2020 Academic Plan, School Year 2020-21

School: Kaiser High School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).
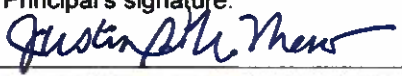
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
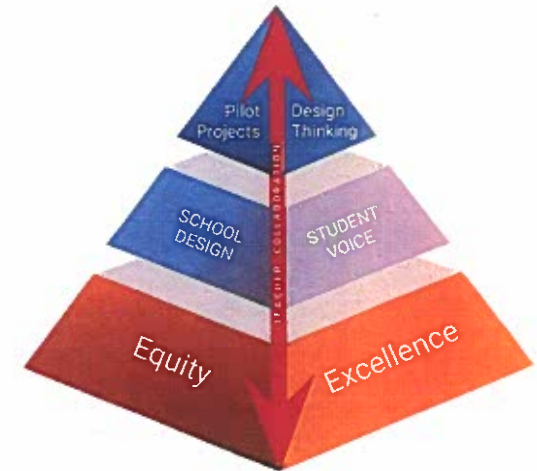
Principal (print):Justin Mew	
Principal's signature:	Date: 06/02/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 6/2/2020

[School Name], [Version 1], [Date]

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

School Name: Henry J. Kaiser High School   **Farrington, Kaiser, Kalani Complex Area**

Submitted By: Justin S. N Mew   **Rochelle Mahoe, Complex Area Superintendent**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community 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.

HIDOE Learning Organization

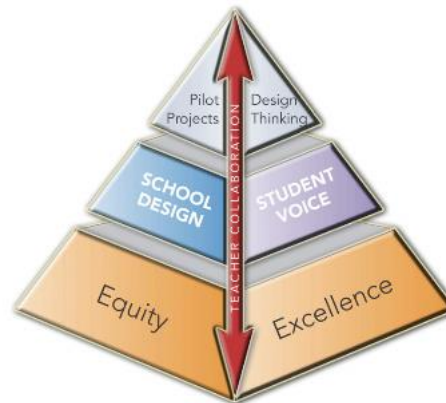**Teaching and Learning Core:**
Focus: equity and excellence in core curriculum and supports.

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 HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 5-6)

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 HIDOE 2020-30 Strategic Plan (page 14).

Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.

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

WASC recommendations from the Spring 2019 accreditation visit indicated areas of confusion, duplication, and overlap with the school leadership and its multitude of programs.
 	
Restructuring of Leadership
    A. Restructuring of Leadership
    B. Building a Culture of Inclusion
    C. Student Culture and Climate
	• The school streamlined the leadership structure using the school's model, Framework for Powerful Results, for Continuous School Improvement. The school repurposed the Academic Review Team (ART), created an Instructional Leadership Team (ILT), and created a Policy Review Team (PRT). As each team leads the school improvement process, they will focus on building an inclusive culture and climate.
	• The ART will collect and analyze the school's Comprehensive Needs Assessment (CNA), that contributes to the school's Financial Budget and Academic Plan. The team consists of four faculty members, two administrators, and meets 2x per month in approximately two-hour blocks.
	• The ILT will identify a Powerful Instructional Practice (PIP) and will train all teachers to implement school wide. The teachers and team will collect and monitor data that contributes to the overall school's continual improvement plan. The team consists of 10 faculty members and one administrator. They meet 1x per month for 2 hours.
	• The PRT will be able to discuss non-academic issues/concerns and make decisions and/or defer to administration for support. The team consists of nine faculty members, one administrator, and meets 1x per month for 1 hour.
	• The Department Chairs Team is scheduled to meet once a month as needed and/or are responsible to read the team's minutes for disseminating information to their department members. The team consists of 16 faculty members.

Analysis of student achievement data indicated there are students who are not performing academically as well as others	• Continuing with the school's model for Continuous School Improvement, Framework for Powerful Results, implement

Evidence and Rationale for Change	Key Strategies to Address and Promote Change

and who are identified in one or more at-risk categories. In addition, effort to meet teachers' professional development needs is insufficient.
 	
Academic Achievement
    A. Achievement Gaps
    B. Equity: Success for All
    C. Academic Achievement
    D. Integration & Overlap: Academics, Assessments & Training
	the Instructional Leadership Team (ILT). This team will identify a Powerful Instructional Practice (PIP), train all teachers to implement it school-wide to meet the needs of all students. As part of the school's improvement process, data analysis will be used to inform the multi-level responses to the student needs: teacher level, department level and school level. After analyzing data, each group will determine next steps.
	• Following the state's direction on the Hawaii Multi-Tiered System of Support (HMTSS) framework, Kaiser will refine and enhance tiered strategies of approach to intentionally address students' academic, behavior, social/emotion, and physical needs.

To partake in the school's academic program, students must be in class and ready to learn. Analysis of discipline and attendance data indicate there are students who have disciplinary referrals and others who are chronically absent.
 	
Discipline
    A. Discipline
    B. Chronic Absenteeism
	• Following the school's model for Continuous School Improvement, Framework for Powerful Results, implement the Policy Review Team (PRT). This team, using the Cycle of Professional Learning, will discuss non-academic issues/concerns and recommend school policy changes for administrative review and decision.
	• Pilot the SEL curriculum, Choose Love Enrichment Program (CLEP) in Kaiser Advisory Program (KAP) classes.

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)
5 Promises	Justin S N Mew, Principal
Math Forums	Kristie Yamamoto, Math Department Lead
Hawaii Multi-Tiered System of Support (HMTSS)	Branden Kawazoe, Counseling Department Head
Key School Initiatives Addressed in the Plan	**Leads(s)**
Supporting Struggling Students	Instructional Leadership Team (ILT)
Monitoring Academic Plan	Academic Review Team (ART)
Overseeing School-wide Policies	Policy Review Team (PRT)

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
Identify the targeted subgroup and their identified needs	*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.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Special Education	• In 2018-2019 SY, the achievement gap in ELA was 46.0 percentage points. • In the same SY, the achievement gap in math was 34.9 percentage points.	If the school implements the model of Continuous School Improvement (CSI), Framework for Powerful Results, then all teachers will build collective efficacy around a Powerful Instructional Practice (PIP), then all students will attain higher levels of learning and achievement.	Teachers will receive in-service on instructing, planning, and assessing using the PIP. Teachers will implement at least one unit using the PIP and will collect data to measure change particularly in the targeted sub-groups.
Disadvantaged	• In 2018-2019 SY, the achievement gap in ELA was 17.0 percentage points. • In the same SY, the achievement gap in math was 25.4 percentage points.		
English Learner	• In 2018-2019 SY, the achievement gap in ELA was 74.5 percentage points. • In the same SY, the achievement gap in math was 14.9 percentage points.		

Ethnicity
    Pacific Islander
    Native Hawaiian
    Hispanic
	Pacific Islander
	• In 2018-2019 SY, the achievement gap in ELA was 24.5 percentage points.
	• In the same SY, this group did not have a gap.
	
	Native Hawaiian
	• In 2018-2019 SY, the achievement gap in ELA was 15.3 percentage points.
	• In the same SY, the achievement gap in math was 24.1 percentage points.		

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
	Hispanic • In 2018-2019 SY, the achievement gap in ELA was 24.5 percentage points. • In the same SY, the achievement gap in math was 23.2 percentage points.		

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

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
Core Values & Mindset Equity and Access: The school is committed to equitable access to quality education for all students. Leadership Vision: Administration, teachers and staff work as a team to deliver on a shared, student-centered vision based on a pedagogical or theme-based school model. The model of the school evolved over time to include the International Baccalaureate (IB) concepts such as the IB vision and mission, Learner Profile, and Approaches to Learning (ATL) skills.	To ensure all students have access to quality education, students need to be in the classroom. The school is committed to following a researched-based process, the Framework for Powerful Results, as its model for Continuous School Improvement to address one of the Five Promises: School Design.	A system for attendance and disciplinary referrals will be established, communicated, monitored, and enforced. All stakeholders understand the decisions that drive the school. The Comprehensive Needs Assessment and Academic Plan reflect data and insight from all members of the school's community.
Curriculum & Learning Design Standards-Based and Industry-Vetted Curriculum: Teacher personalized learning based on student interests, needs and aspirations. All students learn how to identify and solve problems using a process that utilizes exploration, investigation, ideation, researching and prototyping, evaluation and reflection.	The PIP selection will ensure that all students are actively engaged and work collaboratively. By including the PIP into their units, teachers will address one of the Five Promises: Equity. As teachers continue to update and revise units to include the PIP, teachers work to meet requirements for other programs at the school that include IBMYP, IBDP, IBCP, AVID, and Math Forums.	Teachers will engage in the Cycle of Professional Learning (CPL).
Infrastructure Capacity Building: School constructs PD efforts based on its core values, design, and needs assessment aligned to the school's academic plan. PD is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant.	Opportunities for professional development to include but not limited to Powerful Instructional Practice (PIP), Choose Love Enrichment Program (CLEP), and IB training.	Opportunities for professional development are purposeful and learner expectations are transparent, realistic and attainable.

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

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice By the end of June 2021: • Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below. • The performance gap for targeted sub-groups will decrease by 25% as measured by the SBA. • Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%. **Why are you implementing them?** To build teacher efficacy and increase student engagement and success. **How will you know that there they are resulting in an improvement?** Compare end of year data with previous year. Data examined include # of Fs, # of GPAs below 2.0, decrease in gap, # of chronic absenteeism, # of discipline referrals, and # of repeat discipline offenders.	**What are your measurable outcomes around School Design and Student Voice** By the end of June 2022: • Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below. • The performance gap for targeted sub-groups will decrease by 25% as measured by the SBA. • Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%. **Why are you implementing them?** To build teacher efficacy and increase student engagement and success. **How will you know that there they are resulting in an improvement?** Compare end of year data with previous year. Data examined include # of Fs, # of GPAs below 2.0, decrease in gap, # of chronic absenteeism, # of discipline referrals, and # of repeat discipline offenders.	**What are your measurable outcomes around School Design and Student Voice** By the end of June 2023: • Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below. • The performance gap for targeted sub-groups will decrease by 25% as measured by the SBA. • Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%. **Why are you implementing them?** To build teacher efficacy and increase student engagement and success. **How will you know that there they are resulting in an improvement?** Compare end of year data with previous year. Data examined include # of Fs, # of GPAs below 2.0, decrease in gap, # of chronic absenteeism, # of discipline referrals, and # of repeat discipline offenders.

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

Part III (over one school year)

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)
What are your measurable outcomes around School Design and Student Voice The school year will begin with the ART, ILT, and PRT teams established. The faculty will know who is on each team and the purpose of each team. Determine and collect baseline data to include but not limited to attendance, GPA, # of Fs, SBA scores.	**What are your measurable outcomes around School Design and Student Voice** All teams will monitor and communicate progress towards their goals and student results with the school community.	**What are your measurable outcomes around School Design and Student Voice** By the end of June 2021: • Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below. • The performance gap for targeted sub-groups will decrease by 25% as measured by the SBA. • Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%.
Why are you implementing them? To determine baseline, the starting point of student growth.	**Why are you implementing them?** To monitor progress to meet the determined goals.	**Why are you implementing them?** To build teacher efficacy and increase student engagement and success.
How will you know that there they are resulting in an improvement? To measure progress against baseline data.	**How will you know that there they are resulting in an improvement?** Progress data will inform next steps towards meeting summative goals.	**How will you know that there they are resulting in an improvement?** Compare end of year data with previous year. Data examined include # of Fs, # of GPAs below 2.0, decrease in gap, # of chronic absenteeism, # of discipline referrals, and # of repeat discipline offenders.

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
By the end of June 2021: • Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below.	By the end of June 2021: • All teachers will engage in the Cycle of Professional Learning (CPL).	ILT
• The performance gap for targeted sub-groups will decrease by 25% as measured by the SBA.		ART
• Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%.	• A system for attendance and disciplinary referrals will be established, communicated, monitored, and enforced.	PRT

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

Part V

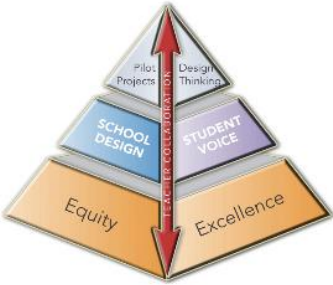| Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Beginning of the Year Establish a reporting system for the leadership teams (ART, PRT, ILT, and Department Chair Team (DCT)).	Consultant Fee – Complex Area Title II	By August 30, 2020, ART will establish a reporting system and will share with school.	ART meets twice a month PRT meets once a month ILT meets once a month DCT meets once a month as needed		
Determine and collect baseline data to include but not limited to attendance, GPA, # of Fs, SBA scores.		Before the end of 1st quarter, record student data from the previous year for each team.			
Convene the school's HMTSS cadre and establish a reporting system to the leadership teams.		Before the end of 1st quarter, share with school community member names and establish a reporting system.	HMTSS cadre meets once a month		
Throughout the Year All teams will monitor and communicate progress towards their goals and student results with the school community.		By the end of each quarter, an updated progress report posted on team drives.	At the beginning of each quarter, ART reviews and communicates progress to all stakeholders.		

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Provides faculty in-service or professional development • PIP - Professional development on the Powerful Instructional Practice (PIP).	Training cost – WSF (contract, subs)		2 PD days followed by monthly meetings		
• SEL - Professional development on Choose Love Enrichment Program (CLEP).	Training cost – WSF (for speaker, Scarlett Lewis)	KAP lessons	0.5 PD session with follow-up at 2 faculty meetings		
• IB training	Marshall Grant	Training logs	Who and when determined based on need		
All teams will meet to plan, implement, monitor and communicate progress as they follow the Framework for Power Results: • ILT - Address student achievement through the PIP • PRT - Address attendance/behavior and other school policies • ART - CNA and Academic Plan monitoring		Group memory posted to google drive within one week of each meeting	ART meets twice a month PRT meets once a month ILT meets once a month		
All Kaiser's Advisory Program (KAP) classes will provide the SEL curriculum, Choose Love Enrichment Program.		Decrease in number of Class A, B, C, and D offenses.	Monthly KAP lessons		
HMTSS cadre will identify components currently in place at the school, analyze the strengths and opportunities for improvement, and identify how to address the needs of the struggling students.		Group memory posted to google drive within one week of each meeting	Meet monthly		
End of the Year Gather teacher and student voice about effectiveness of Choose Love Enrichment		At least 80% of faculty and students respond to surveys.	April 2021		

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Program through end of year survey via KAP classes. All teams will meet to monitor and communicate progress as they follow the Framework for Power Results: • ILT - Address student achievement through the PIP		Struggling students will improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below.	May 2021		
• PRT - Address attendance/behavior and other school policies		Chronic absenteeism will decrease by 25% and repeat discipline referrals will decrease by 25%.	May 2021		
• ART - CNA and Academic Plan monitoring		Monitor the 2020-2021 plan and revise Academic Plan for 2021-2022 as needed.	May 2021		
HMTSS cadre develop a school-wide plan consisting of the opportunities available to meet the needs of struggling students. Plan to include how students will be identified and how students will access the supports.		Plan completed and ready to be implemented for 2021-2022.	May 2021		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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, Student Voice.

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.

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.

As the HIDOE 2020-2030 Strategic Plan is finalized, a *"Forward Focus"* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
West Ed - Farrington-Kaiser-Kalani complex is partnering with West Ed for a five-year EL Success Initiative and 2020-2021 SY is the second year.	Historically, the EL subgroup does not show gains as measured by World-class Instructional Design and Assessment (WIDA).	Determination of the next steps and success criteria of the West Ed, EL Success Initiative.
The school has committed to expand career learning opportunities through partnerships with colleges and businesses. Opportunities will include credit and noncredit courses as well as internships. We are offering programs in community health worker, pharmacy technician, and optometry assistant.	Review of ACT, Naviance, and KAP survey data indicated high student interest in healthcare and technology fields.	School provides funding, flexible school schedule, and facilities to support the program.