



2021 Academic Plan, School Year 2021-22

School: Mililani 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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

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

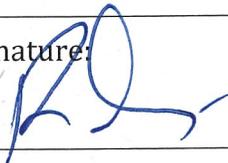
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

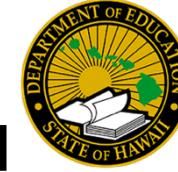
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

2021 Academic Plan, School Year 2021-22



Principal: Fred Murphy	
Principal's signature: 	Date: 3/12/2021

Complex Area Superintendent: Robert Davis	
Complex Area Superintendent's signature: 	Date: 5/5/21



2020 Academic Plan, School Year 2020-21

Mililani High School

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE 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.

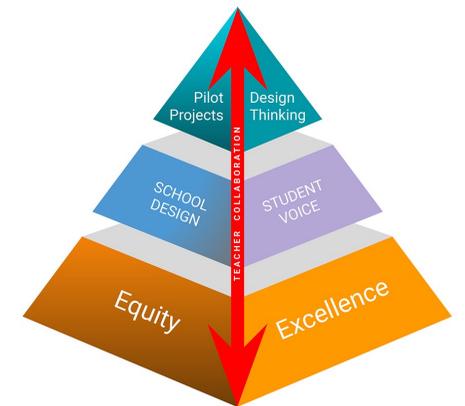
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

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 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



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>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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>Mililani High School has identified the SBA/Biology EOC Achievement Gap as a focus. The targeted subgroup are students who are identified as high needs students (disadvantaged, special education, and english language learners).</p> <p>Background Info:</p> <ul style="list-style-type: none"> ● SY 17-18: <ul style="list-style-type: none"> ○ ELA: 81% of non high needs students passed the SBA vs. 42% of high needs students = 40 points rounded ○ MATH: 55% of non high needs students passed the SBA vs. 24% of high needs students = 31 points ○ SCIENCE 61% of non high needs students passed the EOC vs. 31% of high needs students = 30 points ● SY 18-19 <ul style="list-style-type: none"> ○ ELA: 71.6% of non high needs students passed the SBA vs. 38.3% of high needs students = 33.3 points ○ MATH: 43.5% of non high needs students passed the SBA vs. 21% of high needs students = 22.5 points ○ SCIENCE: 62.5% of non high needs students passed the EOC vs. 29.8% of high needs students = 33 points 	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If data analysis through iReady diagnostics is utilized to identify skill gaps, then teachers will be able to address and support student needs.</p> <p>If teachers are able to address and support student needs, then high needs students will be more likely to close their skill deficiencies.</p> <p>If students are able to close their skill deficiencies, then they will be more likely to achieve proficiency on the SBA/EOC exams</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <ul style="list-style-type: none"> ● iReady Diagnostic for grades 9 - 11 three times a year (Math/ELA) <ul style="list-style-type: none"> ○ identify students with skills gaps ● Data Room Discussions (Math/ELA) <ul style="list-style-type: none"> ○ identify students with skills gaps in each classroom and/or course ● PLC Discussions (Math/ELA/Bio) <ul style="list-style-type: none"> ○ Discuss differentiation strategies and next step planning for students with skills gaps ● Course Development Discussions (Math/ELA/Bio) <ul style="list-style-type: none"> ○ Admin/Department discussions regarding further support for students with skills gap (i.e. the structure of workshop and lab courses)

- SY 19-20 - No SBA due to COVID 19

Summary Analysis:

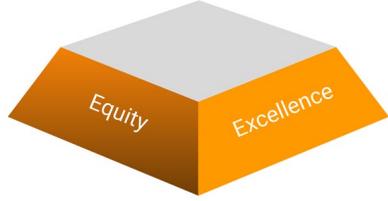
- Even though our gap decreased, it is still an area of need because the overall proficiency decreased as well
 - ELA: the proficiency percentage of high needs students decreased by 3.7%
 - MATH: the proficiency percentage of high needs students decreased by 3%
 - SCIENCE: the proficiency percentage of high needs students decreased by 1.2%

Alignment with WASC Recommendations

1. (VC Goal 2) Continue to focus communication and collaboration efforts to cultivate a culture of student-centered and data-driven discussion that result in high student engagement and sharing of best practices. Particular focus should be given to the at-risk and gap students.
2. (VC Goal 4) Develop and implement systems and strategies such as differentiation, targeted intervention and student-led learning activities to engage and ensure all students have access to the curriculum; especially those who are not meeting grade-level expectations and those designated as high needs.

Measurable Outcome #1

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>In order to support students with an identified skills gap, Mililani High School will use iReady Assessment data to determine support strategies and course adjustments through the PLC Data Teams Process.</p>	<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>In order to support students with an identified skills gap, Mililani High School will use iReady Assessment data to re-evaluate the success of implemented strategies and course adjustments and make adjustments as necessary as discussed through the PLC Data Teams Process.</p>	<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>In order to support students with an identified skills gap, Mililani High School will use iReady Assessment data to review implemented strategies and course adjustments and revise strategies as necessary as discussed through the PLC Data Teams Process.</p>
<p>Why are you implementing them?</p> <p>Mililani High School has identified the SBA/EOC Achievement Gap as an area of need. In order to support students with skills gaps, MHS determined that the iReady Assessments would be used to measure all outcomes and plan next steps.</p>	<p>Why are you implementing them?</p> <p>Mililani High School has identified the SBA/EOC Achievement Gap as an area of need. In order to support students with skills gaps, MHS determined that the iReady Assessments would be used to measure all outcomes and plan next steps.</p>	<p>Why are you implementing them?</p> <p>Mililani High School has identified the SBA/EOC Achievement Gap as an area of need. In order to support students with skills gaps, MHS determined that the iReady Assessments would be used to measure all outcomes and plan next steps.</p>
<p>How will you know that they are causing an improvement?</p> <p>The iReady Assessment is given three times a year to measure student progress. Assessment Data can be used to measure improvement.</p>	<p>How will you know that they are causing an improvement?</p> <p>The iReady Assessment is given three times a year to measure student progress. Assessment Data can be used to measure improvement.</p>	<p>How will you know that they are causing an improvement?</p> <p>The iReady Assessment is given three times a year to measure student progress. Assessment Data can be used to measure improvement.</p>



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.

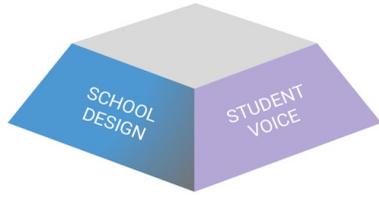
Baseline Measurements	Formative Measures	Summative Goals
SBA/EOC Scores from previous years	iReady Assessment	<ul style="list-style-type: none"> ● Identify students who have a skills gap ● Discuss support strategies and course adjustments ● Analyze Data to determine what works and what didn't work

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)
In order to support students with an identified skills gap, Mililani High School will use iReady Assessment data to identify students with skills gaps and discuss potential next steps through the PLC Data Teams Process.	iReady Assessment implementation	Yearlong	WSF	iReady Assessment results	3x/ year	

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)
In order to support students with an identified skills gap, Mililani High School will use iReady Assessment data to identify students with skills gaps and discuss potential next steps through the PLC Data Teams Process.	iReady Assessment implementation	Yearlong	WSF	Data Room Meetings to analyze iReady Assessment data PLC Data Teams Discussions using iReady Assessment Data	3x/ year Weekly	
	Department Meetings to discuss course design	Yearlong	WSF	Department Meeting Minutes	Monthly	



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

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

- The School Vision & Mission were revised, which informed the development of the [School Design](#)
- MHS Mission is to Innovate, Cultivate, & Support, which provides context and direction for school-wide initiatives
 - Innovate - develop/add programs that meet the needs of the students (based on data and student voice)
 - Cultivate - based on data collected and student voice, the school will determine which programs need to be cultivated
 - Support - based on data collected and student voice, the school determines what specialized supports are needed
- Student Voice is captured through the [RSVP process](#), which is conducted by our student government group [ASMHS](#)

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

- Innovate (category of our School Design based on our School Mission)
 - Develop College and Career Readiness opportunities for students (i.e. internships, certifications, early college, project-based learning opportunities in the classroom)
 - Increase Student Engagement in every classroom (measured by the [MHS IPI Walkthrough Protocol](#))
- Cultivate (category of our school design based on our school Mission)
 - Cultivate Programs and Electives that meet the needs of all students
 - Cultivate a culture where college and career readiness opportunities is a focus and the needs of all students are addressed
 - Cultivate Curriculum that supports all students; including students who have been identified as having a skills gap
- Support
 - Meeting Cycles to maintain and support communication with all stakeholders and ensure data-driven decisions to support student needs and student learning
 - The Academic Review Team will monitor the school design initiatives on a regular basis in order to advance goals
 - Technology Integration to support the use of innovative technology in the classroom
 - Infrastructure - providing and maintaining assets to support the use of technology in the classroom
 - Integration - providing professional development and support for teachers to use technology in the classroom
 - Response to Intervention supports the needs of all students
 - Professional Development for the continued growth of all teachers

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

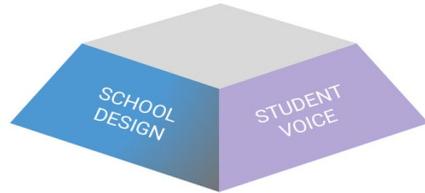
- RSVP Protocol must be implemented to continue to collect data regarding student voice
- ART Meetings must continue to monitor progress and continue goal setting
- Implementation of assessments like iReady, and Panorama
- Encourage teacher-given formative assessments to measure progress of all outcomes

Alignment with WASC Recommendations

1. (VC Goal 2) Continue to focus communication and collaboration efforts to cultivate a culture of student-centered and data-driven discussion that result in high student engagement and sharing of best practices. Particular focus should be given to the at-risk and gap students.
2. (VC Goal 3) Further expand opportunities to expose students to a wide variety of career options, such as internships.
3. (VC Goal 5) Continue to monitor, evaluate, and adjust school-wide programs and offerings strategically to ensure that the needs of every student are being addressed. Focus on expanding college and career readiness opportunities.

Measurable Outcome #2

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>In order to provide equity and access for all students, Mililani High School must revise/adjust the Multi-Tiered System of Support (MTSS) to guide the implementation of evidence-based interventions through data interoperability and analysis to provide academic support and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>In order to provide equity and access for all students, Mililani High School must apply a Multi-Tiered System of Support (MTSS) to demonstrate the implementation of evidence-based interventions through data interoperability and analysis to provide academic support and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>In order to provide equity and access for all students, Mililani High School must review the Multi-Tiered System of Support (MTSS) to ensure implementation of evidence-based interventions through data interoperability and analysis to provide academic support and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.</p>
<p>Why are you implementing them?</p> <p>Response To Intervention is an ever changing support system that must be continuously revised based on student needs. In order to ensure that all students are receiving the support they need, Mililani High School must go through data cycle analysis to revise and adjust MTSS to meet the needs of all students.</p>	<p>Why are you implementing them?</p> <p>Response To Intervention is an ever changing support system that must be continuously revised based on student needs. In order to ensure that all students are receiving the support they need, Mililani High School must go through data cycle analysis and apply all adjustments to MTSS to meet the needs of all students.</p>	<p>Why are you implementing them?</p> <p>Response To Intervention is an ever changing support system that must be continuously revised based on student needs. In order to ensure that all students are receiving the support they need, Mililani High School must go through data cycle analysis and review all adjustments to MTSS and revise as needed in order to meet the needs of all students.</p>
<p>How will you know that they are causing an improvement?</p> <p>Panorama data, along with other relevant data points, will be used to determine the success of MTSS interventions. This data will be used as a base for revisions and adjustments.</p>	<p>How will you know that they are causing an improvement?</p> <p>Panorama data, along with other relevant data points, will be used to determine the success of MTSS interventions made after revisions and adjustments were implemented.</p>	<p>How will you know that they are causing an improvement?</p> <p>Panorama data, along with other relevant data points, will be used to determine the success of MTSS interventions made after revisions and adjustments were implemented.</p>



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
Panorama School Quality Survey	Counselor/Admin Team data points (attendance, referrals, etc.) Panorama (at least once a year)	<ul style="list-style-type: none"> ● Discuss the success of the MTSS as it currently exists at MHS ● Revise and adjust the MTSS ● Implement revisions and adjustments and assess the success of those revisions ● Review and Revise the MTSS as needed based on data point analysis

Student Outcomes (SY 2020-21)

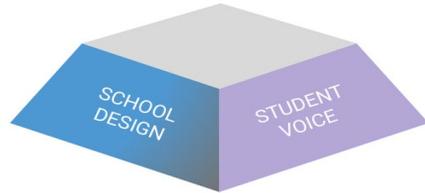
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
In order to provide equity and access for all students, Mililani High School must discuss the success of the Multi-Tiered System of Support (MTSS) that demonstrates the implementation of evidence-based interventions through data interoperability and analysis to provide academic support and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.	Panorama Survey	Yearlong		Data Analysis through Counselor/Admin Teams	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>In order to provide equity and access for all students, Mililani High School must discuss the success of the Multi-Tiered System of Support (MTSS) that demonstrates the implementation of evidence-based interventions through data interoperability and analysis to provide academic support and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.</p>	Counselor/Admin Team Meetings	Yearlong	WSF	Counselor/Admin team meetings to monitor/discuss MTSS	Monthly	
	ART Meeting discussions	Yearlong	WSF	ART Report monitoring	Quarterly	
	RTI Coordinator Monitoring	Yearlong	WSF	RTI Coordinator documentation	Quarterly	

Measurable Outcome #3

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>In order to develop college and career readiness opportunities for students, Mililani High School will have a plan for all CTE programs of study to have an internship, certification, or early college opportunity. Additionally, Mililani High School will have a plan to increase Early College opportunities school-wide through individual Early College opportunities and through the Journey to Leeward Program.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>In order to develop college and career readiness opportunities for students, Mililani High School will begin implementation of internship, certification and early college opportunities for all CTE programs of study and will have an increased number of Early College opportunities for all students through single Early College opportunities and through the Journey to Leeward Program. Mililani High School will also explore potential pipeline opportunities for Journey to Leeward students.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>In order to develop college and career readiness opportunities for students, Mililani High School will increase internship, certification and early college opportunities for all CTE programs of study and will have an increased number of Early College opportunities for all students who participate in individual Early College opportunities and in the Journey to Leeward Program. Mililani High School will also have a plan to implement pipeline opportunities for Journey to Leeward students to matriculate directly into degree programs at post secondary institutions.</p>
<p><i>Why are you implementing them?</i></p> <p>Once potential internships, certifications, and early college offerings have been discussed and potential offerings have been identified, planning can begin for implementation.</p>	<p><i>Why are you implementing them?</i></p> <p>Once a plan for implementation has been established, MHS can begin implementation. Once implementation begins, MHS can continue to use the RSVP Student Voice protocol to obtain student voice input regarding college and career readiness opportunities provided.</p>	<p><i>Why are you implementing them?</i></p> <p>Once a plan for implementation has been established, MHS can begin implementation. Once implementation begins, MHS can continue to use the RSVP Student Voice protocol to obtain student voice input regarding college and career readiness opportunities provided.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>The RSVP Student Voice protocol will continue to measure student voice throughout the process. The Academic Review Team will also monitor progress and improvement</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>The RSVP Student Voice protocol will continue to measure student voice throughout the process. The Academic Review Team will also monitor progress and improvement</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>The RSVP Student Voice protocol will continue to measure student voice throughout the process. The Academic Review Team will also monitor progress and improvement</p>



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.

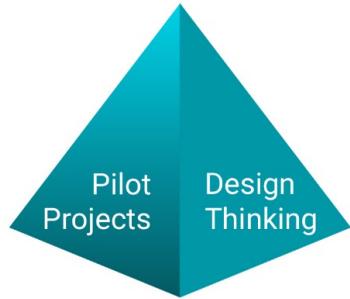
Baseline Measurements	Formative Measures	Summative Goals
RSVP Student Voice Protocol Feedback 2017 WASC Mid-term Visiting Committee Areas of Need	RSVP Student Voice Protocol ART Meeting Discussions Department Meeting Discussions	<ul style="list-style-type: none"> • Explore/Discuss CCR opportunities like Internships, Certifications, and Early College offerings • Plan to implement CCR opportunities like Internships, Certifications, and Early College offerings • Implement/deploy internship, certifications, and early college opportunities

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)
In order to develop college and career readiness opportunities for students, Mililani High School will explore potential opportunities during the 2020-2021 school year and identify next steps for implementation; specifically in the CTE Department and Early College offerings.	RSVP Protocol	Yearlong	WSF	Qualitative feedback given to Leadership teams for discussion	Annual (sometimes semesterly)	

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)
In order to develop college and career readiness opportunities for students, Mililani High School will explore potential opportunities during the 2020-2021 school year and identify next steps for implementation; specifically in the CTE Department and Early College offerings.	ART Meeting Discussions	Yearlong	WSF	ART Reports	quarterly	
	Department Meeting Discussions (CTE)	Yearlong	WSF	Department Meeting Minutes	monthly	
	Early College Discussions (Early College team)	Yearlong	WSF State Funding	ART Reports	quarterly	



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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>Internships/Certifications/Early College for all CTE Programs of Study: All CTE Programs of Study will end with a CCR opportunity for all students. These opportunities will include either an internship, a certification, or an early college course. Currently, we are piloting a Certified Nursing Assistant opportunity as part of the Clinical Health Program of Study. All CTE teachers are looking into CCR opportunities for their programs.</p> <p>MHS has also launched a Journey to Leeward Program, which is meant to provide CCR opportunities that encourage students to plan for life after high school. This program will give priority enrollment to the demographic of students who may not traditionally take advantage of early college opportunities. The intent of this program is to provide initial support for students to obtain/refine necessary skills needed for college and/or career. Students will also have the opportunity to get a headstart on college courses during their years at MHS with opportunities to earn up to 24 college credits by the time they graduate from high school.</p>	<p>Please describe your Conditions for Success:</p> <ol style="list-style-type: none"> 1. All CTE Teachers must be allowed time to research CCR opportunities appropriate to their program of study 2. The CTE department must receive leadership support for the implementation of their identified CCR opportunities 3. 1 cohort of Journey to Leeward students per grade level w/ increased opportunities each year 4. Potential pipeline opportunities for Journey to Leeward students to matriculate directly into degree-ready programs at post secondary institutions.

<p>Mililani High School has been piloting a personalized Professional Development System for teachers. Based on the Academic Plan, teacher needs, and student needs, personalized professional development courses are developed through PDe3 for MHS teachers only. This supports the achievement of school-wide goals while supporting the continued professional growth of our teachers. Teachers receive professional development while earning PD credits for reclassification, which serves as an additional motivator to increase teacher involvement in the Academic Plan process. This also encourages teachers to revise their curriculum based on current practices and strategies that support student learning. An additional aspect of personalized PD is a MHS PD website that lists PD opportunities by department.</p>	<ol style="list-style-type: none"> 1. WSF Funding to support Professional Development Opportunities for MHS teachers 2. Consistent communication surrounding professional development opportunities aligned to the Academic Plan 3. Maintenance of the MHS PD Website
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<p style="text-align: center;">School Ideas for Innovation and Pilot Projects</p>	<p style="text-align: center;">Conditions for Success</p>
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>Internships/Certifications/Early College for all CTE Programs of Study: All CTE Programs of Study will end with a CCR opportunity for all students. These opportunities will include either an internship, a certification, or an early college course. Currently, we are piloting a Certified Nursing Assistant opportunity as part of the Clinical Health Program of Study. All CTE teachers are looking into CCR opportunities for their programs.</p>	<p><i>Please describe your Conditions for Success:</i></p> <ol style="list-style-type: none"> 1. All CTE Teachers must be allowed time to research CCR opportunities appropriate to their program of study 2. The CTE department must receive leadership support for the implementation of their identified CCR opportunities
<p>Mililani High School has been piloting a personalized Professional Development System for teachers. Based on the Academic Plan, teacher needs, and student needs, personalized professional development courses are developed through PDe3 for MHS teachers only. This supports the achievement of school-wide goals while supporting the continued professional growth of our teachers. Teachers receive professional development while earning PD credits for reclassification, which serves as an additional motivator to increase teacher involvement in the Academic Plan process. This also encourages teachers to revise their curriculum based on current practices and strategies that support student learning. An additional aspect of personalized PD is a MHS PD website that lists PD opportunities by department.</p>	<ol style="list-style-type: none"> 1. WSF Funding to support Professional Development Opportunities for MHS teachers 2. Consistent communication surrounding professional development opportunities aligned to the Academic Plan 3. Maintenance of the MHS PD Website

Alignment with WASC Recommendations

1. (VC Goal 1) Monitor and evaluate and adjust systems and strategies to improve internal communication.
2. (VC Goal 2) Continue to focus communication and collaboration efforts to cultivate a culture of student-centered and data-driven discussion that result in high student engagement and sharing of best practices. Particular focus should be given to the at-risk and gap students.
3. (VC Goal 3) Further expand opportunities to expose students to a wide variety of career options, such as internships.
4. (VC Goal 4) Develop and implement systems and strategies such as differentiation, targeted intervention and student-led learning activities to engage and ensure all students have access to the curriculum; especially those who are not meeting grade-level expectations and those designated as high needs.
5. (VC Goal 5) Continue to monitor, evaluate, and adjust school-wide programs and offerings strategically to ensure that the needs of every student are being addressed. Focus on expanding college and career readiness opportunities.

Academic Plan Target SheetMililani High SchoolSY 2020-2023										Updated 3/5/21
Component	2013	2014	2015	2016	2017	2018	2019	SY18-19 Target	SY19-20 Target	2020 state recommended target
Chronic Absenteeism	13%	11%		11%	9%	9%	9%	9%	9%	9%
The state recommended target by 2020 is 9%										
Positive School Climate (used to be School Climate SQS Safety Dimension)				80%	77%	80%	79%	79%	79%	79%
We have already exceeded the state recommended target for 2020. Based on the state's 50% method, our target by SY 19-20 would be 79%, which we set for our 2020 goal*80% of students report a positive school c										
Inclusion Rate% receiving SPED services who are in Gen.Ed classesfor at least				27%	34%	30%	40%	37%	42%	51%
This percentage includes our Community Based Instruction students who are not enrolled in our General Education classes. In order to meet this component, SPED studentscan only be enrolled in one resource class										
11th Grade ACT	54%	50%	58%	55%	science 31%	science 31%	science 31%	7%44%32%	645%33%	
ACT scores are no longer an item on the target setting sheet provided by the state, but we will continue to monitor our student's performance in this categoryThese numbers come from the ACT Report that is sent direc										
ELA Proficiency	88% (HSA)	79% (HSA)	67% (SBA)	62% (SBA)	69% (SBA)	72%	65%	70%	72%	61%
SY 17-18 Target was 64% - exceeded target (state target)										
Math Proficiency	67% (HSA)	62% (HSA)	56% (SBA)	45% (SBA)	48% (SBA)	47%	39%	50%	52%	54%
SY 17-18 target was 47%										
Science Proficiency	41%	53%	51%	51%	60% (EOC)	54%	55%	60%	61%	64%
The SY 19-20 target is set according to the 2020 state recommended target. We will check this percentage annually to ensure the incremental percentage rate is attainable.SY 17-18 target was 55% (did not meet targ										
ELA Gap				41	41	40	33	39%	37%	
SY 18-19 target was 39 71.6% of non high needs students passed the SBA and 38.3% of high needs students passed the SBA, so the gap is 33 points (rounded)										
Math Gap				27	30	31	23	27%	25%	
SY 18-19 target was 27 points (gap increased by 1 point) - 43.5% of non high needs students passed the SBA and 21% of high needs students passed the SBA, so the gap is 22.5 points										
Science Gap				38	36	30	32.7	36%	34%	
SY 18-19 target was 38. 62.5% of non high needs students passed the EOC for Biology and 29.8% of high needs students passed the EOC for Biology, so the gap is 33 points										
ELA Growth (MGP)	N/A	N/A	54%	46%						
Math Growth (MGP)	N/A	N/A	75%	67%						
9th Grade on Track% 1st time 9th graderspromoted to 10th on time				93%	92%	91%	96%	93%	94%	94%
CTE Concentrators% 12th grade who completea CTE POS				62%	62%	59%	68%	63%	64%	50%
Graduation Rate	90%	90%	92%	93%	94%	93%	94%	94%	95%	86%
College-Going Rate	73%	74%	67%	74%	72%	70%	71%	73%	74%	62%