2020 Academic Plan, School Year 2020-21

'Aiea 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. 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.

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. School Design, Teacher Collaboration, Student Voice.
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the** **Core**.

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**.
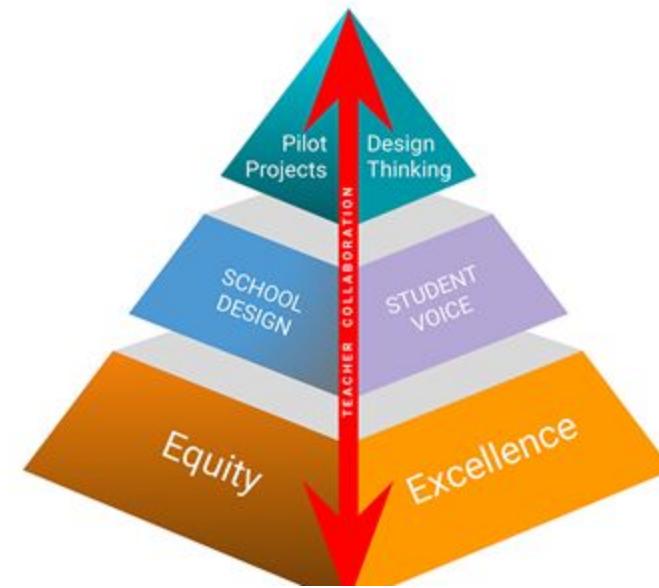
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.	*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 - Currently our SPED subgroup makes up 12% of our student population. Our SPED students are not performing as well as our overall group as indicated by our SY 2018-19 Strive HI results. According to Strive HI, 6% of our SPED students met the achievement standard for ELA and 0% met the achievement standard for Math. Our overall student group data shows 60% for ELA and 22% for Math. For chronic absenteeism for 12% of our SPED students were chronically absent compared to 4% of our non-high needs student group. SW1	*Special Education - If we provide appropriate differentiated instruction, using the inclusion model that could include co-teaching to provide specialized instruction based on students' needs (academic, SEL, behavior, etc.), then our special education students will develop the skills they need in order to progress academically to reach their highest potential in school. As our special education students progress academically and are provided progress monitoring supports, the achievement gap will decrease.*	● *iReady in Special Education to provide personalized programs for reading and math.* ● *Additional support (training for inclusion/ co-teaching, differentiation) to support any student needing additional support.* ● *Inclusion and Co-teaching teams will participate in the lesson study process (classroom management/teaching style discussion, planning of differentiated lessons, implementation, debrief and reflection) to meet the needs of ALL learners.* ● *Professional development on expectations, roles, and planning of inclusive models for those involved to meet.* ● *ALL teachers will receive professional development on Tier I instructional strategies and practices for effective instruction.* ● *Teachers will receive professional development on RtI and the tiered levels of support for all students.* SW6

EL - Currently our EL subgroup makes up 6% of our student population. Our EL students are not performing as well as our overall group as indicated by our SY 2018-19 Strive HI results. According to Strive HI, 0% of our EL students met the achievement standard for ELA and 0% met the achievement standard for Math. Our overall student group data shows 60% for ELA and 22% for Math. For chronic absenteeism for 9% of our EL students were chronically absent compared to 4% of our non-high needs student group. *SW1*	*EL - If we provide the appropriate support based on the identified needs for each of our EL students, then our EL students will progress academically and their achievement gaps will decrease. Support to include an expansion from Tier I - Tier III as needed and allow collaboration opportunity for articulation between teachers who are supporting our EL students. Collaboration to increase instructional strategies and utilize educational programs like iReady so they can strengthen the skills needed to be academically successful.*	● *Training for RtI:* Teachers will receive ongoing professional development on RtI and the tiered levels (Tier I, II, & III) of support for all students including SPED and ELL students. ● *Data Teams PLC*: Utilize the data teams process to close the achievement gap specifically in ELA, Math, and Science ● *Total participation training:* Teachers have received professional development on teaching techniques that require evidence of participation and higher-order thinking from all students. ● Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs. *SW6*
Low SES - Currently our Low SES subgroup makes up 47% of our student population. Our Low SES students are not performing as well as our overall group as indicated by our SY 2018-19 Strive HI results. According to Strive HI, 45% of our Low SES students met the achievement standard for ELA and 10% met the achievement standard for Math. Our overall student group data shows 60% for ELA and 22% for Math. For chronic absenteeism, 9% of our Low SES students were chronically absent compared to 4% of our non-high needs student group. *SW1*	*Low SES - If we provide engaging instructional activities and experiential learning opportunities while establishing and maintaining genuine relationships with students, then our Low SES students will feel a belonging to AHS that can be determined by an increase in attendance and will progress academically, closing the achievement gap.*	● Continue full implementation of core curriculum and content standards in ELA, Math, Science, Social Studies, and CTE/Electives/FSC. ● *Data Teams Consultant:* Hire a consultant to identify the needs of each Data Team schoolwide and provide differentiated support to the teachers. This includes specific support for the Math PLCs. ● *Data Teams PLC*: Utilize the data teams process to close the achievement gap specifically in ELA, Math, and Science ● *Training for RtI:* Teachers will receive professional development on RtI and the tiered levels (Tier I, II, & III) of support for all students including SPED and ELL students. ● *Total participation training:* Teachers have and will receive professional development on teaching techniques that require evidence of participation and higher-order thinking from all students. ● Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs. ● *Professional development on expectations, roles, and planning of inclusive models for those involved to meet.* ● Provide teachers with time to develop common formative and summative assessments and develop intervention

		strategies. *SW6*
Overall Math Gap from the Complex and State - According to StriveHI, our overall student group data shows a proficiency rate of 22% for Math. The complex data shows 33% proficiency and the state data shows 31% proficiency. Despite the lack of growth for both the complex and state proficiency levels, the school to state gap increased in SY 2018-19. *According to the STAR Math Test, 41% of 9th grade students were proficient based on the SBA Benchmark. This indicates that 59% of the 9th grade students are not ready for Algebra 1, despite it being the entry-level course.* SW1	*Math Proficiency Gap - If we implement ongoing and continuous professional development on the RtI structure, then there will be a comprehensive system to support the learning of all students, including the implementation of high impact teaching strategies.* *Math Readiness Gap - If the Universal Screener data is analyzed and used by teachers and the ART to monitor progress, then the teachers can use the data to identify students and gap and skill weakness areas.* *Math Readiness Gap - If the Math Department provides courses and shifts the sequence of courses to support students where they are at, then there will be an increase in the number of students who are prepared to take Algebra 1 in the 10th grade and Algebra 2 in the 11th grade.*	● *Provide PD on high impact strategies in math for all students.* ● *Students to use graphing calculators to help to support instruction and student learning in the classroom.* ● *Provide targeted intervention prior to SBA Math Testing* ● *Provide travel funds for staff members to visit conferences on the mainland and within the state to learn strategies on additional supports* ● *Data Teams Consultant: Hire a consultant to identify the needs of each Data Team schoolwide and provide differentiated support to the teachers. This includes specific support for the Math PLCs.* ● *Provide teachers with training on reading and analyzing iReady data reports* ● *Continue to provide a Summer Math Transition course for 9th grade students who are identified as most needing support by Aiea Intermediate School.* ● *Change the sequence of Math courses so all 9th grade students take Geometry instead of Algebra 1 and shift the focus of Geometry to include Pre-Algebra concepts and skills. Students will then take Algebra 1 in the 10th grade, and Algebra 2 in the 11th grade.* *SW6*
Overall Science Gap from the Complex and State - According to StriveHI, our overall student group data shows 27% proficiency for Science. The complex data shows 42% proficiency and the state data shows 35% proficiency. The school to state gap increased in SY 2018-2019.	*Science Gap - If Science teachers increase the infusion of performance-based lessons into their curriculum, then all students will experience the NGSS at an authentic level, increasing engagement and relevance of science concepts. The assessments will also require students to demonstrate higher levels of thinking, more similar to standardized assessments, leading to a decrease in the achievement gap.*	● *Science teachers will utilize STEMscopes to support students with NGSS standards* ● *Science will utilize Biology concepts and applications textbooks to support students with NGSS standards and curriculum* ● *All teachers align to NGSS standards* ● *Data Teams PLC: Utilize the data teams process to close the achievement gap specifically in ELA, Math, and Science* ● Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for

SW1		implementation of processes and programs. *SW6*

Innovation in Support of the Core: School Design and Student Voice
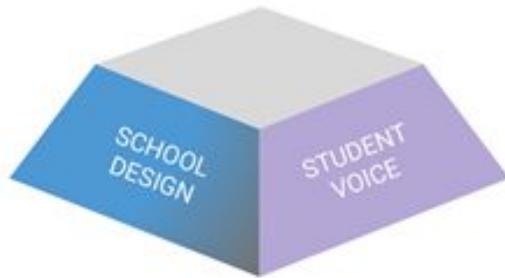
Describe here your complex/school contexts for School Design and Student Voice.

Aiea High School has a high population of students who are not performing well on our standardized state test. Aiea HS needs to find a better way to engage students and better prepare students for college, career and community readiness.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Aiea High School will provide all students with learning opportunities needed to prepare for a path toward success in college, career, and citizenship.

Describe here your Conditions for Success for School Design and Student Voice

Provide consistent and focused instruction aligned to our Common Core State Standards, while also providing teachers with opportunities to collaborate to establish best teaching practices that will improve student achievement and also accommodate our students' unique learning needs.
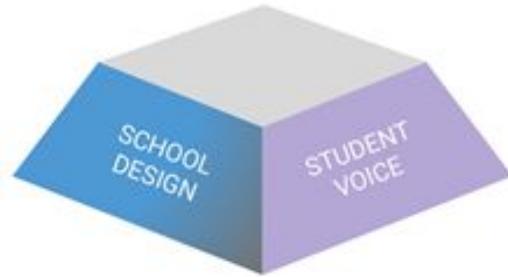
SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
 	
 1. AHS will work towards National Career Academy Coalition (NCAC) certification of the Academy of Health and Sciences through the achievement of the National Standards of Practice. In SY 20-21, Standards 1,2,3,6,8,9 will be attained. (SW5)
    a. Implementing College and Career Academies to prepare all students for college and career
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
	
	 1. The Academy of Health and Sciences will achieve NSOP Standards 4,5,7,10 by the end of SY 2021-22. This will complete the foundational structure of the academy and the school can pursue certification.
	    a. Implementing College and Career Academies to prepare all students for college and career
		What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
		
		 1. AHS will engage in the NCAC certification process in SY 2022-23 because the first academy cohort will have graduated in May 2022.
		    a. Implementing College and Career Academies to prepare all students for college and career readiness.

readiness.	readiness.	b. Attaining proficiency of all of the NSOPs will illustrate characteristics of a high quality career academy.
2. Teachers and students will be trained in Design Thinking to support student voice and leadership within the school and community. Student leaders will provide valuable input and feedback for schoolwide and community improvement. This will be measured by our student government who will collect and report on student feedback during SCC and PTSO meetings. Professional Development on Design Thinking training will provide background information. Change may be seen in one school year where student voice on student government, SSC, athletics, Peer Education will reflect growth. (SW6) a. By May 2021, all teachers will understand and be trained in the Design Thinking process for implementation in SY 2021-22.	2. Teachers will implement the strategies of Design Thinking within their classroom and across disciplines.	2. In SY 2022-23, students will take the initiative to implement the Design Thinking process to address school-wide needs and growth areas.

3. Teaching and Learning framework - CIA, RtI, PLC, Data Teams, Instructional Strategies
    a. The Leadership Team will work with administration to create a system to provide professional development sessions and ongoing support implementing high impact strategies in the classroom.
    b. PD with a Consultant to work on Data Team structure and math strategies.
    c. Training and beginning Admin walkthroughs
    d. By May 2021, All teachers will understand each of the high impact strategies (CIA, RtI, PLC, Data Teams). (SW6)
	3. Teaching and Learning framework - CIA, RtI, PLC, Data Teams, Instructional Strategies
	    a. All teachers will implement high impact strategies and will have peer collaboration. Administration support by having walkthroughs to determine strategies are being used effectively.
	    b. PD with a Consultant to work on Data Team structure and math strategies.
		3. Teaching and Learning framework - CIA, RtI, PLC, Data Teams, Instructional Strategies
		    a. All teachers will begin peer to peer classroom visits and implementing walkthrough protocol.
		    b. PD with a Consultant to work on Data Team structure and math strategies.

4. Technology Integration
    a. At the end of School Year 2020-21, 100% of the classrooms will transition into a more blended classroom setting to support the career/future focus school environment. 100% of the classrooms will have accessibility to support
	4. Technology Integration
	    a. All teachers will implement technology integration into their classroom instruction. Administration will support by having walkthroughs to determine technology integration strategies are being used
		4. Technology Integration
		    a. All teachers will begin peer to peer classroom visits and implementing walkthrough protocol.
		    b. Implementation of PBL projects incorporating technology will be observed.

technology integration.	effectively.	5. Increase and promote parental involvement to impact or support student learning

5. Increase and promote parental involvement to impact or support student learning (SW6) (SW7)
   a. Parent nights for:
      i. Technology
      ii. Class announcements/involvement opportunities,
      iii. College and Career Readiness
      iv. Athletics
   b. By the end of fiscal year 2020, we will see an increase in school, parent and community involvement by 10%. The following activities will assist in increasing engagements:
      i. Communication
      ii. Knowledge and Participation of events and activities
      iii. Academic Culture
      iv. Community Culture
      v. Technology knowledge and usage
      vi. FAFSA nights
      vii. Math Night
      viii. Academic Showcase
      ix. Advertisement of school events
      x. Acknowledgements through the school's marquee & scoreboard
   c. Monitoring and utilization of registration/sign in sheets, photos, SQS, access to website, IC usage, increase in attendance at games & performances.
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Why you are implementing them?
 	
1. NCAC
   a. We believe preparing students for post-high school endeavors brings relevance to learning as we strive to include parents and business-industry partners together. We provide relevant learning experiences surrounded by relationships and rigor.
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This is a smaller learning community concept that allows teachers to design lessons and supports for students. SW6
 	
2. Design Thinking
   a. Student leaders will provide valuable input and feedback for schoolwide and community improvement. This supports the needs of the school.
 	
3. Teaching and Learning Framework
   a. Our teachers need tools to be effective in the classroom. By providing PD and ongoing support for the following evidence based strategies: CIA, RtI, PLC, and Data Teams, we provide relevant learning for our teachers in hopes that we improve student outcomes. SW 6
 	
4. Technology Integration
   a. Trends in career and future focus schools recognize that blended classroom environments have shown to increase student engagement and involvement. Currently, 80% of classrooms are partially blended with varying devices. Ideally, the goal is to reach 100% where technology is fully blended into lessons and curriculum.
 	
5. Parental Involvement
   a. Our belief is that all our families are a part of the 'Aiea High School community. This will promote both academic as well as social opportunities for both teachers, students, parents, and community members to come together for the betterment of AHS. SW7
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How will you know that they are causing an improvement? 1. NCAC	*How will you know that they are causing an improvement?* 1. NCAC	*How will you know that they are causing an improvement?* 1. NCAC

a. Students will receive dual academic credits in both high school and post high. More students will receive certification in entry level jobs to begin employment immediately after high school as they continue to work towards possible upper level career choices. The school is providing choices to students to consider all opportunities available to them. SW5

2. Design Thinking
   a. The school will see an increase in student voice across campus regarding issues or growth areas they are concerned with. Teachers will utilize the Design Thinking process to promote student voice within lessons.

3. Teaching and Learning Framework
   a. Increase in percentage of grade level promotions in each grade level.
   b. Standardized test score results will show an increase from the prior year: SBA, Bio EOC, ACT.

4. Technology Integration
   a. Google Data can be viewed to determine the increase in engagement. Data could include movement from paper-based lessons and assessments to digital-based.
   b. Student use will also be analyzed using the Google Admin Analytics to get a visual representation of the change.

5. Parental Involvement SW7
   a. There will be an increase in the number of parents attending events as measured through sign-in sheets.
   b. The percentage of parents engaged on the SQS, IC, and the school's website will increase.

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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. *Strive HI Data:* *Language Arts 58%* *Math 22%* *Science 27%* *9th graders promoted to 10th grade on time 91%* *Chronic Absenteeism 13%*	*Add throughout the year measurements here.* *Formative Assessments (iReady)* *Attendance Data* *Course Marks*	*Add end of year goals here.* *Increase math proficiency rate to 40%* *Increase ELA proficiency rate to 65%* *Science proficiency rate to 40%* *Reduce Chronic absenteeism rate to 9%*

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase the percentage of first time 9th graders promoted to the 10th grade on-time to 95% (94% 2020 State Benchmark).	Develop a comprehensive plan to revise the implementation of the transition to high school. 1. Arrange for an 8th grade visitation to Aiea HS. 2. Collaborate with Aiea Inter regarding instructional strategies and program utilization. 3. Work with Aiea Inter for transition of services with SPED, EL, 504 and absenteeism rates. Develop services to support students promoted to the 10th grade. 1. Work on implementing the academy house structure in 9th grade for wrap around services for student success (peer review, intervention, differentiation, common planning time) Students will utilize various supports (planners, online systems) to track and plan career and college interests for post-secondary success. Provide teachers PD and time to	Yearlong	WSF, Title I	Monitoring to be conducted by a tri-level support system within the school. 1) Level 1: Freshman Academy House teachers, counselor, and academy coach to monitor grades, attendance, and student interventions. Notify parents, students are notified, counselors if necessary. 2) Level 2: Counselor to monitor progress of students within the 9th grade as they transition to the 10th grade. Counselors to monitor students grades, attendance and interventions. Notify administration and parents and hold a meeting. 3) Level 3: Administration and	Quarterly SW3	

discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs. SW6				ART team to monitor promotion rates, retention rates, and attendance and communicate and analyze data trends. SW3		
Decrease student gap rates and increase math proficiency rate to 40% (10% growth from SY 2019-20). Increase our SPED and EL proficiency rate by 25%. Increase our LowSES proficiency rate by 15%. *SW1*	**Math:** 1. School will schedule 3 rounds of the iReady universal screener assessment. 2. iReady in all classes to provide diagnostic screener data and to provide personalized programs for math. 3. Provide PD on iReady data sheets, classroom interventions, and instructional supports based on the universal screener data. 4. Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. 5. PD with a Consultant to work on Data Team PLC structure, Math CCSS structure, and teaching strategies. 6. Targeted intervention prior to SBA Math Testing. 7. Students use graphing calculators to help to support instruction and student learning in the classroom. 8. Continue to provide a	Yearlong	WSF, Title I	Progress to be monitored through ● Math Data Teams who will analyze student grades, in class assessments, and screeners. ● The Academic Achievement Data Team will progress monitor the data and share with the leadership team. ● ART, leadership and the consultant will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3	Quarterly	

	Summer Math Transition course for 9th grade students who are identified as most needing support by Aiea Intermediate School. 9. Change the sequence of Math courses so all 9th grade students take Geometry instead of Algebra 1 and shift the focus of Geometry to include Pre-Algebra concepts and skills. Students will then take Algebra 1 in the 10th grade, and Algebra 2 in the 11th grade. 10. Provide travel funds for staff members to visit Conferences on the mainland and within the state to learn strategies on additional supports. 11. Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19.	Yearlong	WSF, Title I	Progress to be monitored through ● ALL data teams who will analyze student grades, in class assessments, and screeners. ● The Academic Achievement Data Team will progress monitor the data and share with the leadership team.	Quarterly	
	SPED/EL/Low SES: 1. SPED/EL/Low SES students will utilize iReady to support their math proficiency to meet grade level standards. 2. School will schedule 3 rounds of the iReady universal screener assessment. 3. iReady in all classes to provide diagnostic screener data and to provide personalized programs for reading and math.					

	4. Provide PD on iReady data sheets, classroom interventions, and instructional supports based on the universal screener data. 5. Total participation training: Teachers will receive professional development on teaching techniques that require evidence of participation and higher-order thinking from all students. 6. Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. 7. Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19. SW5, SW6			● ART, leadership and the consultant will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3		

Increase ELA proficiency rate to 65% and Science proficiency rate to 40% and decrease student gap rates. SPED 6% EL 0% Low SES 45% Increase our SPED proficiency rate by 19% and EL proficiency rate by 25%. Increase our LowSES proficiency rate by 10%. *SW1*	**ELA:** 1. ELA department will align content curriculum through the data team process to support vertical and horizontal alignment. 2. School will schedule 3 rounds of the iReady universal screener assessment. 3. iReady in all classes to provide diagnostic screener data and to provide personalized programs for reading. 4. Provide PD on iReady data sheets, classroom interventions, and instructional supports based on the universal screener data. 5. Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. 6. Targeted intervention prior to SBA ELA Testing. 7. Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19.	Yearlong	WSF, Title I	Progress to be monitored through ● ELA Data Teams who will analyze student grades, in class assessments, and screeners. ● The Academic Achievement Data Team will progress monitor the data and share with the leadership team. ● ART, leadership and the consultant will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3	Quarterly	
	Science: 1. Science will utilize	Yearlong	WSF, Title I	Progress to be monitored through ● Science Data Teams who will analyze student grades, in	Quarterly	

	STEMscopes to support students with NGSS standards. 2. Science will utilize Biology concepts and applications textbooks to support students with NGSS standards and curriculum. 3. Purchase curriculum and texts to help align to NGSS Standards. 4. Provide PD on classroom interventions, and instructional supports based on the universal screener data. 5. Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. 6. Utilize a Curriculum Coach to further support teacher instruction to students. 7. Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19. **SPED/EL/Low SES:** 1. The SPED/EL/Low SES students will utilize iReady to	Yearlong	WSF, Title I	class assessments, and screeners. ● The Academic Achievement Data Team will progress monitor the data and share with the leadership team. ● ART, leadership and the consultant will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3 Progress to be monitored through ● SPED and EL Data Teams who will analyze student grades, in class assessments, and screeners, ● PLC's, ART, leadership and the consultant will analyze past data with state	Quarterly	

	increase their reading proficiency. 2. School will schedule 3 rounds of the iReady universal screener assessment. 3. iReady in all classes to provide diagnostic screener data and to provide personalized programs for reading and math. 4. Provide PD on iReady data sheets, classroom interventions, and instructional supports based on the universal screener data. 5. Total participation training: Teachers have received professional development on teaching techniques that require evidence of participation and higher-order thinking from all students. 6. RtI high impact strategies focusing on Tier 1 strategies to support all students. 7. Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. 8. Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19. SW6			assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3		

Develop engaging educational technology and integrate digital-based learning strategies into the classroom, supporting the needs of students and teachers.	1. Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs to create more blended classroom settings. 2. Teachers will utilize appropriate instructional strategies to improve/utilize technology with assignments. 3. Purchase technology to ensure all classrooms have accessibility, including maintenance of existing technology and replacing outdated technology. 4. Students will utilize Acellus program to supplement online distance learning during COVID 19 pandemic. SW6	Yearlong	WSF, Title I	● Data will be measured with Google Data and Google Admin Analytics. ● The Academic Achievement Data Team will progress monitor the data and share with the leadership team. ● ART, leadership and the consultant will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3	Quarterly SW3	
Implement College and Career Academies to prepare all students for college and career readiness.	1. Align programs to increase vertical and horizontal alignment 2. Increase exposure to problem based learning (PBL) and workplace readiness and learning opportunities through the academy setting 3. Provide and conduct training to all teachers regarding the	Yearlong	WSF, Title I	● Teacher input and analysis ● SQS data reports ● 9th grade retention rate ● Chapter 19 student discipline data ● SCC minutes ● College test scores SW3	Quarterly SW3	

	academy structure 4. Identify teams of teachers to support all students this includes time for planning and for teachers to conduct peer review to plan and implement lessons through collaboration 5. Purchase student planners for all students to help organize and prepare students for college and career readiness SW5, SW6					
Increase and promote parental involvement through Parent Nights for technology, class announcements/ involvement opportunities, College and Career Readiness, athletics, etc.	Conduct parent nights to promote parental involvement and increase communication to families Purchase a PCNC position to support parental involvement and increase communication to families and community Encourage parent and community participation through parent nights, workshops, and other school events. Promote ongoing parent communication through the use of a comprehensive school website SW7	Yearlong	WSF, Title I	● Flyers, Agendas, Sign In sheets, evaluations ● Newsletters sent home (monthly and/or quarterly) ● Website views via the school website (data collection)	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase support for co-teaching and inclusion practices.	1. Inclusion and Co-Teaching teams will participate in the lesson study process (classroom management/teaching style discussion, planning of differentiated lessons, implementation, debrief and reflection) to meet the needs of ALL learners. 2. PD on expectations, roles, and planning of inclusive models. 3. ALL teachers will receive PD on Tier I instructional strategies and practices for effective instruction. 4. Provide teachers PD and time to discuss, plan, collaborate and decide on strategies to support next steps for implementation of processes and programs. SW6	Yearlong	WSF, Title I	Progress to be monitored through ● Co-teaching Data Teams will look at student grades, assessments and interventions used, ● PLC's, ART, leadership and the consultant will monitor staff feedback regarding inclusion practices, will analyze past data with state assessments and current school screening data to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3	Quarterly	
Instruction in all classes will show evidence of implementation of the data team process in instruction including:	1. Teachers will participate in the data team process to monitor the progress of students and provide intervention supports. 2. Teachers will receive ongoing	Yearlong	WSF, Title I	All classes will show evidence via ● google drive of implementation of the data team	Quarterly	

curriculum, instruction, and assessment (CIA).	PD with CIA through the CCSS and the data teams process to include differentiation to support ALL students in the classroom. 3. Teachers will receive PD on supporting standard protocols in the classroom: walk through protocols, print rich environment for learning, success criteria on the walls, power standards posted during the cycle, etc. 4. Provide teachers PD and time to discuss, plan, collaborate and decide on strategies to support next steps for implementation of processes and programs. SW6			process in instruction including: curriculum, instruction, and assessment (CIA). This progress is to be monitored through ● PLC's, Data Teams, ART, leadership and the consultant to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3		
All teachers will implement content standards and curriculum.	**ELA:** 1. Implementation of Springboard ELA curriculum in Gr 9. 2. Provide support as needed for beginning through advanced Springboard training. 3. Through the DDIC process, teachers will develop common formative and summative assessments. 4. Develop intervention strategies and impact on progress.	Yearlong	WSF, Title I	Progress to be monitored through ● Data Teams to monitor department curriculum, ● PLC's, ART, leadership and the consultant will monitor department data teams via google drive to decrease gaps seen with student data as we analyze trends in	Quarterly	

				student growth and achievement. SW3		
	Math: 1. Full implementation of the Houghton Mifflin curriculum in all 9-12 grade levels. 2. Continue providing committed time for teachers to work on curriculum implementation of CCSS. 3. Through the DDIC process, teachers will develop common formative and summative assessments. 4. Develop intervention strategies and impact on progress. **Science:** 1. Full implementation of the Next Generation Science Standards (NGSS). 2. Development of common formative and summative assessments. 3. Through the DDIC process, teachers will develop common formative and summative assessments. 4. Develop intervention strategies and impact on progress. **Social Studies:** 1. Teachers will re-visit content HCPS III standards and align with CCSS literacy standards					

	and begin implementation of the C3 Framework. 2. Through the DDIC process, teachers will develop common formative and summative assessments. 3. Develop intervention strategies and impact on progress. **CTE/Electives/FSC:** 1. Full implementation of industry standards and CCSS literacy standards. 2. Through the DDIC process, teachers will develop common formative and summative assessments. 3. Develop intervention strategies and impact on progress. Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs. Through the DDIC process, teachers will develop common formative and summative assessments. SW5, SW6				

Teachers will receive professional development on RtI and the tiered levels of support for all students including SPED and EL.	Teachers will receive professional development on RtI and the tiered levels of support for all students including SPED and EL. ● Tier 1 - support ALL students in the classroom through differentiation, PBL, WBL, etc. Systems of support for students. ● Tier 2 - identifying students needing additional support and provide small group instruction and direct instruction to improve gaps. (Utilize the data teams process and close the achievement gap specifically in ELA, Math, and Science). ● Tier 3 - if interventions don't work and with appropriate documentation of student needs, possible services may be explored. Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs. Through the DDIC process, teachers will develop common formative and summative assessments. SW5, SW6	Yearlong	WSF, Title I	Progress to be monitored through ● Data Teams who will monitor their formative and summative assessments, ● PLC's, ART, leadership and the consultant will monitor teacher feedback from PD and support all teachers in the RtI process in order to decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3	Quarterly
Teachers will receive professional development	1. Provide travel funds for staff members to visit schools on the	Yearlong	WSF, Title I	● Monitoring of teacher understanding and	Quarterly

and planning time to prepare for the College and Career Readiness Academy structure.	mainland and within the state to visit campuses implementing the Academy structure. 2. Provide teachers PD and time to discuss, plan, and collaborate on strategies to support next steps with the small learning community and academy structure at Aiea HS. SW5, SW6			support in the Academy process to be conducted by the Academy Lead, Academy teachers, and Board members. SW3 ● Academy of Health and Sciences is currently tracking progress through the NCAC NSOPS. Select criteria in Standards 1-4, 6, 7, and 9 will be addressed. Other academies will follow the same protocols as they develop.		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 capacity to improve, and continuously advance student learning.

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

School Ideas for Innovation and Pilot Projects	Conditions for Success

Please describe your school's ideas around innovation and pilot projects.
 	
Career Academies:
 	
ʻAiea High School will work towards National Career Academy Coalition (NCAC) certification through the achievement of the National Standards of Practice. Implementing the College and Career Academies will prepare all students for college and career readiness. This is to prepare ALL students for post-high school endeavors as it brings relevance to learning. We are striving to include not just the school and our students, but also parents and business-industry partners together. We are working towards providing relevant learning experiences through the development of relationships, while maintaining rigor for all programs. This is a smaller learning community concept that allows for teachers to design lessons as it provides individualized supports for students. The career academies may also give students the opportunity to receive dual academic credits in both high school and post high. More students will receive certification in entry level jobs to begin employment immediately after high school as they continue to work towards possible upper level career choices. The school is providing choices to students to consider all opportunities available to them.
	Please describe your conditions for Success:
	
	AHS will engage in the NCAC certification process in SY 2022-23 because the first academy cohort will have graduated in May 2022.
	
	    a. Implementing College and Career Academies to prepare all students for college and career readiness.
	
	    b. Attaining proficiency of all of the NSOPs will illustrate characteristics of a high quality career academy.