



Academic Plan for School Year 2023-24

[School: 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.

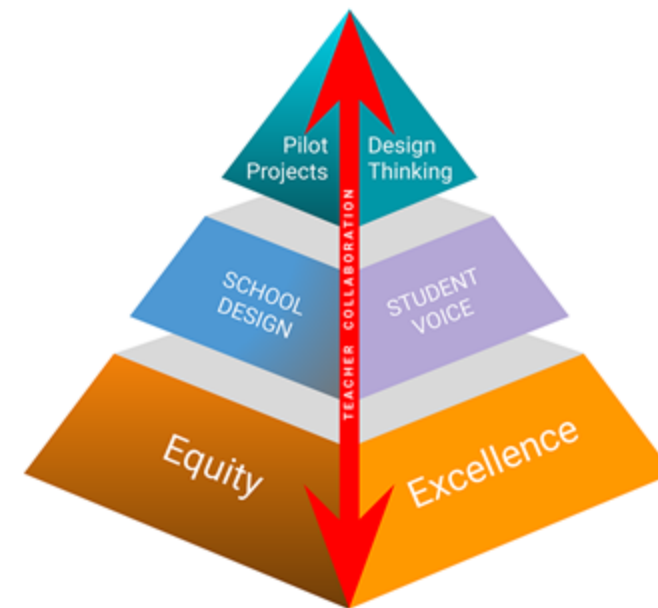
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

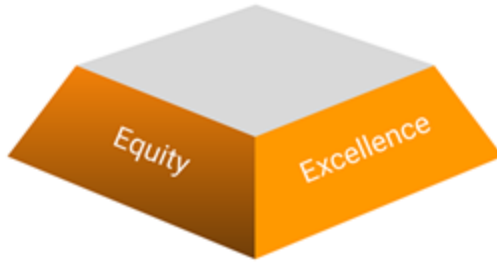
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): David Tanuvasa	
Principal's signature: <u>David Tanuvasa</u> <small>David Tanuvasa (Apr 21, 2023 13:23 HST)</small>	Date:

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature: <u>John Erickson</u> <small>John Erickson (Apr 14, 2023 14:58 HST)</small>	Date:

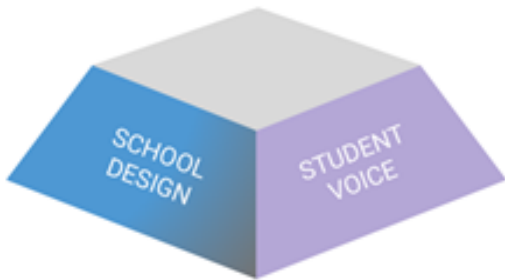


Teaching & Learning Core: Equity and Excellence

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
<p><i>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.</i></p> <p>Special Education - Students with special needs account for 12% of our student population and scored below proficient on all standardized tests in SY 2021-22. ELA SBA results show a decrease from 16.7% in SY 2020-21. Math SBA results have been at zero percent since SY 2018-19. The Bio EOC results dropped from five percent in SY 2018-19. This subgroup had an attendance rate of 87.5% which is lower than the rate for non-high needs students.</p> <p>EL - Multilingual learners, comprising seven percent of the student population, do not perform as well as the non-high needs subgroup on state tests. They are not yet able to meet the standard on the ELA SBA. Math SBA results fluctuated and decreased in SY 2021-22, and the standard on the Biology EOC was not met. This subgroup had the lowest attendance rate in SY 2021-22 at 80.3%</p> <p>Low SES - The Low SES subgroup makes up 49.1% of our student population. While the percentage of non-high needs students</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Special Education - If our inclusion model is modified to offer greater consistency in both ELA and math classes, students will receive timely feedback and experience greater success in learning the content. <i>Healthy Habits, Healthy Schools, Responsive Capacity Building</i></p> <p>EL - If teachers and counselors meet more frequently in MTSS groups, effective Tier I strategies may be shared and implemented in support of our EL students. <i>Action-Oriented Data Decision-Making, Effective Academic Practices</i></p> <p>Low SES - If students feel a greater sense of belonging and increased engagement, student attendance will improve and</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> ● Peer review meetings with counselors and administration ● Meeting times for MTSS groups to develop and implement strategies to support students. ● Collaboration time for inclusion teachers to plan and dialogue on instructional strategies and interventions ● Implement i-Ready as the Universal Screener for reading and math. ● Professional development for special education teachers and general education teachers who will offer inclusion classes ● Professional development to support effective teaming processes ● Professional development for DDIC teams to increase alignment with instruction ● Professional development for all teachers to support cross-curricular literacy. ● Implement Naviance to support students' post high school planning and graduation path ● Purchase and implement a curriculum to support SEL for students, ● Summer learning hub to support credit recovery ● Edgenuity to support graduation requirements ● Early college classes

<p>passing the Biology EOC increased, the percentage of students in this subgroup scoring proficient or higher decreased. They also have lower scores on all parts of the ACT exam. This subgroup had an attendance rate of 82.1% which is lower than the rate for non-high needs students.</p> <p>Freshmen - AHS offered summer recovery programs but there was still an increase in the retention rates of students in grades 9-11, with the freshmen rate of 11% being the highest.</p> <p>Attendance - The average attendance rate for all subgroups declined in SY 2021-22.</p> <p>ELA - 51% of the students at AHS scored at levels of proficient or higher on the SBA in SY 2021-22. The complex percentage was 73% and the state percentage was 60%.</p> <p>Math - 21% of AHS students scored at levels of proficient or higher on the SBA in SY 2021-22. The complex percentage was 32% and the state percentage was 26%.</p> <p>Science - 32% of AHS students scored at levels of proficient or higher on the Biology EOC in SY 2021-22. The complex percentage was 46% and the state percentage was 35%.</p>	<p>academic achievement will increase. <i>Action-Oriented Data Decision-Making, Healthy Habits, Healthy Schools</i></p> <p>Freshmen - If individualized attention is enhanced, freshmen students will feel more connected to the school and have a smoother transition to high school. <i>Effective Academic Practices, Action-Oriented Data Decision-Making</i></p> <p>All Students - If attendance rates increase, academic achievement will increase. <i>Healthy Habits, Healthy Schools, Effective Academic Practices</i></p>	<ul style="list-style-type: none"> ● PTT to support alternative learning classes ● Freshman counselor to support transition to high school. ● Designated meeting period for freshmen core teachers. ● Attend national and local conferences to further develop our career academies. ● Offer Reading Workshop to support 9th and 10th grade students to improve their comprehension skills. ● Offer MOW 1 to help transition incoming freshmen students and support students needing another math credit.
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Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your **2022-23** School Design and Student Voice.

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

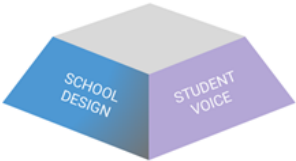
SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1. Academies Students will feel a greater sense of belonging by joining one of three academies: Academy of Innovation, Academy of Aspiring Professionals, or Freshman Academy. The change will be measured through the Panorama Survey and there will be an increase in the positive perceptions by 2% by the end of the school year. MTSS meetings will be more structured and regular. All teachers will belong to a grade level team within the academies. Students with challenges will be identified by teachers and brought to the counselors' awareness. Interventions will be determined and student progress will be monitored through peer review meetings between counselors and administration. 2. Instruction Teachers will provide opportunities for students to engage in project based learning (PBL) to support engagement and rigor in the classrooms. Sample projects will be presented during the 'Aiea Complex Learning Summit. DDIC PLCs. Course-alike teams are provided weekly dedicated time to align curriculum to standards, collect and analyze student data, adjust instruction and plan next steps. Instruction will be adjusted based on student needs, resulting in increased academic achievement. This will be measured through course marks, i-Ready scores, and standardized test scores. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1. Academies Students will take CTE Foundations classes in the freshman year to begin their pathway journey upon entering high school. This will increase opportunities to earn CTE certifications and CTE honors upon graduation. This will be measured by the CTE coordinator annually. The College and Career Continuum will be implemented and tracked. This will increase opportunities for students to work with community partners. An advisory board will be in place by the end of the first semester and will meet quarterly to support the school with learning experiences. This will be measured by the Academy Director, Academy Administrators, and Academy Lead teachers. Academy meetings and MTSS meetings will be regularly scheduled throughout the year. This will provide more timely interventions for students and result in increased academic achievement and increased daily attendance rates. By the end of the school year, the retention rate for freshmen will decline by 6%, the average daily attendance will increase to 90%, and standardized test scores will increase in ELA, Math, and Biology. 2. Instruction Implementation of PBL will continue and expand to include a focus on academy-based themes and interdisciplinary projects. This will be measured through a complex showcase or school-wide CTE showcase of projects. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1. Academies Students will attain all of the targets listed on the College and Career Continuum. This will support student readiness for post high school paths. This will be measured by the end of the year through an exit survey. All academies will apply for NCAC certification. This will illustrate the implementation of the National Standards of Practice and benefits provided to students through the academy structure. CTE Capstone Showcase will continue as well as the STEM and Health Sciences Symposium. Participation and the number of students receiving honors certificates will be used as measures. 2. Instruction Continue working on aligning course-alike classes to support student learning. Continue working on vertical alignment within departments to support student achievement. Results of i-Ready scores and standardized tests will be used as measures. Continue PBL for student engagement and rigor. Course marks and attendance rates will be used as measures. Continue engaging in learning rounds to support teacher collaboration and opportunities to learn from colleagues. Documented protocols will be used as measures.

<p>Professional development will be provided for DDIC facilitators, supporting ongoing progress with the cycles and determining growth areas. PLC teams will begin to align the cycles with on-time instruction. This will be measured through expected documentation of data cycles.</p> <p>A cadre of volunteer teachers will begin professional development on instructional rounds to increase clarity in the classrooms. All departments will conduct a baseline analysis on a print-rich environment to determine next steps. This will continue into SY 2024 to support students being aware of clear expectations prior to the start of a unit of study.</p> <p>3. Leadership PLCs are established to address growth areas indicated from WASC and teacher concerns. The SEL PLC will investigate strategies to support staff and student social emotional learning. By the end of the school year, an SEL curriculum will be selected to support students.</p> <p>The Grading PLC will determine if consistent grading strategies are needed schoolwide. By the end of the school year, teachers will be surveyed to select area(s) to address. Student achievement will be measured through course marks throughout the year.</p> <p>The Communications PLC will investigate ways to improve communication between the school and parents, the school and teachers, and administration and teachers. This will be measured with the results of the Panorama Survey.</p>	<p>DDIC PLCs. Dedicated time will be provided weekly to support common pacing guides between course-alike classes, horizontal and vertical alignment of core content, and alignment of cycles to classroom instruction. This will be measured through documentation of meetings and cycles. Support from a consultant will be provided to teams who demonstrate challenges with alignment of pacing guides and/or instruction.</p> <p>Clarity in classrooms will expand with learning rounds between peers using a protocol that will be developed by our school. Professional development will be provided to DDIC facilitators.</p> <p>Inclusion classes will be offered in ELA and Math. Teachers will receive professional development to support co-teaching strategies. Planning and collaboration time will be available with the revised bell schedule. This will provide greater opportunities for students with special services to participate with their general education peers while still receiving direct support. Course marks, i-Ready scores, and standardized test scores will be monitored by the SSC and SpEd department chair.</p> <p>Freshmen “at promise” students will be given extra support through participation in a separate cohort. The students will receive individualized instruction which will result in increased academic achievement and attendance.</p> <p>Reading workshop classes will be offered to identified freshmen and sophomore students to accelerate their movement to reading on grade level. This will be measured through course marks.</p> <p>MOW 1 will continue to be offered to students needing extra support prior to taking Algebra 1. A summer section will also be available for recommended students and incoming</p>	<p>3. Parent Engagement</p> <p>Continue and revise prior year’s outcomes. Expand the Family Resource Center by recruiting parents to facilitate. Attendance rates and course marks will be used as measures.</p>
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	<p>freshmen needing transition support.</p> <p>3. Parent Engagement Open House will be restructured to include Academy themes to increase parent participation on campus. The Academy Director and the Academy Lead teachers will increase parent awareness of our academies and encourage participation. This will be measured through surveys and attendance forms.</p> <p>Our principal will initiate a “Talk Story” hour to help parents feel welcome on our campus. This will occur on a quarterly basis and participation will increase throughout the year.</p> <p>Real world showcases will be encouraged for CTE capstone projects, STEM projects, and Fine Arts performances. This will provide opportunities for parents and community partners to engage with our students.</p> <p>Develop a “Family Resource Center” to support the families of our students and increase parent engagement with our campus. This will also lead to increased daily attendance and improved course grades for the students.</p>	
<p><i>Why you are implementing them?</i></p> <p>1. Academies</p> <p>a. The academy structure was expanded to wall-to-wall in SY 2021-22 to provide increased real world experiences for all students. The refinement of the college and career continuum will allow AHS to track the progress of our students.</p> <p>b. MTSS meetings allow grade level teams to dialogue on individual students, determine interventions, and monitor their effectiveness. Peer review meetings will allow deeper conversations regarding academic, behavioral, and social emotional issues.</p>	<p><i>Why you are implementing them?</i></p> <p>1. Academies</p> <p>a. Course offerings will allow students to begin a pathway of study as freshmen and increase engagement with school.</p> <p>b. NCAC certification will be attempted in SY 2024-25. Increased data collection and analysis by academies will provide students with greater opportunities for individualized paths of support.</p> <p>2. Instruction</p> <p>a. PBL increases student voice, engagement and rigor.</p> <p>b. DDIC process encourages teacher collaboration on</p>	<p><i>Why you are implementing them?</i></p> <p>1. Academies</p> <p>a. Academy structure has been adopted to engage students and increase academic achievement by creating smaller learning communities, providing real-world, authentic experiences for students and connecting our school with local businesses and our community.</p> <p>2. Instruction</p> <p>a. Provide students with equitable opportunities for rigorous and engaging lessons by horizontally aligning course-alikes.</p>

<p>2. Instruction</p> <ul style="list-style-type: none"> a. PBL aligns AHS with all of the schools in the Aiea Complex. This increases engagement and rigor for all students. b. Providing DDIC course-alike teams meeting times will lead to adjustments to instruction based on student needs. This will lead to increased academic achievement and improved course marks and test scores. Using a common pacing guide, creating learning objectives and success criteria, collecting and analyzing data, determining common instructional strategies provide all students with equal opportunities to receive a high-level education. c. Clarity in the classrooms is a focus introduced in this school year. This will support both students and teachers and result in higher levels of academic achievement. d. The Leadership PLCs continue to address the student voice on the Panorama survey, work on growth areas identified by WASC, and investigate the need for schoolwide consistency brought forth by teachers. 	<p>effective instructional strategies and interventions for students who are not mastering the standards.</p> <p>3. Parent Engagement</p> <ul style="list-style-type: none"> a. Increase parent involvement with the academic achievement of their children, b. Increase parent involvement with school activities. c. Decrease absenteeism rates. 	<ul style="list-style-type: none"> b. Support academic achievement by vertically aligning course-alikes. c. Learning rounds provide opportunities to observe effective strategies being implemented. <p>3. Parent Engagement</p> <ul style="list-style-type: none"> a. Listen to the parent voice through the “Talk Story” hours. b. Include parents as partners in educating their children to improve achievement and attendance. c. Offer resources to families in need to indirectly support our students.
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> 1. Academies Course marks will improve throughout the year. Daily attendance will increase. 2. Instruction DDIC meeting minutes and cycles will be documented as requested by administration and show alignment between course-alikes. 3. Leadership PLCs The three teams will develop actionable plans to implement. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> 1. Academies Attendance rates will increase, Panorama scores will improve, increased number of CTE completers and CTE honors graduates. 2. Instruction Horizontal and vertical alignment in core departments. Course marks will improve. i-Ready and standardized test results will show growth. 3. Parent Engagement There will be increased participation from parents with our school. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> 1. Academies <ul style="list-style-type: none"> a. Increased attendance rate. b. Increased academic achievement as measured with grades, standardized test scores, graduation rate. c. Increased CTE completion rate. 2. Instruction <ul style="list-style-type: none"> a. Increased documentation of completed DDIC cycles showing adjustments to instruction based on student needs. b. Increased scores on the Panorama Survey for self-efficacy. c. Increased percentages of students scoring at proficient or higher levels on standardized tests

- 3. Parent Engagement
 - a. Increased parent participation with activities and surveys.
 - b. Student attendance will increase.



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

FOCUS ON SY 2023-24: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <ul style="list-style-type: none"> ● SBA ELA - 51% ● Math - 21% ● Science - 32% ● 9th Grade Retention Rate - 11% ● Average Daily Attendance - 89.4% ● Panorama - Belonging (43%), Self-Efficacy (41%) ● CTE Concentrator - (69%) ● Graduation Rate - 96.5% 	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> ● i-Ready ● Attendance ● Course Marks 	<p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> ● Increase ELA proficiency rate to 53% ● Increase math proficiency rate to 22% ● Increase science proficiency rate to 35% ● Decrease 9th Grade Retention to 5% ● Increase average daily attendance to 92% ● Increase Belonging (50%), Self-Efficacy (45%) ● Increase CTE Concentrator rate to 74% ● Increase graduation rate to 97%

Student Outcomes (SY 2023-24)

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 ELA proficiency rate to 53%.	<ul style="list-style-type: none"> ● ELA course-alike teachers will vertically and horizontally align their curriculum. 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> ● Implement common pacing guides by grade levels. 	Quarter	

	<ul style="list-style-type: none"> ● Provide dedicated time to meet in DDIC PLC teams. ● Three rounds of i-Ready diagnostic tests will be scheduled for freshmen and sophomore students. Juniors and seniors will be tested at the beginning and end of the school year. ● A revised bell schedule provides time for teachers to offer extra support to students during the school day. ● After school tutoring will be offered as needed. 			<ul style="list-style-type: none"> ● Support for DDIC teams through a consultant. ● Implement learning rounds for clarity in classrooms. ● Meeting minutes and documentation of student progress. 		
Increase math proficiency rate to 22%.	<ul style="list-style-type: none"> ● Align DDIC cycles to on-time classroom instruction. ● Three rounds of i-Ready diagnostic tests will be scheduled for freshmen and sophomore students. Junior and senior students will be tested twice. ● A revised bell schedule provides time for teachers to offer extra support to students during the school day. ● Tutoring outside of school hours will be offered as needed. 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> ● Implement common pacing guides by grade levels. ● Support for DDIC teams through a consultant. ● Implement learning rounds for clarity in classrooms. ● Meeting minutes and documentation of student progress. 	Quarter	
Increase Biology EOC proficiency rate to 35%.	<ul style="list-style-type: none"> ● Incorporate STEMscopes lessons to support engagement, rigor, and real-world activities. 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> ● Implement common pacing guides by grade levels. 	Quarter	

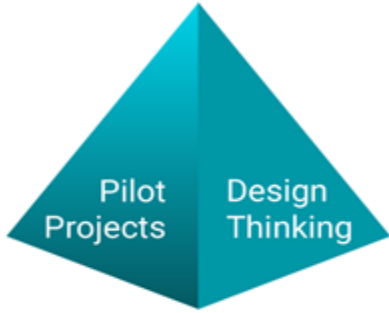
	<ul style="list-style-type: none"> • Horizontally align content with SPED resource classes. • A revised bell schedule provides time for teachers to offer extra support to students during the school day. • Increase implementation of data analysis in the curriculum. 			<ul style="list-style-type: none"> • Support for DDIC teams through a consultant. • Implement learning rounds for clarity in classrooms. • Meeting minutes and documentation of student progress. 		
Increase the percentage of students transitioning to the 10th grade on time to 95%.	<ul style="list-style-type: none"> • Dedicate a counselor for the freshman class. • Common preparation period for the freshman core teachers to collaborate on student support. • MTSS team consists of all freshmen teachers to support students with challenges. 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> • Counselors will monitor student progress • Peer review committee will monitor the student support log 	Quarter	
Increase the average daily attendance percentage to 92%.	<ul style="list-style-type: none"> • Add an advisory class to support SEL for students. • Implement parent engagement activities. • Counselor dedicated to freshmen students. 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> • ART and counselors will monitor the effectiveness of the selected SEL program. 	Quarter	
Increase the Panorama student perceptions of belonging to 50% and self-efficacy to 45%.	<ul style="list-style-type: none"> • Add an advisory class to all students' schedules. • Purchase an SEL curriculum • Learning rounds for clarity 	Yearlong	WSF, Title 1, ESSER	<ul style="list-style-type: none"> • ART and counselors will monitor the results. 	Semester	
Increase the graduation rate to 97%.	<ul style="list-style-type: none"> • Add an advisory class to all students' schedules. 	Yearlong	WSF, Title 1	<ul style="list-style-type: none"> • Counselors will monitor course marks and attendance. 	Quarter	

	<ul style="list-style-type: none"> Implement Naviance activities in all grade levels. 			<ul style="list-style-type: none"> Peer review committee will monitor progress. ART will monitor progress. 		
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Staff Outcomes (SY 2023-24)

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)
Adding co-teaching inclusion classes will result in increasing the percentage of special education students in a majority of general education classes.	<ol style="list-style-type: none"> Inclusion teachers will receive professional development on expectations, roles, and planning of inclusive models. ALL teachers will receive PD on tiered levels of instructional strategies. 	Yearlong	WSF, Title I	<ul style="list-style-type: none"> SCC and SPED DH will analyze and document data on student placements. MTSS Teams will determine interventions to support students. Peer review meetings with administration will monitor the effectiveness of implemented strategies and determine next steps. The leadership team will monitor staff feedback regarding inclusion practices. 	Quarter	
All classes will show evidence of instruction that is rigorous, engaging, and	<ol style="list-style-type: none"> ALL teachers will receive PD on tiered levels of instructional strategies. 	Yearlong	WSF, Title 1	<ul style="list-style-type: none"> Documentation of meeting minutes and DDIC cycles. 	Quarter	

<p>differentiated based on student needs.</p>	<ol style="list-style-type: none"> 2. Teachers will engage in the DDIC process to plan, select and implement common instructional strategies, collect and analyze student work, and adjust instruction based on student needs. 3. Teachers new to AHS will receive professional development on the DDIC process from a consultant. 4. All teachers will receive professional development on clarity, including print rich environments and developing criteria for learning walks. 5. All teachers will receive professional development to support cross-curricular literacy. 			<ul style="list-style-type: none"> • ART will monitor progress on professional development. 		
<p>Academies will show progress toward NCAC certification.</p>	<ol style="list-style-type: none"> 1. Work with Steele Dynamics on the action plan and to provide professional development as needed. 2. Travel funds for staff members to visit academy schools locally and nationally to enhance the college and career experiences of all students. 3. Provide time for academy teams to plan, collaborate, and support students. 	<p>Yearlong</p>	<p>WSF, Title I</p>	<ul style="list-style-type: none"> • Academy Director, Academy Leads, Academy teams and ART will monitor progress. 	<p>Quarterly</p>	



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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Career Academies:</p> <p>AHS has been working with Steele Dynamics to develop an action plan that will lead to National Career Academy Coalition certifications. The academy structure will be revisited and revised as needed to support all students in achieving academic success and being prepared for college and/or career paths after graduating from high school.</p> <p>Within the academy structure, all administrators, teachers, and students are aligned with an academy. Collaboration within academy teams can lead to increased classroom engagement and rigor as students are presented with real-world experiences and interdisciplinary project based lessons.</p> <p>Parents and community partners will have multiple opportunities to join with our staff and students to support their academic journey. These include: serving as board members, mentors, guest speakers, chaperones, or participating in classroom activities.</p>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> • AHS will be prepared to apply for NCAC certification for all academies in SY 2024-25. • The percentage of freshmen students transitioning to the 10th grade on time will increase. • The percentage of chronic absenteeism will decrease. • Students’ perceptions of a sense of belonging and self-efficacy will improve on the Panorama Survey. • Parent participation in school activities will increase.











Final AcPlan - signature

Final Audit Report

2023-04-21

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