

2022 Academic Plan, School Year 2022-23

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).

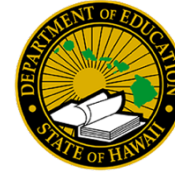
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.



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

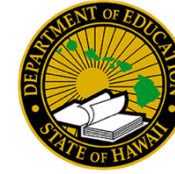
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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

2022 Academic Plan, School Year 2022-2023



Principal: Fred Murphy	
Principal's signature: 	Date: 3/11/2022
Complex Area Superintendent: Robert Davis	
Complex Area Superintendent's signature:  <small>Robert Davis (Apr 13, 2022 16:49 HST)</small>	Date: Apr 13, 2022



2022 Academic Plan, School Year 2022-2023

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.

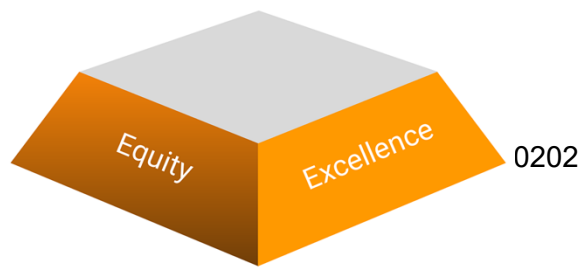
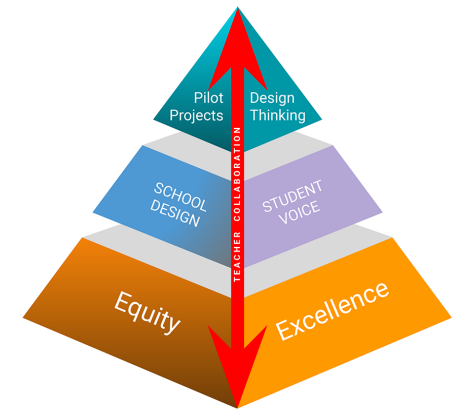
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

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><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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></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><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If achievement gaps are identified through a variety of assessments (formative and summative), teachers will be able to provide programs and supporting techniques to accelerate student learning.</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 all identified 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 and progress towards on time graduation.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></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 ● PLC Discussions (all) <ul style="list-style-type: none"> ○ Discuss implementation plan for various assessments to identify students with skill deficiencies ○ Discuss differentiation strategies or other programming to support student need ● Department Discussions <ul style="list-style-type: none"> ○ Discuss implementation plan to discuss essential standards, formative assessments, and supporting strategies ○ Discuss vertical alignment of essential standards to maintain continuity ● Course Development Discussions (Math/ELA/Bio) <ul style="list-style-type: none"> ○ Admin/Department discussions regarding further support for students with skills gap

- SY 19-20 - No SBA due to COVID 19
- SY 20-21:
 - ELA: 80.7% of non high needs students passed the SBA vs. 46.1% of high needs students = 35 points
 - MATH: 48.9% of non high needs students passed the SBA vs. 19.8% of high needs students = 29 points
 - SCIENCE: 51.4% of non high needs students passed the EOC vs. 26.1% of high needs students = 25 points

Summary Analysis:

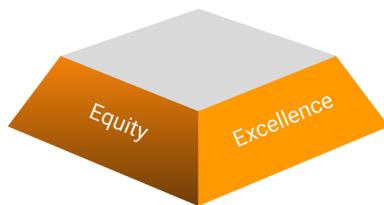
- SBA:
 - The ELA Gap increased by 2 points (percentage passed also increased in both groups)
 - The MATH Gap increased by 6 points (percentage passed decreased in higher needs group and increased in non high needs group)
 - The SCIENCE Gap decreased by 8 points (percentage passed increased in both groups)
- Teachers have also noticed other gaps as a result of COVID-19 related issues (Social Emotional and Academic concerns)

(i.e. the structure of workshop and lab courses)

- Discussions regarding support (all Departments)
 - Discussions regarding further support for students with identified skills gaps or needs

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.



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.

Measurable Outcome #1

SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>All teachers will identify specific areas of student need and participate in targeted discussions regarding programming, supporting techniques, etc to support students and accelerate learning. Progress will be measured through formative and summative assessments and universal screener/standardized testing when relevant.</p>	<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>All teachers will continue to monitor students' progress as a result of program/strategy implementation through formative and summative assessments and universal screener/standardized testing when relevant. Modifications and additions will be made as needed as determined by the associated department/PLC.</p>	<p>What are your Measurable Outcomes around Equity and Excellence?</p> <p>As a result of continued progress monitoring, teachers will solidify a system of support that will allow for the identification of student needs along with program/strategy implementation to address student needs and accelerate learning.</p>
<p>Why are you implementing them?</p> <p>Teachers are noticing a variety of skills deficiencies that span all student groups. These deficiencies may have been exacerbated by COVID-19 related experiences. Some may be directly correlated to COVID-19 related experiences. Regardless of the cause, teachers must now revisit and reassess how we support our students.</p>	<p>Why are you implementing them?</p> <p>Teachers are noticing a variety of skills deficiencies that span all student groups. These deficiencies may have been exacerbated by COVID-19 related experiences. Some may be directly correlated to COVID-19 related experiences. Regardless of the cause, teachers must now revisit and reassess how we support our students.</p>	<p>Why are you implementing them?</p> <p>Teachers are noticing a variety of skills deficiencies that span all student groups. These deficiencies may have been exacerbated by COVID-19 related experiences. Some may be directly correlated to COVID-19 related experiences. Regardless of the cause, teachers must now revisit and reassess how we support our students.</p>
<p>How will you know that they are causing an improvement?</p> <p>Formative/summative assessments along with universal screener/standardized testing (when relevant) will be used to measure progress towards accelerated learning.</p>	<p>How will you know that they are causing an improvement?</p> <p>Formative/summative assessments along with universal screener/standardized testing (when relevant) will be used to measure progress towards accelerated learning.</p>	<p>How will you know that they are causing an improvement?</p> <p>Formative/summative assessments along with universal screener/standardized testing (when relevant) will be used to measure progress towards accelerated learning.</p>

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

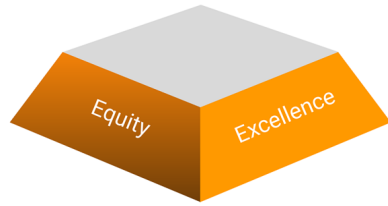
Student Outcomes (SY 2022-23)

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)
Participate in formative assessments to determine students' needs Participate in programs/strategies to address students' needs	Formative/summative Assessments	Yearlong	WSF	PLC minutes PLC Quarterly Worksheets	Yearlong	

Staff Outcomes (SY 2022-23)

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)
Identify students' needs	PLC Formative Assessments	Yearlong	WSF	PLC Minutes PLC Quarterly Worksheets	Quarterly	

<p>Implement Program/Strategies to address student needs</p> <p>Use formative/summative assessments to monitor progress</p>	<p>PLC Discussions to identify possible program/strategy support</p>	<p>Yearlong</p>	<p>WSF</p>	<p>PLC Minutes PLC Quarterly Worksheets</p>	<p>Quarterly</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.

Measurable Outcome #2

SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around Equity and Excellence?</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 Equity and Excellence?</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>What are your Measurable Outcomes around Equity and Excellence?</p> <p>In order to provide equity and access for all students, Mililani High School must modify 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 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>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><i>How will you know that they are causing an improvement?</i></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><i>How will you know that they are causing an improvement?</i></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><i>How will you know that they are causing an improvement?</i></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>
--	--	--

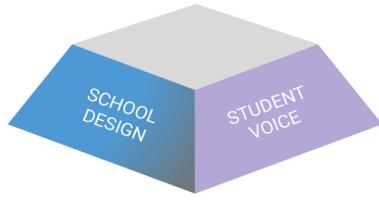
Baseline Measurements	Formative Measures	Summative Goals
<p>Panorama School Quality Survey</p>	<p>Counselor/Admin Team data points (attendance, referrals, etc.) Panorama (at least once a year)</p>	<ul style="list-style-type: none"> ● Discuss the success of the MTSS as it currently exists at MHS ● Revise 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 2022-23)

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 2022-23)

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.	Counselor/Admin Team Meetings	Yearlong	WSF	Counselor/Admin team meetings to monitor/discuss MTSS	Monthly	
	ART Meeting discussions	Yearlong	WSF	ART Report monitoring	Quarterly	



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
 - Cultivate a culture that is inclusive of social emotional awareness, learning, and support
- 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
 - focus on social emotional learning supporting techniques and strategies

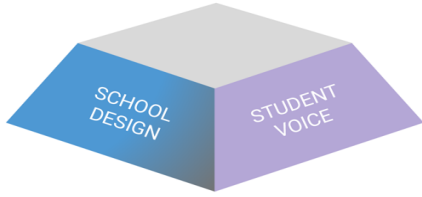
Describe here your Conditions for Success for School Design and Student Voice.

- 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.



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Measurable Outcome #3

SY 2022-23 <u>Measurable Outcomes</u>	SY 2023-24 <u>Measurable Outcomes</u>	SY 2024-25 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>Establish a foundation to grow a culture of social emotional awareness, learning, and support that is personalized for the needs of Mililani High School staff and students. Collect and analyze data to determine staff and student needs.</p>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>Provide targeted training and professional development that is inclusive of all faculty and includes strategies and techniques that can be implemented in the classroom. Begin progress monitoring for identified student needs.</p>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>Based on progress monitoring results, have discussions to determine best practices for schoolwide implementation. Based on progress monitoring results, have discussions to refine and solidify a schoolwide system of support centered around social emotional awareness, learning, and support.</p>
<p>Why are you implementing them?</p> <p>Social Emotional awareness, learning and support has been identified as a crucial need as we continue to navigate through the COVID-19 pandemic.</p>	<p>Why are you implementing them?</p> <p>Social Emotional awareness, learning and support have been identified as a crucial need as we continue to progress through the COVID-19 pandemic.</p>	<p>Why are you implementing them?</p> <p>Social Emotional awareness, learning and support have been identified as a crucial need as we continue to progress through the COVID-19 pandemic.</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 social emotional awareness, learning, and support 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 social emotional awareness, learning, and support 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 social emotional awareness, learning, and support implemented.</p>

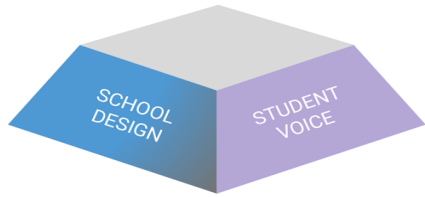
Baseline Measurements	Formative Measures	Summative Goals
Panorama School based assessments and surveys	Counselor/Admin Team data points (attendance, referrals, etc.) Panorama (at least once a year) School based assessments and surveys	<ul style="list-style-type: none"> Discuss the success of SEAL as it currently exists at MHS Revise and adjust the SEAL system Implement revisions and adjustments and assess the success of those revisions Review and Revise the SEAL system as needed based on data point analysis

Student Outcomes (SY 2022-23)

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)
Mililani High School students will participate in programming and opportunities that result in a greater sense of belonging (as indicated by Panorama survey results) Students will also participate in programming and opportunities that are based on students' need and interests as indicated by school-based surveys.	Panorama Survey	Yearlong	WSF	Data Analysis through SEALS Team and RTI Team	Quarterly or Semester	
	Programming and opportunities that are driven by student interest and student need	Yearlong	WSF	Data Analysis through SEALS Team and RTI Team	Quarterly or Semester	
	School-based surveys monitored by the SEALS Team and RTI Team	Yearlong	WSF	Data Analysis through SEALS Team and RTI Team	Quarterly or Semester	

Staff Outcomes (SY 2022-23)

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)
Mililani High School staff will participate in discussions to develop programming and opportunities that support staff and students' needs.	Panorama Survey	Yearlong	WSF	Data Analysis through SEALS and RTI Team	Quarterly or Semester	
	School-based surveys monitored by the SEALS Team and RTI Team	Yearlong	WSF	Data Analysis through SEALS and RTI Team	Quarterly or Semester	



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Measurable Outcome #4

SY 2022-23 <u>Measurable Outcomes</u>	SY 2023-24 <u>Measurable Outcomes</u>	SY 2024-25 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</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>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</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. Begin implementation of specialized early college opportunities that are based on student interest and industry needs.</p>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</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. Continue to expand specialized early college opportunities that are based on student interest and industry needs.</p>
<p>Why are you implementing them?</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>Why are you implementing them?</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>Why are you implementing them?</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>
---	---	---

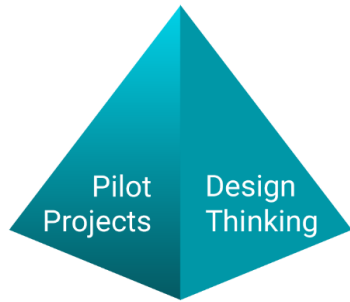
Baseline Measurements	Formative Measures	Summative Goals
RSVP Student Voice Protocol Feedback 2020 WASC Full-term Visiting Committee Areas of Need	RSVP Student Voice Protocol ART Meeting Discussions Department Meeting Discussions	<ul style="list-style-type: none"> Explore/Discuss CCR opportunities like 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 2022-23)

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 continue to develop college and career readiness opportunities for students, Mililani High School will expand opportunities during the 2022-2023 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)	
	Expansion of the Journey to Leeward Program	Yearlong	WSF	Qualitative feedback given to Leadership teams for discussion	Annual (sometimes semesterly)	
	Explore specialized pathways for early college based on student interest	Yearlong	WSF	Qualitative feedback given to Leadership teams for discussion	Annual (sometimes semesterly)	

Staff Outcomes (SY 2022-23)

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 continue to develop college and career readiness opportunities for students, Mililani High School will expand potential opportunities during the 2022-2023 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. MHS will also look into specialized Early College program opportunities based on student interest and student need.</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 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. 5. Specialized Early College opportunities in select career pathways that are a direct result of student interest and need

<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
---	--

<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

In congruence with ESSER guidelines and funding, Mililani High School will go through a restructuring process to focus on accelerated learning while being inclusive of Social Emotional needs. In order to accomplish this task, MHS will have to focus on essential standards and goals that work in tandem with meaningful and purposeful formative assessments to identify and monitor student needs and progress towards student learning. This process will drive discussions regarding support and programming that is needed to accelerate learning and support social emotional needs. The goal of this restructuring process is to create a school wide system that is current and fluid to meet the changing needs of students.

1. WSF Funding to support Professional Development and planning opportunities
2. Consistent communication surrounding targeted goals and discussions that are aligned to the Academic Plan

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.