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 (page 5).


**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).

<table>
<thead>
<tr>
<th>Principal (print):</th>
<th>David Tanuvasa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s signature:</td>
<td>Signature on file at school</td>
</tr>
<tr>
<td>Date:</td>
<td>4/26/2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complex Area Superintendent (print):</th>
<th>John Erickson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent’s signature:</td>
<td>Date: 5/5/2021</td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap?</td>
<td>What are your Enabling Activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>
| 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. | 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. | - i-Ready 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 MTSS (MTSS) and the tiered levels of support for all students. |

SW1

\*Aiea High School, as of 04/26/21
<table>
<thead>
<tr>
<th>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, 9% of our EL students were chronically absent compared to 4% of our non-high needs student group.</th>
<th>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 opportunities for articulation between teachers who are supporting our EL students. Collaboration to increase instructional strategies and utilize educational programs like i-Ready so they can strengthen the skills needed to be academically successful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**SW1**

- **Training for MTSS**: Teachers will receive ongoing professional development on MTSS 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**

- **WASC**: SLN 1, SLN2, SLN3, CA1, CA2

- **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 MTSS**: Teachers will receive professional development on MTSS 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.**

*Aiea High School, as of 04/26/21*
<table>
<thead>
<tr>
<th>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.</th>
<th>Math Proficiency Gap - If we implement ongoing and continuous professional development on the MTSS structure, then there will be a comprehensive system to support the learning of all students, including the implementation of high impact teaching strategies.</th>
<th>SW6-WASC: SLN 1, SLN2, SLN3, CA1, CA2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>• Provide PD on high impact strategies in math for all students.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>• Students use graphing calculators to help to support instruction and student learning in the classroom.</td>
</tr>
<tr>
<td>SW1</td>
<td></td>
<td>• Provide travel funds for staff members to visit conferences on the mainland and within the state to learn strategies on additional supports</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>• 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.</td>
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<td>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.</td>
<td>• Provide teachers with training on reading and analyzing iReady data reports</td>
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<td>• Continue to implement the change in 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.</td>
</tr>
<tr>
<td>SW6-WASC: CA1</td>
<td></td>
<td>SW6</td>
</tr>
</tbody>
</table>

*Aiea High School, as of 04/26/21*
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.

<table>
<thead>
<tr>
<th>SY 2021-22 Measurable Outcomes</th>
<th>SY 2022-23 Measurable Outcomes</th>
<th>SY 2023-24 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</td>
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</table>
| 1. AHS will work towards National Career Academy Coalition (NCAC) certification of the Academy of Health Sciences and Engineering through the achievement of the National Standards of Practice. In SY 20-21, Standards 1,2,3,6,8,9 will be attained. [SW5] [WASC CA5]  
  a. Implementing College and Career Academies to prepare all students for college and career readiness. | 1. The Academy of Health Sciences and Engineering 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 readiness. | 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.  
  b. Attaining proficiency of all of the NSOPs will illustrate characteristics of a high quality career academy. |

*Aiea High School, as of 04/26/21
2. Project Based Learning (PBL)  
*DUE to the COVID-19 pandemic, Design Thinking was put on the back burner. As a new Aiea complex K-12 initiative, Project Based Learning (PBL) will become an initiative for the 2021-22 SY.

3. Teaching and Learning framework - CIA, MTSS, 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, MTSS, PLC, Data Teams). [SW6] [WASC: CA1, CA2]

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 technology integration. [WASC CA5]

5. Increase and promote parental involvement to impact or support student learning [SW6] [SW7] [WASC: CA4, CA3]

2. Project Based Learning (PBL)  
Teachers and students will be trained in the PBL process in alignment with other Aiea Complex schools (K-12) initiative. Teachers will provide students the opportunity to conduct PBL within their classrooms and students will integrate their student voice and leadership within their school and community. This will be measured by all stakeholders to include: administration, classroom teachers, non-classroom teachers with data to be collected and reported at SCC meetings. PD opportunities will be provided initially by the district and then sustain through the school. Change may be seen in one school year where more student projects are visible throughout campus. [SW6]

The integration of PBL will continue to the 22-23 SY.

3. Teaching and Learning framework - CIA, MTSS, 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.

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 effectively.

5. Increase and promote parental involvement to impact or support student learning [SW6] [SW7] [WASC: CA4, CA3]
a. Parent nights for:
   i. Technology
   ii. Class announcements/involvement opportunities,
   iii. College and Career Readiness
   iv. Athletics
b. The school website, parent portal, and online meetings will provide more opportunities for parents to engage with the school through online platforms.
c. By the end of fiscal year 2022, 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
d. Monitoring and utilization of registration/sign in sheets, photos, SQS, access to website, IC usage, increase in attendance at games & performances.

<table>
<thead>
<tr>
<th>Why you are implementing them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NCAC</td>
</tr>
<tr>
<td>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. This is a smaller learning community concept that allows teachers to design lessons and supports for</td>
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'Aiea High School, as of 04/26/21
2. Project Based Learning (PBL)  
*DUE to the COVID-19 pandemic, Design Thinking was put on the back burner. As a new Aiea complex K-12 initiative, Project Based Learning (PBL) will become an initiative for the 2021-22 SY.  

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, MTSS, PLC, and Data Teams, we provide relevant learning for our teachers in hopes that we improve student outcomes. [SW6] [WASC: CA1, CA2]  

4. Technology Integration  
   a. Previous script - “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.” [WASC CA5]  
   b. Starting in the Spring of 2019-2020 all schools were mandated to a distance learning environment due in part to the response of the COVID-19 pandemic. DOE as well as in house training focused on supports for teachers, students and parents in distance learning. DOE developed a 7 Module System that included Professional Development that included supports for student emotional learning and technology classroom integration. Currently all teachers and students are 100% distance learning.  

5. Parental Involvement  

2. Project Based Learning (PBL)  
Teachers and students will utilize the PBL process in alignment with other Aiea Complex schools (K-12) initiative to provide opportunities, input and feedback for schoolwide and community improvement. This provides students the opportunity for PBL to engage in a growth model and become change agents for not just school, but also within society.  

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, MTSS, PLC, and Data Teams, we provide relevant learning for our teachers in hopes that we improve student outcomes.  

4. Technology Integration  
   a. Continue to meet trends in career and future focus schools that recognize the blended classroom environments. Develop creative blended lessons that continue to support a fully 100% technology integrated classroom.  

5. Parental Involvement
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] [WASC CA4]
   b. The pandemic impacted how we reach out to our parents and community. We began using our school website, password protected parent portal, online meetings, informational web pages, and Instagram to communicate with our families. Having information available online increased the ease of access for our families who could not attend a live or in-person event.

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] [WASC CA5]

2. Project Based Learning (PBL)
   a. Due to the COVID-19 pandemic, Design Thinking was put on the back burner. As a new ‘Aiea complex K-12 initiative, PBL will become an initiative for the 2021-22 SY. [WASC CA4]

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.

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.

2. Project Based Learning (PBL)
   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 PBL process to promote student voice within lessons.

3. Teaching and Learning Framework
   a. Increase in percentage of grade level promotions in each grade level.
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   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 PBL 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 [WASC CA3]
   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] [WASC CA4]
   a. There will be an increase in the number of parents attending events as measured through sign-in sheets.
   b. Feedback will be solicited from all participants at each parent event. There will be an increase in the number of feedback forms submitted after parent events, with an increase in positive responses and feedback to improve the events.
   c. The percentage of parents engaged on the SQS, IC, and the school’s website will increase.

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
   a. There will be an increase in the number of parents attending events as measured through sign-in sheets.
   b. Feedback will be solicited from all participants at each parent event. There will be an increase in the number of feedback forms submitted after parent events, with an increase in positive responses and feedback to improve the events.
   c. The percentage of parents engaged on the SQS, IC, and the school’s website will increase.

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.


<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>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%</td>
<td>Add throughout the year measurements here. Formative Assessments (iReady) Attendance Data Course Marks</td>
<td>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%</td>
</tr>
</tbody>
</table>

Student Outcomes (SY 2021-22)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of first time 9th graders promoted to the 10th grade on-time to 95% (94% 2020 State Benchmark).</td>
<td>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)</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
<td>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</td>
<td>Quarterly</td>
<td>SW3</td>
</tr>
</tbody>
</table>

*Aiea High School, as of 04/26/21*
plan career and college interests for post-secondary success.

Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.

| SW6 | WASC CA2 |

3. Administration and ART team to monitor promotion rates, retention rates, and attendance and communicate and analyze data trends.

| SW3 | WASC CA3 |

Decrease student gap rates and increase math proficiency rate to 31% (10% growth from SY19-20).
Increase our SPED and EL proficiency rate by 25%.
Increase our Low-SES proficiency rate by 15%.

Math:
1. School will schedule 3 rounds of the i-Ready universal screener assessment.
2. i-Ready in all classes to provide diagnostic screener data. Personalized programs for math will be provided for all SPED and EL students.
3. Provide PD on i-Ready 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. [WASC CA1]

| 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 | WASC CA3 |

Quarterly
7. Students use graphing calculators to help to support instruction and student learning in the classroom.
8. Continue with changing 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.
9. Provide travel funds for staff members to visit Conferences on the mainland and within the state to learn strategies on additional supports.

**SPED/EL/Low SES:**
1. SPED/EL/Low SES students will utilize i-Ready to support their math proficiency to meet grade level standards.
2. School will schedule 3 rounds of the i-Ready universal screener assessment.
3. i-Ready in all classes to provide diagnostic screener data. Personalized programs for math will be provided for all SPED and EL students.
4. Provide PD on i-Ready data sheets, classroom interventions, and instructional supports based on the universal screener data.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Program</th>
<th>Progress to be monitored through</th>
</tr>
</thead>
</table>
| Yearlong   | WSF, Title I | • 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.  
• ART, leadership and the consultant will analyze past data with state assessments and current school screening data to |
<p>| Quarterly  |          |                                  |</p>
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<tr>
<th>Total participation training: Teachers will receive professional development on teaching techniques that require evidence of participation and higher-order thinking from all students.</th>
<th>Yearlong</th>
<th>decrease gaps seen with student data as we analyze trends in student growth and achievement. SW3 WASC CA3</th>
</tr>
</thead>
</table>
| Additional support (PPT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support. | Progress to be monitored through:  
- Data Teams will record the implementation of SLN2 and SLN3 on Pacing Guides  
- ART will check for evidence of a increase in implementation schoolwide  
- 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 | Quarterly |
| Provide funds for students to receive hardcopy classwork and communication at home due to COVID 19. |  |

**Schoolwide:**

1. Provide PD to the faculty on incorporating communicating arguments and reasoning [WASC SLN2]
2. Provide PD to the faculty on incorporating the application of mathematical modeling, statistics, and quantities on everyday life, work, and decision-making [WASC SLN3]
<table>
<thead>
<tr>
<th>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</th>
<th>ELA:</th>
<th>Yearlong</th>
<th>WSF, Title I</th>
<th>Progress to be monitored through  1. ELA Data Teams who will analyze student grades, in class assessments, and screeners.  2. The Academic Achievement Data Team will progress monitor the data and share with the leadership team.  3. 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</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 i-Ready universal screener assessment. 3. i-Ready in all classes to provide diagnostic screener data. Personalized programs for math will be provided for all SPED and EL students. 4. Provide PD on i-Ready 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.</td>
<td>Science:</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
<td></td>
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<tr>
<td>1. Science will utilize STEMscopes</td>
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</table>
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 increase their reading proficiency.
2. School will schedule 3 rounds of the i-Ready universal screener assessment.
3. i-Ready in all classes to provide diagnostic screener data. Personalized programs for math

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>WSF, Title I</th>
<th>Progress to be monitored through</th>
<th>Quarterly</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Science Data Teams who will analyze student grades, in class assessments, and screeners.</td>
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<td></td>
<td>• The Academic Achievement Data Team will progress monitor the data and share with the leadership team.</td>
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<td></td>
<td>• 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.</td>
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</table>

"Aiea High School, as of 04/26/21"
4. Provide PD on i-Ready 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. MTSS 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

**Schoolwide:**

| 1. | Provide PD to the faculty on incorporating informative texts to address a question or solve a problem [WASC SLN1] |
| 2. | Provide PD to the faculty on incorporating communicating arguments and reasoning [WASC SLN2] |

| Yearlong | - PLCs, 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. |

| Quarterly | SW3 |

| Progress to be monitored through: | - Data Teams will record the implementation of SLN1 and SLN2 on Pacing Guides |

\*Aiea High School, as of 04/26/21\*
| 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. | Yearlong | WSF, Title I | 1. Data will be measured with Google Data and Google Admin Analytics.  
2. The Academic Achievement Data Team will progress monitor the data and share with the leadership team.  
3. 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. | Quarterly | SW3 | SW3 | WASC CA3 |
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 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
6. Use components of Naviance intentionally at each grade level to support students' self- and career-explorations. Students will utilize various supports (planners, online systems) to track and plan career and college interests for post-secondary success.

Increase and promote parental involvement through Parent Nights for technology, class

1. Conduct parent nights to promote parental involvement and increase communication to families
2. Purchase a PCNC position to

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Align programs to increase vertical and horizontal alignment</td>
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<td>WSF, Title I</td>
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<tr>
<td>2. Increase exposure to problem based learning (PBL) and workplace readiness and learning opportunities through the academy setting</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
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<tr>
<td>3. Provide and conduct training to all teachers regarding the academy structure</td>
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<td>WSF, Title I</td>
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<tr>
<td>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</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
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<tr>
<td>5. Purchase student planners for all students to help organize and prepare students for college and career readiness</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
</tr>
<tr>
<td>6. Use components of Naviance intentionally at each grade level to support students' self- and career-explorations.</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
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</tbody>
</table>

- Teacher input and analysis
- SQS data reports
- 9th grade retention rate
- Chapter 19 student discipline data
- SCC minutes
- Naviance usage reports
- College test scores

SW5, SW6

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct parent nights to promote parental involvement and increase communication to families</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
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<tr>
<td>2. Purchase a PCNC position to</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
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</tbody>
</table>

- Flyers, Agendas, Sign In sheets, feedback forms
- Newsletters sent home (monthly and/or)

Quarterly

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'Aiea High School, as of 04/26/21
announcements/involvement opportunities, College and Career Readiness, athletics, etc. support parental involvement and increase communication with families and the community.
3. Encourage parent and community participation through parent nights, workshops, and other school events.
4. Promote ongoing parent communication through the use of a comprehensive school website.

Staff Outcomes (SY 2020-21)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase support for co-teaching and inclusion practices.</td>
<td>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</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
<td>Progress to be monitored through - Co-teaching Data Teams will look at student grades, assessments and interventions used, - PLCs, 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</td>
<td>Quarterly</td>
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</tbody>
</table>
### Instruction in all classes will show evidence of implementation of the data team process in instruction including: curriculum, instruction, and assessment (CIA).

1. Teachers will participate in the data team process to monitor the progress of students and provide intervention support.
2. Teachers will receive ongoing 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 environments 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.

<table>
<thead>
<tr>
<th>All teachers will implement content standards and curriculum.</th>
<th><strong>ELA:</strong></th>
<th>Yearlong</th>
<th><strong>WSF, Title I</strong></th>
<th>Progress to be monitored through</th>
<th>Quarterly</th>
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<tbody>
<tr>
<td>1. Implementation of Springboard ELA curriculum in Gr 9.</td>
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<td></td>
<td>● Data Teams to monitor department curriculum</td>
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<tr>
<td>2. Provide support as needed for beginning through advanced</td>
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</table>
Springboard training.
3. Through the DDIC process, teachers will develop common formative and summative assessments.
4. Develop intervention strategies and impact on progress.

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.

● PLCs, 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 student growth and achievement.

[SW3][WASC CA3]
Social Studies:
1. Teachers will revisit 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. This includes incorporating SLN1, SLN2, SLN3 in all courses as appropriate. Through the DDIC process, teachers will develop common formative and summative assessments. SW5, SW6
<table>
<thead>
<tr>
<th>WASC: CA1, SLN1, SLN2, SLN3</th>
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<tbody>
<tr>
<td>Teachers will receive professional development on MTSS and the tiered levels of support for all students including SPED and EL.</td>
</tr>
<tr>
<td>Yearlong</td>
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<tr>
<td>Progress to be monitored through</td>
</tr>
<tr>
<td>- Data Teams who will monitor their formative and summative assessments,</td>
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<tr>
<td>- PLCs, ART, leadership and the consultant will monitor teacher feedback from PD and support all teachers in the MTSS process in order to decrease gaps seen with student data as we analyze trends in student growth and achievement. [SW3][WASC CA3]</td>
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<tr>
<td>Quarterly</td>
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</table>

- 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.

WASC CA2

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

WASC CA1

*Aiea High School, as of 04/26/21*
Teachers will receive professional development and planning time to prepare for the College and Career Readiness Academy structure.

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<tbody>
<tr>
<td>1.</td>
<td>Provide travel funds for staff members to visit schools on the mainland and within the state to visit campuses implementing the Academy structure.</td>
<td>Yearlong</td>
<td>WSF, Title I</td>
<td>Monitoring of teacher understanding and support in the Academy process to be conducted by the Academy Lead, Academy teachers, and Board members. [SW3] [WASC: CA4, CA3] 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. [WASC CA3] Other academies will follow the same protocols as they develop.</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
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<tr>
<td>3.</td>
<td>Provide teachers PD on Naviance components and how to use it within their classes.</td>
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SW5, SW6 WASC CA5
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.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
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</thead>
<tbody>
<tr>
<td>Please describe your school’s ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>Career Academies:</td>
<td>AHS will engage in the NCAC certification process in SY 2022-23 because the first academy cohort will have graduated in May 2022.</td>
</tr>
<tr>
<td>‘Aiea 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. [WASC: CA4, CA5]</td>
<td>a. Implementing College and Career Academies to prepare all students for college and career readiness.</td>
</tr>
<tr>
<td>b. Attaining proficiency of all of the NSOPs will illustrate characteristics of a high quality career academy.</td>
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</table>

‘Aiea High School, as of 04/26/21 26
<table>
<thead>
<tr>
<th>Code/Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW</td>
<td>School Wide Program Plan Requirements (ESSA 1114(b)), Title I Addendum to the 2020 Academic Plan (AcPlan)</td>
</tr>
<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
</tr>
</tbody>
</table>
| SLN1              | Student Learner Need #1 (WASC Report 2018): **Informative texts to address a question/solve problem**
All students need to integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS ELA Literacy.RH.11-12.6, NGSS SEP) |
| SLN2              | Student Learner Need #2 (WASC Report 2018): **Communicate arguments and reasoning**
All students need to communicate (written, verbal, visual) arguments to support claims and construct explanations based on a variety of sources (including text, valid and reliable evidence, investigations), using clear reasoning. All students need to also be able to critique the reasoning of others. (CCSS ELA Literacy W.11-12.1, NGSS SEP, MP3) |
| SLN3              | Student Learner Need #3 (WASC Report 2018): **Mathematical modeling, statistics, quantities**
All students need to use mathematical modeling to link classroom mathematics and statistics to everyday life, work, and decision-making. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. |
| CA1               | Critical Area #1 (WASC Visit 2018): **Data Teams**
Administration and Staff need to extend the implementation of Data Teams analyzing formative and summative data to evaluate, revise, and determine the effectiveness of instructional decisions and programs, individually, course wide, department wide, and school wide to ensure all students are performing at high levels. |
| CA2               | Critical Area #2 (WASC Visit 2018): **RtI (now referenced as MTSS)**
Teachers need to participate in targeted professional development and differentiated coaching to develop and implement effective, researched-based instructional practices using the Response to Intervention (RTI) model. Teachers need to utilize common instructional strategies and supports to consistently differentiate instruction based on student needs at their Tier 1 level. School leadership needs to create a plan to implement Tier 2 and Tier 3 interventions to close the achievement gap. |
| CA3               | Critical Area #3 (WASC Visit 2018): **Program Effectiveness**
The ART and Leadership Teams and staff need to develop and implement systematic analysis of formative and summative data to evaluate, revise, refine and determine the effectiveness of instructional decisions, pathways, and programs to ensure all students are engaged and performing at high levels to improve student outcomes. |
| CA4               | Critical Area #4 (WASC Visit 2018): **Stakeholder Engagement**
AHS administration, faculty, and staff need to engage in collaborative efforts with students, parents, business and community stakeholders in activities that focus on student learning and school improvement. |
| CA5               | Critical Area #5 (WASC Visit 2018): **Strategies - College, Career, and Community Ready**
Teachers need to adapt instructional and engagement strategies to meet the ever-changing demographics and student needs to ensure all students graduate from AHS college, career, and community ready. |