)	SBA - Math Proficiency (SY 20-21)	Biology EOC Proficiency (SY 20-21)	Graduation Rate (SY 19-20)	Graduation Rate (SY 20-21)
All	73% (-3%)	42% (-6%)	39% (-5%)	88%	unavailable
SPED	21% (+3%)	0% (0%)	0% (-8%)	59%	unavailable
EL	0% (-17%)	8% (-50%)	11% (+7%)	91%	unavailable
Native Hawaiian	46% (-13%)	10% (-14%)	21% (+1%)	83%	unavailable

*Source: Alohasap.org - Online Reporting System, native Hawaiian - ARCH ADC, Every Student Succeeds Act Report, 2017-20 Strategic Plan*

## Two-Year Academic Plan SY 2021-2022, 2022-2023

**Achievement Gap:** Performance differential between high-needs students (economically disadvantaged, special needs, English Learners) and their peers.

	ELA (state achievement gap target: 25 points)			Math (state achievement gap target: 22 points)		
	Non-High Needs	High Needs	Achievement Gap	Non-High Needs	High Needs	Achievement Gap
2020-21	84%	57%	27 points	48%	33%	14 points
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	84%	66%	18 points	55%	40%	15 points
2017-18	82%	60%	22 points	51%	40%	11 points

Source: Strive HI School Performance Report, 2017-20 Strategic Plan

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Sean Wong, Principal	<ul style="list-style-type: none"> <li>Teacher collaboration</li> </ul>
2. Candace Aimoto, Vice Principal	<ul style="list-style-type: none"> <li>Teacher collaboration</li> </ul>
3. David Lane, Vice Principal	<ul style="list-style-type: none"> <li>Teacher collaboration</li> </ul>
4. Lori Yoneda, Vice Principal	<ul style="list-style-type: none"> <li>Teacher collaboration</li> </ul>
5. Kristen Sakamaki, Curriculum Coordinator	<ul style="list-style-type: none"> <li>PD on effective strategies</li> <li>Clear learning targets</li> <li>Inclusion program</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

6. Jacee Yoshimura, Data Coach	<ul style="list-style-type: none"> <li>• Universal Screener implementation and training</li> <li>• Data Team training and support</li> </ul>
7. Melissa Kim, SEL Coordinator	<ul style="list-style-type: none"> <li>• Social Emotional Learning/HÃ</li> <li>• Support system for faculty and staff</li> </ul>
8. Formative Instruction/Data Team Committee	<ul style="list-style-type: none"> <li>• Data Team training and support</li> </ul>
9. HMTSS Academics committee	<ul style="list-style-type: none"> <li>• Inclusive practices</li> <li>• Systematize Tier 1 classroom interventions</li> </ul>
10. Leadership Team	<ul style="list-style-type: none"> <li>• Vision and Mission</li> </ul>

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

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
1. Increase student achievement in reading, math, and science for all students and decrease the achievement gap. <ul style="list-style-type: none"> <li>a. Our two-year academic goals will be to:               <ul style="list-style-type: none"> <li>i. Increase reading SBA scores by 4%</li> <li>ii. Increase math SBA scores by 4%</li> <li>iii. Increase science EOC scores by 4%</li> </ul> </li> <li>b. We will utilize the following tools to help increase student achievement:               <ul style="list-style-type: none"> <li>i. Tier 1 Interventions (research-based instructional strategies</li> </ul> </li> </ul>	Over the last 5 years, RHS's reading scores on the Smarter Balanced Assessment (SBA) averaged 75%, exceeding the state goal of 61%. However, there is a disparity in academic performance between RHS's targeted population and their peers. The 2020-21 SBA achievement data for RHS's <i>targeted population</i> is as follows: <ul style="list-style-type: none"> <li>• SPED student proficiency: 21%</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<ul style="list-style-type: none"><li>targeting a specific need and monitored for progress)</li><li>ii. Clear learning targets</li><li>iii. Curriculum Instruction Assessment (CIA) Meetings</li><li>iv. Strategies that promote critical thinking</li><li>v. Inclusion and inclusive practices</li><li>c. The following will help monitor progress in student achievement:<ul style="list-style-type: none"><li>i. Universal Screener used with all students to identify “at risk” students</li><li>ii. Universal Screener used with targeted population to monitor progress</li></ul></li></ul>	<ul style="list-style-type: none"><li>● EL student proficiency: 21%</li><li>● Native Hawaiian student proficiency: 46%</li></ul> <p>This disparity in academic performance is further evident when observing the ELA achievement gap (or performance differential between high-need students and their peers), which has increased significantly from 2018-19 and is currently 27 points, exceeding the state achievement gap target of 25 points.</p> <p>Math SBA scores have decreased recently, with a 5-year average of 48% proficient, slightly below the state goal of 54%. However, similar to the English SBA scores, there is a definite distinction in academic performance between RHS’s <i>targeted population</i> and their peers. The 2020-21 Math SBA achievement data for RHS’s <i>targeted population</i> is as follows:</p> <ul style="list-style-type: none"><li>● SPED student proficiency: 0%</li><li>● EL student proficiency: 8%</li><li>● Native Hawaiian student proficiency: 10%</li></ul> <p>Despite the low Math SBA performance of RHS’s targeted population, the Math achievement gap has decreased slightly from 2018-19 and is currently 14 points, 8 points below the state achievement gap target of 22 points.</p> <p>The 2020-21 EOC Biology scores dropped slightly to 39%, well below the state goal of 64%. The same SBA achievement data for targeted students are as follows:</p> <ul style="list-style-type: none"><li>● SPED student proficiency: 0%</li><li>● EL student proficiency: 11%</li><li>● Native Hawaiian student proficiency: 21%</li></ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>2. Promote and uphold a nurturing learning environment to foster a greater sense of belonging for students.</p>	<p>It is fundamental that students feel as though they belong. Providing a caring and nurturing learning environment will help foster this sense of belonging. Research has shown that while there are many factors contributing to a student's sense of belonging, by far the most influential factor was teachers. (Allen, Kelly-Ann. <i>Boosting School Belonging</i>, November 7, 2019)</p> <p>The RHS faculty and staff recognized the need to promote students' sense of belonging. Data from the 2021-21 Panorama survey reflect a low 35% favorable rating in the category of School Belonging. This is a 2% decrease from the previous year and a 6% decrease from two years ago.</p> <p>The 2021-22 Panorama Student Social Emotional Learning (SEL) survey was also administered to all students for the first time during the 2021-22 school year. The RHS Leadership Team identified two data points of concern:</p> <ul style="list-style-type: none"><li>• 37% favorable response to self-efficacy or the students' belief in their capacity to succeed</li><li>• 38% favorable response to a sense of belonging</li></ul> <p>In the category of Classroom Teacher-Student Relationships, the 2020-21 Panorama survey results reflect a 63% favorable rating. This is a 5% increase from the previous year although it is 5% lower than the state average.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>G1.1: <b>Increase achievement for all students</b></p> <p><u>Math SBA proficiency:</u></p> <ul style="list-style-type: none"> <li>• All: 48% to 52%</li> <li>• SPED: 0% to 4%</li> <li>• EL: 58% to 62%</li> <li>• Native Hawaiian: 24% to 28%</li> </ul> <p><u>ELA SBA proficiency:</u></p> <ul style="list-style-type: none"> <li>• All: 76% to 80%</li> <li>• SPED: 18% to 22%</li> <li>• EL: 17% to 21%</li> <li>• Native Hawaiian: 59% to 63%</li> </ul> <p><u>Biology EOC proficiency:</u></p> <ul style="list-style-type: none"> <li>• All: 44% to 49%</li> <li>• SPED: 8% to 13%</li> </ul>	<p>G1.1a: Continue to use <b>Universal Screener (STAR)</b> to monitor student progress in ELA and Math with plans to expand to all students.</p>	<p>G1.1a:</p> <ul style="list-style-type: none"> <li>• Refresher training for ELA and SPED teachers on the use of the Universal Screener</li> <li>• Train Alg 1 teachers on the use of the Universal Screener</li> <li>• <a href="#">Data</a>: Universal Screener results to be collected (fall, winter, spring) for the following: <ul style="list-style-type: none"> <li>○ ELA 9 &amp; 10</li> <li>○ SPED math and English</li> <li>○ Algebra 1</li> </ul> </li> <li>• Departments use results from Universal Screener to implement</li> </ul>	<p>G1.1a:</p> <ul style="list-style-type: none"> <li>• Schedule all students to take STAR (math and reading)</li> <li>• Train all English and Math departments faculty on the administration of the Universal Screener</li> <li>• <a href="#">Data</a>: Universal Screener results to be collected (fall, winter, spring) for the following: <ul style="list-style-type: none"> <li>○ ELA 9-12</li> <li>○ Math 9-12</li> </ul> </li> <li>• Train departments on how to use STAR data to plan</li> </ul>	<p>G1.1a: Data Coach</p> <p>ELA and Math teachers (including SPED)</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>• Cost (until Sept 2021): \$4096.34 (\$5 per students)</p> <p>• Cost (Oct 2021 - Sept 2022): ~\$6000 (\$5.10 per student)</p> <p>• Cost (Oct 2022 - Sept 2023):?</p>	<p>G1.1a: 25% of RHS students will meet their Projected Scaled Score on the STAR Universal Screener by Spring 2023. Data will be collected three times a school year (fall, winter, spring).</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• SPED</li> <li>• EL</li> <li>• Native Hawaiian</li> <li>• 9th graders</li> </ul> <p>Increase SBA and EOC results by 4%.</p>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<ul style="list-style-type: none"> <li>• EL: 4% to 9%</li> <li>• Native Hawaiian: 20% to 25%</li> </ul> <p><u>ACT College Ready:</u></p> <ul style="list-style-type: none"> <li>• English: 57% to 59%</li> <li>• Math: 33% to 35%</li> <li>• Science: 27% to 30% (CNA, p 15)</li> </ul>		appropriate interventions	student supports			
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.1: Increase achievement for all students (with a focus on targeted groups)	G1.1b: Continue to provide training and support on the Data Team process to effectively use formative assessment data to increase achievement.	G1.1b: <ul style="list-style-type: none"> <li>• FI/DT committee to create a Data Team Look For checklist</li> <li>• Provide Data Team PD for faculty that focuses on the needs from Look Fors</li> <li>• Revise the CIA/Data Team notes template to increase clarity and efficiency</li> </ul>	G1.1b: <ul style="list-style-type: none"> <li>• Collect feedback and revise the CIA notes template to increase clarity and efficiency (if needed)</li> <li>• Continue to provide Data Team PD for faculty that focuses on the use of more frequent data teams to impact teaching and learning</li> </ul>	G1.1b: FI/DT Committee  Data Coach  Department Heads  Administration	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<p><a href="#">Data Team Tracker:</a> 100% of teachers will complete an entire cycle that includes pre-/post-assessment data at least once a semester.</p> <p>100% of data teams will differentiate strategies for each band of students.</p> <p>Increase % of passing grades.</p> <p><a href="#">Grade Tracker:</a> 4%</p>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<u>All Courses:</u> Increase % of passing grades						increase of students passing all semester/year classes by the end of school year 2023.
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.1: Increase achievement for all students (with a focus on targeted groups)	G1.1c: Facilitate the development of clearer learning targets.	G1.1c: <ul style="list-style-type: none"> <li>Provide PD on increasing Teacher Clarity through developing clearer learning targets</li> <li>Develop a peer observation checklist to measure implementation of clear learning targets</li> </ul>	G1.1c: <ul style="list-style-type: none"> <li>Monitor progress and modify as needed</li> </ul>	G1.1c: Curriculum Coordinator  ILT	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase the percent of students who can accurately identify the learning targets by 5% as observed in peer walkthroughs conducted each semester.

Planning					Funding/ Amount	Interim Measures of Progress
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.1: Increase achievement for all students (with a focus on targeted groups)	G1.1d: All classes will provide opportunities to address schoolwide Student Learner Needs (Critical Thinking with an emphasis on questioning).	G1.1d: <ul style="list-style-type: none"> <li>Provide PD on Critical Thinking (higher level questioning) strategies</li> <li>Create a schoolwide peer observation form for the purpose of collecting data to monitor implementation of Critical Thinking strategies (schoolwide SLN)</li> </ul>	G1.1d: <ul style="list-style-type: none"> <li>Provide PD on Critical Thinking (higher level questioning) strategies</li> <li>Continue to collect peer walkthrough data</li> </ul>	G1.1d: Curriculum Coordinator  ILT	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase the percent of students using critical thinking skills (higher level questioning) by 5% as observed in peer walkthroughs conducted each semester.

Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.1: Increase achievement for all students (with a	G1.1e: Strengthen the inclusion program and inclusive	G1.1e: <ul style="list-style-type: none"> <li>PD for inclusion teachers (General Education, SPED,</li> </ul>	G1.1e: <ul style="list-style-type: none"> <li>Continue to provide PD and support for</li> </ul>	G1.1e: Curriculum Coordinator	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II	Increase % of passing grades. <a href="#">Grade Tracker</a> : 4% increase of students

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>focus on targeted groups)</p> <p><u>Increase Math SBA proficiency:</u></p> <ul style="list-style-type: none"> <li>• SPED: 0% to 4%</li> <li>• EL: 58% to 62%</li> </ul> <p><u>Increase ELA SBA proficiency:</u></p> <ul style="list-style-type: none"> <li>• SPED: 18% to 22%</li> <li>• EL: 17% to 21%</li> </ul> <p><u>Increase Biology EOC proficiency:</u></p> <ul style="list-style-type: none"> <li>• SPED: 8% to 13%</li> <li>• EL: 4% to 9%</li> </ul>	<p>practices to support the needs of the SPED and EL populations.</p>	<p>and EL teachers)</p> <ul style="list-style-type: none"> <li>○ Inclusion models</li> <li>○ Inclusion instructional strategies</li> <li>● Continued PD and support for inclusion teams</li> <li>● Fall 2021 &amp; Spring 2022: PD with faculty on effective inclusive practices to support <u>all</u> students</li> </ul>	<p>co-teaching teams</p> <ul style="list-style-type: none"> <li>● Continue to implement inclusive practices in the classroom to support all students</li> </ul>	<p>HMTSS Committee</p>	<p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>passing inclusion classes by the end of school year 2023.</p> <p>Walkthrough data: implementation of inclusive practices</p>
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.2: Promote a nurturing learning environment which fosters a sense of belonging	G1.2a: Implement an evidence based approach to a schoolwide SEL/HÅ program.	G1.2a: <ul style="list-style-type: none"> <li>● Research, recommend, and conduct ongoing PD for SEL/HÅ implementation</li> <li>● Visit other schools</li> </ul>	G1.2a: <ul style="list-style-type: none"> <li>● Implement advisory lessons that promote a sense of belonging</li> <li>● Develop strategies and activities that</li> </ul>	G1.1d: SEL Coordinator  Advisory coordinators	<input checked="" type="checkbox"/> WSF <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> </ul>	Increase positivity rate on the Panorama SEL survey by 5% by the 2022-23 school year (pre to post).

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Panorama survey 2020-21: <ul style="list-style-type: none"> <li>• School belonging: 37% to 42%</li> <li>• Classroom teacher-student relationships: 63% to 68%</li> </ul>		with successful SEL implementation <ul style="list-style-type: none"> <li>• Build an evaluation tool (schoolwide survey) to determine the effectiveness of schoolwide SEL implementation (SLN)</li> <li>• Develop advisory lessons that promote SEL/HĀ competencies</li> <li>• Continue to engage students through programs such as Kaliopeku and Polynesian Music</li> </ul>	promote SEL/HĀ components schoolwide (ie: greeting in the halls or at the door) <ul style="list-style-type: none"> <li>• Expand programs that engage students               <ul style="list-style-type: none"> <li>○ Summer Bridge program for incoming 9th graders</li> <li>○ Freshmen orientation for incoming 9th graders prior to registration (December)</li> </ul> </li> </ul>		<input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.2: Promote a nurturing learning environment which fosters a	G1.2b: Foster positive student-teacher relationships.	G1.2b: <ul style="list-style-type: none"> <li>• Research strategies to develop and maintain positive student-teacher</li> </ul>	G1.2b: <ul style="list-style-type: none"> <li>• Monitor progress and modify as needed</li> <li>• Implement</li> </ul>	G1.2b: SEL Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	Increase student-teacher relationship rating (4-5) by 5% by the 2022-23 school year.

## Two-Year Academic Plan SY 2021-2022, 2022-2023

sense of belonging		relationships ● Create questions for a schoolwide wellness survey	strategies to develop and maintain positive student-teacher relationships		<input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Administer the Panorama SEL survey (pre to post)
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**Goal 2: Staff Success.** Roosevelt High 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 two years,	Rationale:
<p>G2.1: Improve the quality of teacher collaboration to build collective teacher efficacy and impact student achievement.</p> <ol style="list-style-type: none"> <li>1. In CIA time: work on all components of curriculum mapping, instruction/lesson planning, creating assessments, and conducting data teams</li> <li>2. Conduct efficient outcome-driven meetings</li> <li>3. Continue collaboration through committees</li> </ol> <p>G2.2: Provide professional development on research-based instructional strategies to improve student achievement.</p> <p>G2.3: Improving the social and emotional well-being of teachers and staff</p>	<p>According to Hattie (2009), collective teacher efficacy is the number one factor influencing student achievement, having an effect size of 1.57, which almost quadruples the rate of learning in one school year. The belief that all teachers can positively influence the most challenging or disengaged students is the underlying premise of collective teacher efficacy which can be achieved through supporting teachers to improve the quality of collaboration to support teachers.</p> <p>Due to the COVID-19 pandemic and school closures during the 4th quarter of the 2019-20 school year, the educational learning environment changed dramatically. Schedules were modified to adhere to health and safety concerns. Direct instruction was limited to 90 minutes a week with additional asynchronous work being provided. As a result, teachers observed disengagement and learning loss.</p> <p>Considering the limited time with students along with learning loss, the need to realign curriculum maps horizontally (so all course alike teachers address the same priority standards) and vertically (so the subsequent</p>

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	teachers are aware of the priority standards being addressed) became apparent. Continuing to focus on formative assessments to allow for adjustments in the curriculum to better address the needs of all students was also needed. Finally, the necessity of making sure all teachers are aware of Tier 1 Interventions was realized.
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.1: Improve the quality of teacher collaboration to impact student achievement	G2.1a: Provide the time and support for teachers to: <ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Adjust packaging of curriculum maps</li> <li>Create formative assessments</li> <li>Analyze student work</li> <li>Decide on curriculum strategies to best meet the needs of students</li> </ul>	G2.1a: <ul style="list-style-type: none"> <li>Maintain a calendar of dedicated meeting times for PLCs</li> <li>Provide guidance and additional training as needed for CIA meetings</li> <li>Create a form to request time/funding for collaboration and training</li> <li>Complete model teams training for Impact Teams</li> </ul>	G2.1a: <ul style="list-style-type: none"> <li>Provide dedicated CIA and Collaboration meeting times every week for teachers to meet, discuss student work, and make data-informed instructional decisions to meet the needs of their students.</li> </ul>	G2.1a: Admin  Department Heads  Curriculum Coordinator	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	100% of teachers will fill out <a href="#">CIA/Collaboration Meeting Sign-in form each week</a>

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	<ul style="list-style-type: none"> <li>• Continue using Impact Team protocols</li> <li>• Create learning intentions and success criteria</li> </ul>					
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.1: Improve the quality of teacher collaboration to impact student achievement	G2.1b: Provide training for teacher leaders on outcome-based agendas for meetings.	G2.1b: <ul style="list-style-type: none"> <li>• Collect feedback from teachers as to the efficiency of their various PLCs</li> <li>• Train teachers on need areas for efficient meetings (adaptive leadership, cooperative learning)</li> </ul>	G2.1b: <ul style="list-style-type: none"> <li>• Continue to collect feedback and provide training as needed</li> </ul>	G2.1b: Admin  Curriculum Coordinator  Leadership team	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase positive teacher responses regarding their PLCs by 5% as indicated on a teacher survey (pre and post).

Planning					Funding/ Amount	Interim Measures of Progress
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.1: Improve the quality of teacher collaboration to impact student achievement	G2.1c: Continue to provide time for committees to collaborate on school wide initiatives.	G2.1c: <ul style="list-style-type: none"> <li>● Collect feedback on efficacy of committees</li> <li>● Train teachers on alignment of committees to school wide goals</li> <li>● Committees will create clear goals for year one</li> <li>● Continuously collect feedback from committees and provide support as needed</li> </ul>	G2.1c: <ul style="list-style-type: none"> <li>● Continue to monitor and support as needed</li> </ul>	G2.1c: Admin  SEL Coordinator  Curriculum Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase positive teacher responses regarding their committees by 5% as indicated on a teacher survey (pre and post).

Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.2: Provide professional development on	G2.2: Continue to provide PD on effective	G2.2: <ul style="list-style-type: none"> <li>● Research effective instructional strategies</li> </ul>	G2.2: <ul style="list-style-type: none"> <li>● Monitor progress and modify as needed</li> </ul>	G2.2: Curriculum Coordinator ILT	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II	Increase teacher usage of research-based strategies by 5% as

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strategies to improve student achievement	research-based strategies to improve student achievement.	<ul style="list-style-type: none"> <li>• Calendar PD sessions during the 2021-22 school year</li> <li>• Provide PD</li> <li>• Continue to implement a cycle of professional learning and monitoring to support schoolwide instructional strategies</li> </ul>			<input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	evidence through surveys and peer walkthrough observations.
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.3: Improve the social and emotional well-being of teachers and staff	G2.3: Create a support system for colleagues.	G2.3: <ul style="list-style-type: none"> <li>• Administer a wellness survey to determine the needs of the faculty and staff</li> <li>• Organize and host one schoolwide activity for faculty and staff</li> <li>• Facilitate</li> </ul>	G2.3: <ul style="list-style-type: none"> <li>• Monitor progress and modify as needed</li> </ul>	G2.3: SEL coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase teacher positive responses regarding their emotional well-being by 5% as indicated on a teacher survey (pre and post)..

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		inclusion/warm-up activities at faculty meetings • Develop a support system for faculty and staff				
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**Goal 3: Successful Systems of Support.** The system and culture of Roosevelt High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
G3.1: Align school programs and curriculum with RHS's mission to <i>Educate and Empower</i> students and vision to ensure a balance of <i>College Ready, Career Ready, and World Ready</i> opportunities.	Roosevelt's current vision and mission was created in 2013 and has not been formally reviewed by all stakeholders since its introduction. A teacher survey conducted in 2019 indicated that 88.5% of our current faculty knows the school's vision and mission. Roosevelt also recognizes the need to include all stakeholders in an annual review of how the school;s instruction, curriculum, and extra-curricular offerings align with our vision and mission to ensure we are providing a well-balanced program for all learners.
G3.2: Develop a clearer decision-making process that will monitor and align all initiatives, programs, committees, and professional development.	A decision making process was developed by previous administrations. With the arrival of Roosevelt's current principal in SY 2015-16, the school's decision making process shifted to a more collaborative model. However, a clear process has not been formalized and shared.
G3.3 Systematize Tier 1 academic interventions in the classroom	According to the school's 2021 WASC Self Study Report, scaffolded instruction and differentiation are used to help students at different levels. Rider Time is

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	also built into the schedule. Tier 1 academic interventions are used to some degree by some teachers, but are not systematically implemented by the faculty.
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G3.1: Align school programs and curriculum with RHS's mission to <i>Educate and Empower</i> students and vision.	G3.1a: Develop a collective understanding of Roosevelt High School vision and mission among all role groups: <ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> <li>• Students</li> <li>• Parents</li> </ul>	G3.1a: Fall 2021 <ul style="list-style-type: none"> <li>• Depts, staff, student group, and parent group define each component of the vision and mission</li> <li>• Compile the definitions of vision and mission into one document to be shared repeatedly at various events</li> </ul>	G3.1a: Fall 2022 <ul style="list-style-type: none"> <li>• Revisit the vision and mission to clarify and/or modify their definitions with all role groups</li> <li>• Continue to share the school's vision and mission at various events <ul style="list-style-type: none"> <li>○ Provide a freshman parent orientation</li> </ul> </li> </ul>	G3.1a: Admin  Lead Team	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase faculty, staff, student, and parent understanding of the school's vision and mission by 5% as indicated in a survey (pre and post)..

Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling	School Year:	School Year:	ART	Source of	Define the relevant

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	<b>Activities</b> <i>(Indicate year(s) of implementation in the next column)</i>	<b>2021-22</b>	<b>2022-23</b>	<b>Accountable Lead(s)</b>	<b>Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>data used to regularly assess and monitor progress</b>
G3.1: Align school programs and curriculum with RHS's mission to <i>Educate and Empower</i> students and vision.	G3.1b: Analyze school programs and curriculum to check for alignment of the school's vision and mission	G3.1b: <ul style="list-style-type: none"> <li>Departments to identify ways to increase career and world readiness</li> <li>Committee goals aligned to the school's vision and mission</li> </ul>	G3.1b: <ul style="list-style-type: none"> <li>Continue to identify ways to increase career and world readiness</li> </ul>	G3.1b: Admin  Lead Team  Committees	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase faculty, staff, student, and parent awareness of the school's activities/programs that promote college, career, and world readiness by 5% as indicated in a survey (pre and post)..

<b>Planning</b>					<b>Funding/ Amount</b>	<b>Interim Measures of Progress</b>
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in the next column)</i>	<b>School Year: 2021-22</b>	<b>School Year: 2022-23</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>
G3.1: Align school programs and curriculum with RHS's mission to <i>Educate and Empower</i> students	G3.1c: Revise <a href="#">School Design document</a> to reflect definition of vision and mission	G3.1c: <ul style="list-style-type: none"> <li>Determine main ideas from vision/mission definition to update school design document</li> </ul>	G3.1c: <ul style="list-style-type: none"> <li>Revise and update as necessary</li> </ul>	G3.1c: Admin  Lead Team	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	Increase faculty, staff, student, and parent awareness of the school's activities/programs that promote college, career, and world

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and vision.		<ul style="list-style-type: none"> <li>● Determine events to distribute school design document</li> </ul>			<input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	readiness by 5% as indicated in a survey (pre and post)..
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G3.2: Systematize a decision making process.	G3.2: Revisit and revise the decision making process	G3.2: <ul style="list-style-type: none"> <li>● Chart person(s) roles and responsibilities of leadership roles</li> <li>● Identify and categorize different types of schoolwide decisions and chart person(s) responsible for the decisions</li> <li>● Create a decision making flowchart that includes a reflection of the school's vision and mission</li> <li>● Share the decision</li> </ul>	G3.2: <ul style="list-style-type: none"> <li>● Continue to modify and implement decision making model</li> <li>● Share the decision making flowchart with all role groups</li> </ul>	G3.2: Admin  Lead Team	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	Increase faculty, staff, student, and parent awareness of the school's decision making process by 5% as indicated in a survey

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		making process with all role groups				
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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in the next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G3.3: Systematize Tier 1 classroom interventions.	G3.3: Develop a flowchart and referral system for tiered supports	G3.3: <ul style="list-style-type: none"> <li>● Provide PD on Hawaii Multi-Tiered System of Support (HMTSS)</li> <li>● Provide PD on research-based Tier 1 academic supports</li> <li>● Revisit the purpose of Rider Time</li> </ul>	G3.3: <ul style="list-style-type: none"> <li>● Draft a flowchart of tiered supports</li> <li>● Use Universal Screener data to determine student needs.</li> <li>● Identify Tier 1 classroom interventions</li> <li>● Create and implement a referral form for Tier 2 and Tier 3 supports</li> </ul>	G3.3: HMTSS committee  Admin	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<a href="#">Grade Tracker</a> : 4% increase of students passing all classes by the end of school year 2022-23.