Academic Plan for School Year 2021-22

School: Leilahua High

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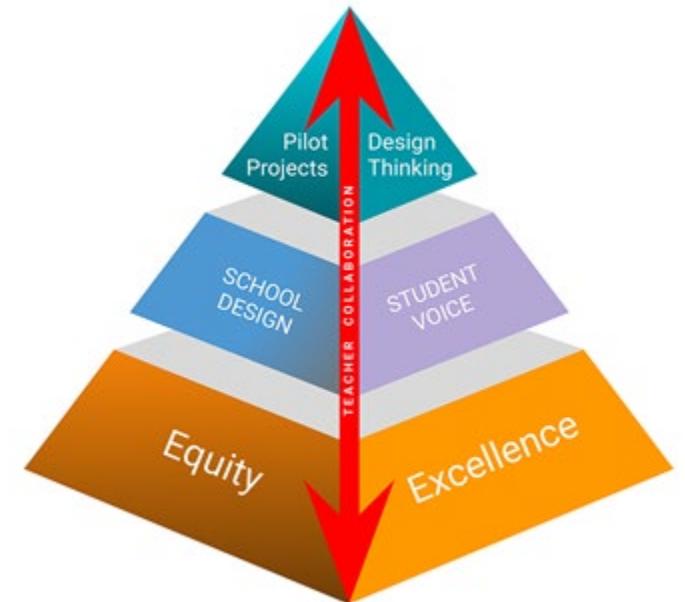- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Jason Nakamoto	
Principal's signature: "Principal's signature is on fill at the school."	Date: May 7, 2021

Complex Area Superintendent (print): Robert Davis, Complex Area Superintendent	
Complex Area Superintendent's signature:	Date: May 7, 2021

2021 Academic Plan, School Year 2021-22

[School: Leilehua High School]

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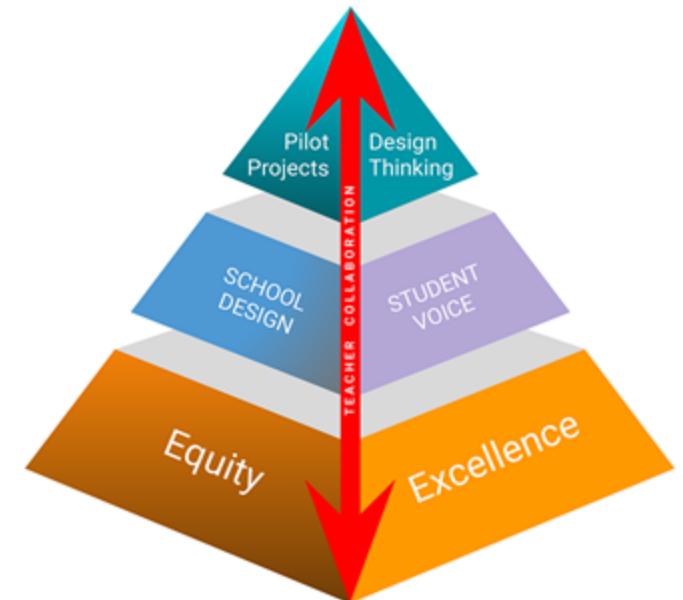- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).
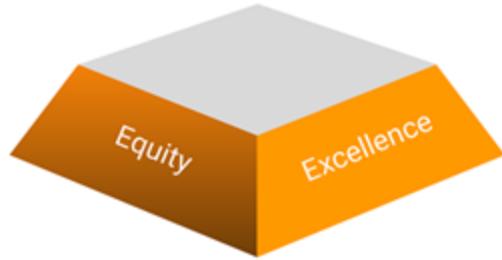
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Teaching & Learning Core: Equity and Excellence

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

SBA Math Gap Rate between High Needs and Non High Needs (Exceeds and Met)
 	
SY 2016-17
Proficiency: 29%
Achievement Gap: 23%
Non-High Needs: 43%
High Needs: 19%
Low SES: 21%
IDEA: 2%
ELL: 11%
 	
SY 2017-18
Proficiency: 41%
Achievement Gap: 15%
Non-High Needs: 49%
High Needs: 34%
Low SES: 34%
IDEA: 9%
ELL: 25%
 	
SY 2018-19
Proficiency: 31%
Achievement Gap: 21%
Non-High Needs: 44%
High Needs: 23%
Low SES: 24%
IDEA: 3%
ELL: 9%
 	
The 2018-2019 SBA results show that 31% achieved proficiency in Math. When compared to the 2017-2018 results, there was a decrease of 10%. The overall gap rate for Math is currently 21% (an increase of 6% from 2017-2018). All of our high needs sub-groups saw decreases in achievement. There was a 10% decrease in the disadvantaged population, 6% in the disabled, and 16% in the English learners sub-group.
 	
SBA ELA Gap Rate between High Needs and Non High Needs (Exceeds and Met)
 	
SY 2016-17
Proficiency: 53%
Achievement Gap: 31%
Non-High Needs: 71%
High Needs: 40%
Low SES: 45%
IDEA: 10%
ELL: 22%
 	
SY 2017-18
Proficiency: 55%
Achievement Gap: 25%
Non-High Needs: 70%
High Needs: 44%
Low SES: 50%
IDEA: 13%
ELL: 0%
 	
SY 2018-19
Proficiency: 53%
Achievement Gap: 25%
Non-High Needs: 68%
High Needs: 43%
Low SES: 49%
IDEA: 11%
ELL: 16%
 	
The 2018-2019 SBA results show that 53% of students achieved proficiency in ELA. When
	What is your Theory of Action (if-then) to improve the achievement gap?
	
	If we build and instill in our students a college and career going culture schoolwide, provide opportunities for students to learn about their options, and have them create a post high plan that encourages them to reach for their goals and prepares them for the community after high school, then our achievement gap will decrease.
	
	If we provide effective Multi Tiered Systems of Support (MTSS), social emotional learning, more meaningful learning experiences which incorporate student voice and feedback, then all of our students will improve their attendance, actively participate in their learning, discipline incidents will continue to decrease, and our achievement gap will decrease.
	
	If we plan for and provide effective differentiation and targeted support for our students, throughout all courses, based on their needs thorough analysis of data such as iReady, EdReady,
		What are your Enabling Activities to improve the achievement gap?
		
		(These activities must be iterative, aligned to funding, and monitored)
		
		● *Well planned and meaningful UbDs and Pacing Guides which are standards based, GLO embedded, include planned differentiation, and explicit instruction strategies.*
		  ○ *Literacy: ensuring opportunities for students to read and write are included quarterly across all curriculums*
		  ○ *Emphasis on academic vocabulary*
		  ○ *Clear and specific LHS Learning Targets*
		  ○ *planned opportunities for formative feedback*
		● *Fidelity of data cycles and professional learning communities through continued schoolwide implementation of Learning Teams to regularly monitor data points to identify student needs*
		  ○ *Time for coordinating curriculum between and among grade levels*
		  ○ *formative data used to track students' progress and make instructional adjustments*
		● *Clearly articulated professional development plan: professional development for all administrators and faculty on evidence based instructional and schoolwide engagement strategies, with an emphasis on increasing classroom discussion*

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compared to the 2017-2018 results, there was a decrease of 2%. ELA Non High Needs students scores declined slightly from 71% proficient SY 2016-17 to 68% proficient SY 2018-19 as well as High Needs student scores increasing from 40% proficient SY 2016-17 to 43% proficient in SY 2018-19 which contributed to closing the achievement gap. The overall gap rate for ELA is currently 25% (no change from 2017-2018). There were minimal changes in achievement in disadvantaged and diasbled sub-groups, however we did see a 16% increase in achievement in our English learner population.

Notably, ELA students were below proficiency for
- *EDIT: apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory and argumentative texts.*
- *WORD MEANINGS: determine intended meanings of words, including academic/tier 2 words.*

Biology EOC Participation Rate

SY 2016-17	SY 2017-18	SY 2018-19
Proficiency: 27% Participation Rate: 96% Non-High Needs: 98% High Needs: 95% Low SES: 95% IDEA: 92%	**Proficiency: 26%** Participation Rate: 94% Non-High Needs: 97% High Needs: 92% Low SES: 92% IDEA: 88%	**Proficiency: 22%** Participation Rate: 95.5% Non-High Needs: 97.4% High Needs:94.3% Low SES: 94% IDEA: 96.8% (from ARCH ADC)

The 2018-2019 Biology End Of Course results show that 22% of students achieved proficiency. When compared to the 2017-2018 results, there was a decrease of 4%, and when compared to 2016-17 results, there was a decrease of 5%. Participation by IDEA students has been a challenge.

LHS Attendance by Subgroups

SY 2016-17	SY 2017-18	SY 2018-19
Chronic Absenteeism: 16% Attendance by Groups: Non-High Needs: 95% High Needs: 92% Low SES: 93% IDEA: 90%	**Chronic Absenteeism: 14%** Attendance by Groups: Non-High Needs: 96% High Needs: 93% Low SES: 93% IDEA: 92%	**Chronic Absenteeism: 15%** Attendance by Groups: Non-High Needs: 96% High Needs: 93% Low SES: 93% IDEA: 92%

Achieve 3000, school level and classroom assessments, then our achievement gap will decrease.

If we provide substantive literature (fiction and informational texts) across all content areas, and time for students to purposefully read, discuss and write (compose, revise and edit) in the narrative, explanatory and argumentative mode, using academic vocabulary, then our students will better demonstrate their understanding of the content learned and consistently demonstrate GLO #3 Complex Thinker and GLO#5 Effective Communicator, and we will meet our Student Learner Needs.

- *Professional development for teachers in how to differentiate and engage students with the curriculum (content and standards)*
  - *Synchronously and Asynchronously*
  - *Explicit instruction*
  - *Professional development for teachers in effectively implementing RtI*
  - *Professional development for teachers in how to effectively measure student progress toward meeting the standards (data driven decision making, Go Formative)*
    - *Providing targeted interventions for students who are struggling using data and providing necessary supports. (RtI)*
- *Schoolwide implementation of Advisory SEL/College, Career, and Community Readiness (CCCR) Curriculum*
  - *Community Readiness: Social Emotional Learning curriculum during the period to encourage student growth, build confidence, and increase engagement*
  - *College and Career Readiness (CCR):*
    - *Naviance activities and college and career activities to build their Post-High Plans and build a culture of CCR*
    - *Schoolwide activities to build the culture of CCR (student digital personal transition plan, college/career exploration)*

ELL: 94%	ELL: 95%	ELL: 95%

Current practices and attendance policies are effective at promoting students to attend school. Leilehua is below the state average of 19% for chronic absenteeism (missed 15 or more days of school). However, a more concentrated effort needs to be placed on improving the attendance for Low SES and IDEA students. It may be worth noting that only 90.4% of our overall student population was enrolled all year. The transient nature for some students may be contributing to overall achievement. 15% of our student population was also affected by chronic absenteeism.

Discipline Offenses by Subgroups

SY 2016-17	SY 2017-18	SY 2018-19
Discipline Offenses: 247 **Suspensions: 89** Non-High Needs: 77 High Needs: 204 Low SES: 172 IDEA: 76 ELL: 26 Female: 83 Male: 172	**Discipline Offenses: 158** **Suspensions: 57** Non-High Needs: 51 High Needs: 133 Low SES: 110 IDEA: 40 ELL: 7 Female: 38 Male: 124	**Discipline Offenses: 103** **Suspensions: 81 eCSSS** Non-High Needs: High Needs: Low SES: IDEA: ELL: Female: Male:

Note: students can be classified in multiple High Needs categories and reported for each. Our High Needs students are involved in the majority (over 60%) of discipline incidents.

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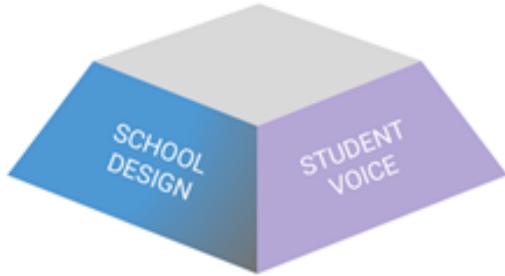
Innovation in Support of the Core: School Design and Student Voice

Our Leilehua complex/school context can be described as having a high population of students in need. Currently, our high needs population consists of 51.6% disadvantaged, 11.8% disabled, and 5.6% English learners. Our School Design and Voice initiatives are addressing our students' need to improve in their academic performance, especially literacy, and we are concerned about our subgroup attendance and discipline rates. We need to find ways to continue to engage our students in meaningful learning experiences schoolwide, provide effective targeted support for all students, and continue to develop the whole child.

Our current and continuing initiatives that will further advance our School Design and Student voice are as follows. Leilehua High School will continue to work in small communities (DLT/LT) designed to consistently analyze student data and support student needs. DLT and LTs will demonstrate professional learning community practices and demonstrate fidelity to their data cycles. We will continue to provide math intervention during weekly RtI for students that are underperforming in those subjects, and improve our efforts to differentiate the content and instructional practices across all other content areas. We will also continue to provide our positive behavior support and the schoolwide implementation of Social Emotional Learning curriculum during the Advisory period.

Initiatives to address our LHS Student Learner Needs? Self Study Areas of Growth?

Describe here your Conditions for Success for School Design and Student Voice (What needs to be in place to successfully implement said initiatives?)

Strong teacher collaboration and planning time for meaningful UbDs and Pacing Guides which are standards based and GLO embedded need to be in place for all courses. Effective monitoring and action through Academic Review Team (ART) and Department Academic Review Team (DART) also needs to be in place. We also need to ensure we are making data driven decisions, including developing and implementing evaluations for all programs, initiatives, co-curricular and extra curricular activities.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
 	
We are building a culture of College, Career, and Community Readiness for our students to be prepared with an individualized post-high plan when they leave our school as graduates.
 	
And to do that we must:
 	
  - *improve our student's literacy*
  - *increase our academic achievement*
  - *decrease our chronic absenteeism*
  - *improve all measures on the Strive HI*
  - *improve our subgroup performance*
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*

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- utilize our data driven decision making system with fidelity
  - usie iReady, Achieve 3000, and classroom formative assessment data to identify student needs
  - adjust our curriculum and instruction accordingly
  - provide all students with supports to help them be successful
- provide college, career, and community readiness training, experiences, opportunities, and planning		

Why you are implementing them? We need to prepare our students for the challenges they will face as members of the community who go off to college or begin their careers and enter the workforce. SY 2019-20, our WASC Self Study identified the following Student Learner Needs across all academic disciplines: ● our students need to extract, apply, and analyze information across different academic disciplines, ● our students need to read closely and analytically ● our students need to acquire academic and content specific language and vocabulary to express their own ideas in writing ● our students need to improve in GLO #3 Complex Thinker and GLO#5 Effective Communicator. It is important for us to continue to increase the rigor in our curriculum, improve student engagement, include student voice, and ensure we are taking care of the whole child.	**Why you are implementing them?**	**Why you are implementing them?**
How will you know that they are causing an improvement? We will establish and implement a structured ART and DART routine to systematically monitor and assess the impact of our goals, measurable outcomes, and enabling activities of our plan.	**How will you know that they are causing an improvement?**	**How will you know that they are causing an improvement?**

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We will commit to using and analyzing the data, especially the schoolwide data, for the purpose of increased schoolwide accountability and sustainability. *We will see improvements in iReady, Achieve 3000, attendance and discipline data.*	
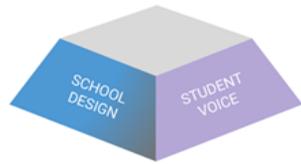
Innovation in Support of the Core: School Design and Student Voice

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

Baseline Measurements	Formative Measures	Summative Goals

Strive HI Data: ELA: 53%
(2018-2019)   Math: 31%
Science 22%
Chronic Absenteeism: 15%
On-Time Graduation Rate: 85%
9th to 10th Grade Promotion Rate: 88%
ELL students on track to English Proficiency: 21%
 	
Additional Data: CTE Completers: 46%
	● *Formative assessments*
	● *iReady (pre, mid and post)*
	● *Achieve 3000 (quarterly check)*
	● *UbDs and Pacing Guides for all courses.*
	● *Data Cycles (quarterly Sharing Matrix)*
	● *Panorama Survey (pre and post)*
	● *GLO progress report (quarterly check)*
	● *Attendance data (quarterly check)*
	● *Discipline data (quarterly check)*
		Add end of year goals here.
		Increase academic achievement by __, as measured by __.
		  ● *Increase ELA proficiency by 3% as measured by Strive HI.*
		  ● *Increase Math proficiency by 3% as measured by Strive HI.*
		  ● *Increase Science proficiency by 3% as measured by Strive HI.*
		
		Decrease chronic absenteeism by 1% as measured by Strive HI.
		Increase On-Time Graduation Rate by 2% as measured by Strive HI.
		Increase 9th to 10th Grade Promotion Rate by 1% as measured by Strive HI.

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P-20 Data: (% 2018)
 	
Diploma with any Honors: 26%
College Ready ELA (ACT >18): 30%
College Ready Math (ACT > 22): 18%
College Ready Science (ACT > 23): 12%
Participating in Dual Credit: 18%
Earning >6 credits: 12%
College Enrollment: 22%
 	
School Design: ACT 2018-19 Composite 16.6
        English 27%
        Math 12%
        Reading 19%
        Science: 14%
	• Red Green Yellow (Counselors formative check)
	• ART and DART reports
		Increase ELL students on track to English Proficiency by 3% as measured by Strive HI.
		Increase number of students as CTE Completers by 4%
		
		Long Term Goal (School Design) ACT: Composite 22	

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)
1. 100% of students at LHS will be immersed in a school culture that is focused on college, career, and community readiness (CCCR). Students will demonstrate workforce readiness skills through opportunities provided by curricular, co-curricular, and extra-curricular programs.	**1A. CCCR:** Through Advisory, all students can access counseling and personalized support based on their identified needs and goals. They will complete at least 80% of the School Connect lessons in Advisory, which help teach and enforce SEL building life skills to help them become better community contributors. 100% of students will be supported by an Advisory teacher who will be with them throughout their time at LHS 100% of full school year students will show a positive change in their Social Emotional Learning between the start			Students will take the Panorama Survey at the start of the year (or upon entering LHS) and at the end of the year: • School Safety • Student Teacher Relationships • Sense of Belonging		

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	and end of the school year as measured by the Panorama Student Survey				

	1B. CCCR:
	Students will develop, update, and expand their personal career plan throughout their Advisory classes by completing lessons developed specifically for their grade level. These CCCR lessons should include time for
	   - 100% of students will create, refine, and finalize a college and career digital personal transition plan as evident by the Naviance reports.
	   - students to learn about a range of college and career options
	   - education requirements linked to careers of interest
	   - financial aid and college application information
	
	Students will develop workforce readiness skills including but not limited to:
	● Learning Skills: Critical thinking, Creativity, Collaboration, Communication
	● Literacy Skills: Information literacy, Media literacy, Technology literacy
	● Life Skills: Flexibility, Leadership, Initiative, Productivity, Social skills
	
	Students will be informed of the various programs and resources available at LHS to help make enrolling in college a reality.
	Activities may include but limited to:
	Efforts to increase FAFSA completion.				

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	• FAFSA Advisory Lessons
	• FAFSA night
	College support activities
	• Summer bridge courses
	• College entrance exams and test prep workshops
	• Writing workshops
	• Induction events
	• Parent nights - sharing of school events, activities, etc.
	• Awards nights
	• Signing day
	College-prep/college level coursework
	• AVID
	• CAPPS
	• Advanced Placement classes
	• Early College- including ELA 75/100 & Math 75/100
	• Running Start
	• CTE, STEM, and Computer Science classes
	College-prep services (may not even need this, came from below)
	   • College and Career Counseling and field trips
	   • SPED Transition Counseling
	   • Naviance					

	1C. CCCR: 100% of students will self assess their mastery of the GLOs and show a positive increase in the number of students consistently and usually demonstrating GLO#3 Complex Thinker and GLO#5 Effective Communicator.
	
	100% of students will self assess weekly through Advisory their progress on demonstrating the GLOs.
	
	100% of students will take the GLO
		Weekly
		
		Yearlong
			☑ WSF
			☐ Title I
			☐ Title II
			☐ Title III
			☐ IDEA
			☐
			Homeless
			☐ CTE
			☐ Other
			☐ N/A
				GLO Progress Report
				  - 19-20 mailed home with report card
				  - 20-21 use increase in overall average ratings by class
				
				GLO Student Survey results
					Quarterly
					
					Annual	

	Student Survey at the end of the school year.					
	1D. **CCCR:** Students will receive industry aligned experiences and training within the pathway of study. Experiences include but limited to ● virtual learning ● internships ● apprenticeships ● other learn-by-doing opportunities with companies and community organizations. ● Increase the number of CTE Completers by 4%. ● 2% increase in the number of students earning a CTE Honors Certificate, Academic Honors Certificate, or STEM Honors Certificate. ● Increase the number of students taking 3 consecutive years of World Language or Fine Arts course			A. The percent of students finishing a CTE program will increase from ___% in SY20-21 to ___in SY21-22 as evident by the ESSA report (+4%) B. The percent of students earning a CTE Honors Certificate program will increase from ___% in SY20-21 to ___in SY21-22 as evident by the ESSA report (+2%) C. The percent of students earning a STEM Honors Certificate program will increase from ___% in SY20-21 to ___in SY21-22 as evident by the ESSA report (+2%)		
2. 100% of students will have their progress toward meeting their academic standards monitored using data from screeners, diagnostic tests, pre/post tests, and classroom assessments. SW 6	**Common Core** 100% of students enrolled in an ELA or Math course will take the iReady Reading/Math diagnostic test at the start of the school year (initial testing), in January (mid testing) and May (post testing). **NGSS** 100% of students enrolled in a Science course will take the Inner Orbit diagnostic test and classroom assessments to assess their progress toward meeting the NGSS standards	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Diagnostic results for the initial, mid, and post test	Trimester	

	for that course. **HCSSS???** *Non-Full School Year students will take the initial diagnostic test upon entering LHS, and will take any subsequent diagnostic as applicable.*				
3. 100% of students enrolled for the full school year in an ELA course will meet or exceed their expected growth in their ability to read complex texts as measured Achieve3000 Lexile Scores. SW 6	100% of students enrolled in an ELA, Science, or Social Studies course will have their initial Lexile Level evaluated through Achieve3000 at the start of the school year or upon admittance.	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Achieve3000 Report: all students have an initial Lexile score	Quarterly
	100% of students in a non-Advanced Placement ELA course will complete 4 Achieve3000 activities with an accuracy of at least 75% each quarter. 100% of students in a non-Advanced Placement Science and Social Studies course will complete 2 Achieve3000 activities with an accuracy of at least 75% each quarter.	Yearlong		Achieve3000 growth reports and Teacher usage reports	Quarterly
	Increase ELL students on track to English Proficiency by 3% as measured by Strive HI.	Yearlong		Achieve3000 growth reports and Teacher usage reports	Quarterly
4. 100% of students will have access to high quality support services to ensure equity and to help them be successful. High needs and vulnerable students will be monitored and will have additional supports in place to help them make gains and to	4A. 100% of students will have access to a Multi-tier System of Support (MTSS) to ensure students are promoted to the next grade level and graduate on time. 100% of students/parents will be contacted about poor attendance, behavioral issues, etc as a first response to address those behaviors. (student, parent, counselor, VP)	Yearlong	☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Counselors to track students (RYG system of support) Admin to track discipline incidents	Quarterly

reach the following goals: • Decrease chronic absenteeism by 1% • Increase on-time grad rate by 2% • Increase 9th to 10th grade promotion rate by 10% • Decrease the number of discipline offenses	Schoolwide implementation of Positive Behavior Supports and Student Behavior Management For all year courses, all students who receive an F grade for 1st quarter will have an RFA filled in and will go through a referral process up to at least a core meeting by end of the 2nd quarter.				
	4B. 100% of students will have access to Comprehensive Student Support Services (CSSS) to ensure students are promoted to the next grade level and graduate on time. • Advisory • Tutoring (Early Bird, TIPS, SMARTS) • Academic programs (AP, AVID, CSAP, CTE, SWANS, RtI) • Counseling (academic, behavioral, emotional, substance abuse, peer mediation) provided by school counselors, School-Behavioral Health Specialists, School Social Worker, School Psychologist, and various outside providers such as Drug-Free Hawaii, ASACS, and Adult Friends for Youth • Credit recovery • Extracurricular activities • Co-curricular activities	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☑ CTE ☐ Other ☐ N/A	Data on school programs will be collected and analyzed to determine their effectiveness in supporting student learning as evidenced by the program reporting tool. Post high school enrollment data	Quarterly	
	4C. Due to COVID Pandemic: 100% of students will have the option to enroll in 100% virtual courses for the			Students enrolled in the program will be monitored by their Alpha Counselor.		

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| | 21-22 school year due to the ongoing pandemic.
- They will have access to the online program and will take available courses necessary for graduation and elective requirements to be fulfilled.
- The enrollment will be by semester and progress will be assessed after the first semester to determine enrollment for the second semester. | | | - Weekly checks on progress in classes and hours on task
- There will be communication between counselors and students/parents
- Students will be enrolled in both core and elective courses that best fit their schedule and allow them to meet credit requirements

Counselor, VP
Monitor various progress reports to ensure students are working on their modules and passing the assessments
- weekly progress checks for students in their Alpha group | | |

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)
1. 100% of courses taught will have an academically rigorous, highly engaging,standards based	A. 100% of UbDs and Curriculum Pacing Guides will be standards based (focused on priority standards and critical	Yearlong	☑ WSF ☑ Title I ☐ Title II	Teachers will revise and analyze the effectiveness of their UbDs and curriculum pacing guides.	Quarter	

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curriculum that will be consistently implemented, evaluated, and revised.
 	
Throughout the implementation of the UbD, adjustments/differentiation to instruction will occur based **on a clear and articulated data collection process that is focused on collecting proper data, analysing the data for what it means, and implementing changes in instruction that will result in an increase in student learning. (WASC CA #1)**
 	
All UbDs will include
- Differentiation/RTI Literacy (WASC #1)
- Engagement/Discussion/Higher Level Questioning (WASC CA #2)
- Agreed upon school-wide strategies (WASC CA #4)
- GLOs
- Opportunities for students to set learning goals and to reflect/self assesses on their learning (WASC CA #5)
	content) and include assessments (formative and/or summative) evaluating students mastery of the standards.
	B. 100% of UbDs and Curriculum pacing Guides will be aligned to state selected curricula for ELA and Math
	  ○ ELA: Springboard
	  ○ Math: State Curriculum
	C. 100% of UbDs will have the GLOs embedded, with a focus on the Critical Thinker and Effective Communicator GLO.
			☐ Title III
			☐ IDEA
			☐ Homeless
			☑ CTE
			☐ Other
			☐ N/A
				● Mass LT Peer Review of UbDs
				
				Administration to conduct formal targeted walkthroughs and classroom observations for evidence of learning aligned to standards and GLOs.
				
				Coaches and Department Heads to conduct informal walkthroughs
					Semester

	MTSS Academics: Differentiation/RtI *(using schoolwide data):* <mark>(WASC CA #1)</mark> D. 100% of teachers will use Multi-Tiered Systems of Support to provide differentiation and/or Response to Intervention based on analysis of student performance data (both schoolwide and classroom). Classroom level Student Performance data will be analyzed using the Data Team Process. The effectiveness of the interventions and instructional strategies used to meet the needs of the targeted group will be evaluated, with adjustments to UbDs and curriculum pacing guides made accordingly. The following Schoolwide data will be analyzed by their	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Teachers will revise their UbDs and curriculum pacing guides to reflect adjustments made for differentiation. Administration to conduct formal targeted walkthroughs and classroom observations for evidence of targeted differentiation and modified instructional practices iReady data analysis sheets Achieve 3000 Teacher usage reports Science Pre/Post Test results	Annual Semester Annual Quarter

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	associated Department: - 100% of ELA and Math teachers will analyze iReady diagnostic data - 100% of ELA, Social Studies and Science teachers will analyze Achieve 3000 diagnostic data - 100% of Science teachers will analyze their Science Pre/Post test data			Completed Data Cycle Process sheets and Sharing Matrix		
	<u>Literacy</u> E. 100% of UbDs will incorporate strategies/activities that promote the acquisition and usage of content specific academic vocabulary. F. 100% of UbDs will incorporate reading and writing relevant to the course content. Reading will be supported by appropriate and relevant instructional strategies.	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	UbD Stage 3	Semester	
	Engagement / Discussion / High Level Questioning (WASC CA #2) G. 100% of Ubds will include planned higher level questions, as well as incorporate meaningful opportunities for students to engage in content related discussion between each other, as well as with their teacher. H. 100% of UbDs will incorporate	Yearlong	☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	UbD Learning Plan Observations	Semester	

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	strategies and activities that enable a high level of student engagement. I. 100% of UbDs will include planned opportunities for students to set learning goals based on their daily learning targets or unit learning goals, self-asses, and self-reflect on their learning. (WASC CA #5)					
2. 100% of Teachers will intentionally plan for opportunities to instruct and assess students on their ability to present content related material.	100% of teachers will use the LHS Presentation rubric with their students, at a minimum 2 times during the school year, either formatively or as a summative assessment.	Yearlong	☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Student Work Samples	Annual	
3. 100% of courses will clearly articulate the learning target, the instructional methods or strategies used to deliver and learn the objectives, as well as the relevancy of the content and skills being taught.	100% of courses will post the LHS (Learning Target, How, So Why?) aligned to the current UbD and curriculum map/pacing guide. The Learning Target and So Why will be clearly communicated to students.	Yearlong	☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	During observations and walkthroughs, students will be able to articulate the learning target for the course, as well as express the relevancy of the content or skills they are currently learning.	Semester	
4. 100% of the school identified programs will be evaluated for its effectiveness, collect baseline data, post data, and complete the LHS Program Evaluation tool (using clearly defined goals)	A. 100% of the identified programs will establish clearly defined goals that are aligned to the school's Academic Plan. Success of meeting those goals. LHS Program Evaluation Tool will be completed by the program	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	Program coordinator will submit their Program Evaluation Doc for approval, data will be collected using the Program Evaluation tool, Progress will be shared in Leadership	Annually **July:** Program coordinator will set goals and submit Program	

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by the end of SY21-22	coordinator and approved by Leadership and Admin. Programs include, (not limited to): ○ Workshop classes ○ AVID ○ Early College ○ AP courses ○ Tutoring ○ School-Connect ○ Credit Recovery		☑ Other ☐ N/A		evaluation doc to VP for approval **April:** Program evaluation documents are due to VPs **May:** Programs evaluations shared with stakeholders	
5. All teachers will actively participate in building a culture of College, Career, and Community Readiness (CCCR) at LHS. SW 5	A. 100% of LHS teachers will implement a designated advisory curriculum and assist students in creating, refining and finalizing a college and career digital personal transition plan as evident by the Naviance reports. - LHS faculty and staff will help students develop, update, and expand their personal career plan throughout their high school experience.	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☑ IDEA ☐ Homeless ☑ CTE ☐ Other ☐ N/A	Naviance Reports Advisory Passing rate from IC	Quarterly	
	B. Leilehua will provide opportunities to participate in a series of college exploration activities. 100% of teachers will share these opportunities with their students, assist when necessary, and encourage all students to participate. Activities may include but limited to: ● Advisory Activities			UbDs Work samples		

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	● Get into Gear ● iPrep ● Alumni ● Job Fair/Career fair ● Wahiawa Business Roundtable					
	C. All Teachers will provide opportunities for students to demonstrate 21st Century Learning for College and Career Readiness. ● Learning Skills: Critical thinking, Creativity, Collaboration, Communication ● Literacy Skills: Information literacy, Media literacy, Technology literacy ● Life Skills: Flexibility, Leadership, Initiative, Productivity, Social skills			UbDs Work samples GLO Student Survey Results Panorama Student Survey Results (Grit)		
6. Leilehua will continue to communicate regularly with families and stakeholders for the purposes of: - supporting our students and informing families of opportunities at the school - informing students/parents/guardians of student progress - addressing behavioral, attendance, and/or academic performance issues SW 7	**MTSS Behavioral:** A. All teachers will communicate to their students, the expectations for the class (Syllabus), Class rules, and PBS Matrix (in school) and Virtual Expectations Matrix (online). B. All teachers will communicate with families using multiple modes of communication regarding behavior/attendance/performance in class C. All teachers will follow the Student Behavior Management Protocol and will communicate with necessary stakeholders if communication to student/parent fails to result	Yearlong	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Communication media checklist SQS results, Parent surveys, evidence of mailouts ● Text Message Engagement Rates ● Develop & implement an 11th grade messaging campaign ● Develop & implement a 12th grade messaging campaign	Annual	

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	in improved behavior/attendance/performance in class a. Use the RFA process, communicate with counselors, care coordinators, etc					
	D. The school will use a variety of communication methods to ensure families are informed about events, opportunities, and activities that promote family engagement.					

7. Teachers and staff will receive professional development for the purposes of
  - implementing school initiatives and programs
  - improving instructional practices and integrating technology
  - curriculum planning, staying up to date with changes to course standards and progressions
 	
SW 6
	A. 100% of Faculty and staff will participate in school-selected professional development that will be implemented in a timely manner and include opportunities to review, reflect, and revise. These PD topics may include the following:
	  - Curriculum, Instruction, Assessment
	  - Technology Integration
	  - Student Support Services (Tiered interventions, RFA processes, IDEA, co-teaching, etc)
	  - CCCR (Naviance)
	
	B. 100% of the Faculty and Staff will have the opportunity to participate in the following PD:
	  ● District level PD
	  ● State level PD
	  ● Local Conferences and/or
		Yearlong	☑ WSF
			☑ Title I
			☐ Title II
			☐ Title III
			☐ IDEA
			☐ Homeless
			☐ CTE
			☑ Other
			☐ N/A
				Teachers will receive current PD as evidenced by:
				  ● Sign-in sheets
				  ● Teacher created presentations
				  ● Conference/workshop handouts accompanied by a reflection or implementation plan
				  ● sample lessons
				  ● walk-throughs
				  ● notes
				  ● Faculty PD tracking sheet
					Annual	

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	workshops (assuming funding is available) ● National Conferences and/or workshops (assuming funding is available)				
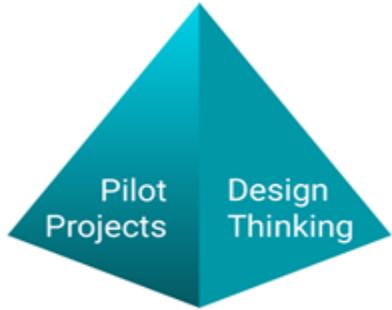
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. LMW Apple Innovative Learning ● Implement design thinking projects throughout the school. Year 1 ○ Form a focus group of teachers, NCTs and admin ○ Obtain PD in the design thinking process. All teachers will incorporate real-time, project-based learning opportunities, in partnership with community, college, and industry leaders. CTE department will maintain and increase industry aligned experiences, apprenticeships, and other learn-by-doing opportunities with companies and community organizations. ● Partner with industry to create internships, increase current externships and internships and training for students in pathways of study. ○ Grow student internships for diploma credit ○ Grow externships to scale real-world relevance in curriculum ● Partner with institutions of higher education to create college pathways for K-12 students including more virtual learning opportunities and college course dual credits. LHS will expand extracurricular activities to support innovative enterprises such as LHS Library Learning Commons (makerspaces, 3D printing, STEAM) and eSports. ● Develop course curriculum aligned to High School ESports League, including real-time, project-based learning opportunities, in partnership with community and industry leaders for	*Please describe your conditions for Success:* *In order to be successful, we want to maintain traditional values or the Leilehua Way, while exceeding content and industry standards. We need to build and commit to a strong <u>culture</u> of College, Career and Citizenship schoolwide.* ● *All faculty and staff will fulfill their promise to provide a rigorous curriculum and experiences to develop the whole child (mission).* ● *A clear, coherent, standards based, curriculum (UbD) for every course which is taught using engaging strategies, formative checks and assessments for understanding, and summative assessments of student learning.* ● *Learning Teams: time for collaboration, planning, and data analysis embedded within the school day.* ● *Professional Development Plan and Technology Integration Plan must be developed.* ● *Schoolwide sustainability and accountability.*

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eSports.
- ○ Grow student internships in game studies and eSports
- ○ Pursue college course dual credits

LHS will actively participate in GEAR UP grant beginning SY 2020-21:
- Early College Summer Bridge - Instructor Cost
- Freshmen Transition Summer Program
- Parent & Student Engagement Activities
- ACT / SAT Prep Classes
- Initiatives to meet the academic goals of the grant

Grant in Aid (GIA) Grant
- Computer Science
  - ○ computer science principles, aeronautical knowledge, increase AP, feed into UH
  - ○ increasing engagement and collaboration using technology
- Cybersecurity
  - ○ CTE pathway, increase internships and job ready certifications
- Library Learning Commons

Ag Tech Grant
- technology for data analysis