



Hawaii Department of Education: 2020 Academic Plan School Year: 2021-2022

School Name: Henry J. Kaiser High School
Submitted By: Justin S. N Mew

**Farrington, Kaiser, Kalani Complex Area
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.

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.

HIDOE Learning Organization





The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 5-7)

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 8-21).

The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 22).

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.

	 5/7/21
Justin S.N. Mew, Principal	Rochelle Mahoe, Complex Area Superintendent

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>WASC recommendations from the Spring 2019 accreditation visit indicated areas of confusion, duplication, and overlap with the school leadership and its multitude of programs.</p> <p>Changing School Culture</p> <ul style="list-style-type: none"> A. Restructuring Leadership B. Building a Culture of Inclusion C. Student Climate 	<ul style="list-style-type: none"> ● 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. ● The HMTSS (Hawaii Multi-Tiered System of Support) cadre will develop and oversee the school’s plan to address the academic, behavior, social/emotional, and physical needs of

2021-2022 Academic Plan: [Henry J. Kaiser High School]

	<p>students by developing Tier 1, Tier 2, and Tier 3 supports. The team consists of 6 faculty members and one administrator. They meet 1x per month for 2 hours.</p>
<p>Analysis of student achievement data indicated there are students who are not performing academically as well as others and who are identified in one or more at-risk categories. In addition, effort to meet teachers' professional development needs is insufficient.</p> <p>Academic Achievement</p> <ul style="list-style-type: none"> A. Achievement Gaps B. Equity C. Blended Learning 	<ul style="list-style-type: none"> ● Continuing with the school's model for Continuous School Improvement, Framework for Powerful Results, implement the Instructional Leadership Team (ILT). This team identified a Powerful Instructional Practice (PIP) and offered training to 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. ● Continue implementing the SEL curriculum, Choose Love Enrichment Program (CLEP) in Kaiser Advisory Program (KAP) classes. ● 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.
<p>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. In addition, the school's infrastructure and facilities must meet the needs of students.</p> <p>Operations</p> <ul style="list-style-type: none"> A. Discipline B. Chronic Absenteeism C. Facilities 	<ul style="list-style-type: none"> ● 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.

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 Chair
Hawaii Multi-Tiered System of Support (HMTSS)	Whitney Mahoney, Vice-Principal
Literacy Program	Shareen Murayama, Curriculum Coordinator
Key School Initiatives Addressed in the Plan	Lead (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
<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>
Special Education	In 2019-2020 SY, 66/463 (14.3%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.	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.
English Learner	In 2019-2020 SY, 2/80 (2.5%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades of all students.		
Disadvantaged	In 2019-2020 SY, 132/1008 (13.1%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.		
Grade level	<p>9th grade In 2019-2020 SY, 204/2698 (7.6%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.</p> <p>10th grade In 2019-2020 SY, 112/2461 (4.6%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

	<p>11th grade In 2019-2020 SY, 76/2669 (2.8%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.</p> <p>12th grade In 2019-2020 SY, 40/2123 (1.9%) of end of course grades were Fs compared to 432/10099 (4.3%) of end of course grades for all students.</p>		
--	---	--	--

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>
Special Education	<ul style="list-style-type: none"> ● In 2019-2020 SY, 11th graders taking the ACT for the average of the composite score had a 7.4 gap (all 19.9; SPED 12.5) ● On the same test, the math score had a 6.0 gap (all 19.1; SPED 13.1) ● On the same test, the science score had an 8.4 gap (all 20.5; SPED 12.1) ● On the same test, the English score had a 7.7 gap (all 18.8; SPED 11.1) ● On the same test, the Reading score had a 7.5 gap (all 20.6; SPED 13.1) 	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.
English Learner	<ul style="list-style-type: none"> ● In 2019-2020 SY, 11th graders taking the ACT for the average of the composite score had a 4.9 gap (all 19.9; EL 15.0) ● On the same test, the math score had a 0.1 gap (all 19.1; EL 19.0) 		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
	<ul style="list-style-type: none"> ● On the same test, the science score had a 2.0 gap (all 20.5; EL 18.5) ● On the same test, the English score had an 8.8 gap (all 18.8; EL 10.0) ● On the same test, the Reading score had an 8.1 gap (all 20.6; EL 12.5) 		
Disadvantaged	<ul style="list-style-type: none"> ● In 2019-2020 SY, 11th graders taking the ACT for the average of the composite score had a 2.3 gap (all 19.9; SES 17.6) ● On the same test, the math score had a 2.0 gap (all 19.1; SES 17.0) ● On the same test, the science score had a 2.4 gap (all 20.5; SES 18.1) ● On the same test, the English score had a 2.4 gap (all 18.8; SES 16.4) ● On the same test, the Reading score had a 2.5 gap (all 20.6; SES 18.0) 		

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 2021-22 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>Core Values & Mindset Equity and Access: The school is committed to equitable access to quality education for all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The PIP selection will ensure that all students are engaged in the curriculum with supports to accommodate the high need students.</p> <p>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.</p> <p>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.</p> <p>Opportunities for professional development to include but not limited to Powerful Instructional Practice (PIP), Choose Love Enrichment Program (CLEP), and IB training.</p>	<p>Teachers will engage in the Cycle of Professional Learning (CPL).</p> <p>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.</p> <p>Teachers will engage in the Cycle of Professional Learning (CPL).</p> <p>Opportunities for professional development are purposeful and learner expectations are transparent, realistic, and attainable.</p>

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2021-22 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>Multi-Tiered Systems of Support: The school embraces a continuous school improvement mindset reflected in family engagement. Early risk indicators for attendance are used to identify students and provide supports.</p>	<p>To ensure all students have access to quality education, students need to be in the classroom.</p>	<p>A system for attendance and disciplinary referrals will be established, communicated, monitored, and enforced. to provide equity for all students. All students can access the rigorous curriculum.</p>

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

Part II (over three years)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p>	<p>What are your measurable outcomes around School Design and Student Voice</p>	<p>What are your measurable outcomes around School Design and Student Voice</p>
<p>By the end of June 2022:</p> <ul style="list-style-type: none"> • 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%. 	<p>By the end of June 2023:</p> <ul style="list-style-type: none"> • 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%. 	<p>By the end of June 2024:</p> <ul style="list-style-type: none"> • 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%.
<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>
<p>To build teacher efficacy and increase student engagement and success.</p>	<p>To build teacher efficacy and increase student engagement and success.</p>	<p>To build teacher efficacy and increase student engagement and success.</p>
<p>How will you know that they are resulting in an improvement?</p>	<p>How will you know that they are resulting in an improvement?</p>	<p>How will you know that they are resulting in an improvement?</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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

Part III (over one school year)

SY 2021-2022 Formative Measures (beginning of the year)	SY 2021-2022 Formative Measures (throughout the year)	SY 2021-2022 Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <p>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.</p> <p>Determine and collect baseline data to include but not limited to attendance, GPA, # of Fs, SBA scores.</p> <p>Why are you implementing them?</p> <p>To determine baseline, the starting point of student growth.</p> <p>How will you know that they are resulting in an improvement?</p> <p>To measure progress against baseline data.</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>All teams will monitor and communicate progress towards their goals and student results with the school community.</p> <p>Why are you implementing them?</p> <p>To monitor progress to meet the determined goals.</p> <p>How will you know that they are resulting in an improvement?</p> <p>Progress data will inform next steps towards meeting summative goals.</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>By the end of June 2022:</p> <ul style="list-style-type: none"> ● 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%. <p>Why are you implementing them?</p> <p>To build teacher efficacy and increase student engagement and success.</p> <p>How will you know that they are resulting in an improvement?</p> <p>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.</p>

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

Part IV

Student Outcomes (2021-2022 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<p>By the end of June 2022:</p> <ul style="list-style-type: none"> 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%. 	<p>By the end of June 2022:</p> <ul style="list-style-type: none"> All teachers will engage in the Cycle of Professional Learning (CPL). A system for attendance and disciplinary referrals will be established, communicated, monitored, and enforced. 	<p>ILT</p> <p>ART</p> <p>PRT</p>

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)
<p>Beginning of the Year</p> <p>Changing School Culture</p> <p>Establish a shared understanding of how school teams link to the Academic Plan. School teams include the leadership teams (ART, PRT, ILT, and Department Chair Team (DCT)), the HMTSS cadre, and the Literacy Team.</p> <p>Collect baseline data to include but not limited to attendance, GPA, # of Fs, SBA scores. Data may be used by teams, cadres, and departments to make informed decisions.</p> <p>Addressing Academic Achievement</p> <p>PBL - Build a culture: All teachers will engage in planning and delivery of PBL teaching practices.</p>		<p>By August 31, 2021, administration shares with the faculty and staff the goals and purposes of the leadership teams, HMTSS cadre, and Literacy Team.</p> <p>Before the end of 1st quarter, WASC coordinator records student data from the previous year and makes the data available to the teams.</p> <p>Before the end of 1st quarter, departments develop a plan to monitor strategies implemented to decrease # of Fs.</p>	<p>ART reviews agendas, slide presentations of faculty meetings located on the school's teacher resources website.</p> <p>WASC coordinator posts SY 2020-2021 student data in a secure, accessible Google folder on the school's teacher resources website.</p> <p>ILT reviews department minutes located in the department's folder on the school's teacher resources website for the departments' plans.</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Literacy Program – Teacher Clarity: All teachers will communicate with students clear learning intentions and success criteria that enable students to respond to the clarity questions: what I am learning, why am I learning it, and how do I know I learned it.</p> <p>Literacy Action Plan include: Instructional framework Schoolwide focus on writing Vocabulary development Learning intentions and success criteria Cycles of Professional Learning</p> <p>Math Forums – All math teachers engage in class discussion around problem solving strategies using error analysis.</p> <p>Building Inclusion</p> <p>All Kaiser’s Advisory Program (KAP) classes provide the SEL curriculum, Choose Love Enrichment Program.</p> <p>All teachers will engage in planning and delivery of Tier 1 SEL supports for students in their classes.</p>	<p>CSLD - Comprehensive State Literacy Development Grant</p>	<p>By the end of 1st quarter, all teachers are trained in the school’s chosen common formative assessment (CFA) and develop their SMARTe goal.</p> <p>By the end of 1st quarter. all math teachers administer a pre-test to all students to set a baseline.</p> <p>Prior to each Choose Love Enrichment Program KAP lesson, counselors provide lessons.</p> <p>By the end of the 1st quarter, determine baseline of number of teachers observed using Tier 1 SEL supports in classes.</p>	<p>The Literacy Team monitors teachers’ SMARTe goals found in the department minutes.</p> <p>All math teachers monitor students’ improvement in problem solving.</p> <p>Counselors assign KAP lessons based on a schedule.</p> <p>By the end of 1st quarter, HMTSS cadre shares with faculty Tier 1 SEL supports.</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Throughout the Year</p> <p>Changing School Culture</p> <p>All teams communicate progress towards their goals and the Academic Plan as they follow the Framework for Powerful Results.</p> <p>Provide faculty in-service or professional development.</p> <ul style="list-style-type: none"> ● Powerful Instructional Practice (PIP) - Professional development on the PIP. ● SEL - Professional development on Choose Love Enrichment Program (CLEP). ● IB training ● Admin portion of teachers' NTP used for professional development and cross department collaboration. 	<p>Training cost – WSF (contract, subs)</p> <p>Training cost – WSF (for speaker, Scarlett Lewis)</p> <p>Marshall Grant</p>	<p>Teams post their progress in the team's group memory.</p> <p>ILT maintains list of teachers who received training.</p> <p>Counselors provide KAP lessons.</p> <p>Training logs</p> <p>All teachers will meet with their NTP team twice a month to address</p>	<p>Prior to the end of each quarter, ART provides guiding questions to school teams to monitor progress as teams complete their tasks and in turn the Academic Plan. Teams record responses in their group memories located in the Team folder on the school's teacher resources website.</p> <p>2 PD days followed by monthly meetings.</p> <p>0.5 PD session with follow-up at 2 faculty meetings</p> <p>Who and when determined based on need.</p> <p>Administration team plans and conducts twice</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Collect quarterly data to include but not limited to attendance, # of Fs and Class A, B, C, and D offenses. Data may be used by teams, cadres, and departments to make informed decisions.</p> <p>Addressing Academic Achievement</p> <p>PBL Build a Culture: All teachers will engage in planning and delivery of PBL teaching practices.</p> <p>Literacy Program – Teacher Clarity: All teachers will communicate with students clear learning intentions and success</p>		<p>school-wide concerns of implementing the following school-wide efforts: PIP, Literacy Plan, and SEL.</p> <p>By the middle of each quarter, WAXC coordinator records student data from the previous quarter.</p> <p>Before the end of 2nd and 3rd quarters, departments report progress on the implementation of the strategies applied to decrease # of Fs and absences.</p> <p>Departments produce quarterly progress reports on</p>	<p>monthly meetings of the NTP teams.</p> <p>On an end of the year survey, teachers respond to the extent they feel part of the learning community of Kaiser High School.</p> <p>WASC Coordinator updates the database with data from the previous quarter.</p> <p>ILT review department minutes to monitor the implementation of the department's identified strategy.</p> <p>School administration and teachers conduct nonevaluative learning walks monthly to monitor implementation of PBL.</p> <p>The Literacy Team monitors department</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>criteria that enable students to respond to the clarity questions: what I am learning, why am I learning it, and how do I know I learned it.</p> <p>Math Forums - All math teachers engage in class discussion around problem solving strategies using error analysis.</p> <p>Building Inclusion</p> <p>All Kaiser’s Advisory Program (KAP) classes provide the SEL curriculum, Choose Love Enrichment Program.</p>		<p>the impact of the implementation of the common formative assessment by its teachers.</p> <p>All math teachers will engage students in class or small group discussions around error analysis to improve problem solving skills.</p> <p>Students show growth in problem solving skills on formative assessments in math.</p> <p>Prior to each Choose Love Enrichment Program KAP lesson, counselors provide lessons.</p>	<p>minutes and the quarterly progress reports.</p> <p>School administration and teachers conduct nonevaluative learning walks monthly to monitor implementation of asking clarity questions.</p> <p>All math teachers monitor students’ improvement in problem solving.</p> <p>School administration and teachers conduct nonevaluative learning walks monthly to monitor implementation of the evidence based instructional strategy.</p> <p>Counselors assign KAP lessons based on a schedule.</p> <p>Counselors monitor implementation of the program</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>All teachers will engage in planning and delivery of Tier 1 SEL supports for students in their classes.</p>		<p>By the end of each quarter, there is an increase in the teachers observed using Tier 1 SEL supports in classes.</p>	<p>through surveys given at the end of first semester.</p> <p>School administration conducts nonevaluative learning walks monthly to monitor implementation of Choose Love.</p> <p>Each quarter HMTSS surveys teachers and students to identify students who are in need, identify supports needed and address areas of concern.</p> <p>School administration and teachers conducts nonevaluative learning walks monthly to monitor implementation of the SEL domain of HMTSS.</p>		
<p>End of the Year Changing School Culture</p>					

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>All teams communicate progress as they follow the Framework for Powerful Results</p> <p>Collect quarterly data to include but not limited to attendance, # of Fs and Class A, B, C, and D offenses. Data may be used by teams, cadres, and departments to make informed decisions.</p> <p>Addressing Academic Achievement</p> <p>PBL Build a Culture: All teachers will engage in planning and delivery of PBL teaching practices. SMART goal, "Struggling students improve perseverance as measured by a 25% reduction in Fs and a 25% reduction of students with a 2.0 GPA or below."</p> <p>Literacy Program – Teacher Clarity: All teachers will communicate with students clear learning intentions and success criteria that enable students to respond to the clarity questions: what I am learning, why am I learning it, and how do I know I learned it.</p>		<p>Teams post their year-end progress in the team’s group memory.</p> <p>By the end of the school year, WASC coordinator records student data from the school year.</p> <p>By the end of the 4th quarter, departments report # of Fs.</p> <p>By the end of the school year, departments report progress on the implementation of the common formative assessment by its teachers.</p>	<p>Prior to the end of 4th quarter, ART provides guiding questions to school teams to monitor progress as teams complete their tasks that are part of the Academic Plan. ART evaluates the completion of the Academic Plan.</p> <p>WASC Coordinator updates student data with data from the school year.</p> <p>By May 2021, ILT determines to what extent the SMART goal was achieved and adjusts their plan for the following year.</p> <p>By the end of the school year, the Literacy Team reviews department minutes to monitor the implementation of the common formative</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>SMARTE goal, “By the end of SY 2021-22, 100% of students will show growth in ELA writing as determined by quarterly common formative assessments (25% growth each quarter) utilizing Learning Intentions and Success Criteria to ensure teacher and student clarity. Students will develop self-actuation of what they are learning, why they are learning it, and how they know they are learning.</p> <p>By the end of SY 2021-22, 25% of EL students will show growth in their ELA writing as determined by quarterly common formative assessments. Students will move at least one proficiency level on the annual WIDA ACCESS test.”</p> <p>Math Forums – All math teachers engage in class discussion around problem solving strategies using error analysis.</p> <p>Building Inclusion</p> <p>All Kaiser’s Advisory Program (KAP) classes provide the SEL curriculum Choose Love Enrichment Program</p>		<p>The proficiency rate on the 11th grade SBA mathematics test will improve by 20% from the previous year.</p> <p>The ACT mathematics score will improve by 20% from the previous year.</p> <p>At least 80% of faculty and students respond to end of year surveys.</p>	<p>assessment by its teachers.</p> <p>By the end of 4th quarter, all math teachers administer a post-test to all students to determine overall effect of the evidence based instructional strategy.</p> <p>Gather teacher and student voice about implementation of Choose Love</p>		

2021-2022 Academic Plan: [Henry J. Kaiser High School]

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>All teachers will engage in planning and delivery of Tier 1 SEL supports for students in their classes.</p>		<p>By the end of the year, all teachers are observed using Tier 1 SEL supports in classes.</p> <p>On the Panorama Survey, the Class engagement score will equal or surpass the 2019 percentage of 46%.</p> <p>Chronic absenteeism will decrease to less than 10%.</p>	<p>Enrichment Program through end of year survey via KAP classes.</p> <p>Counselors monitor implementation of the program through surveys given at the end of second semester.</p> <p>By the end of the year, HMTSS uses data gathered during the year to adjust the plan for the following year.</p>		

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 it at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<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.

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*.

<p>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.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>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.</p>	<p>Historically, the EL subgroup does not show gains as measured by World-class Instructional Design and Assessment (WIDA).</p>	<p>Determination of the next steps and success criteria of the West Ed, EL Success Initiative.</p>
<p>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.</p>	<p>Review of ACT, Naviance, and KAP survey data indicated high student interest in healthcare and technology fields.</p>	<p>School provides funding, flexible school schedule, and facilities to support the program.</p>