

# 2022 Academic Plan, School Year 2022-2023



## Nānākuli High and Intermediate 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.

## 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 HDOE 2020-2030 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

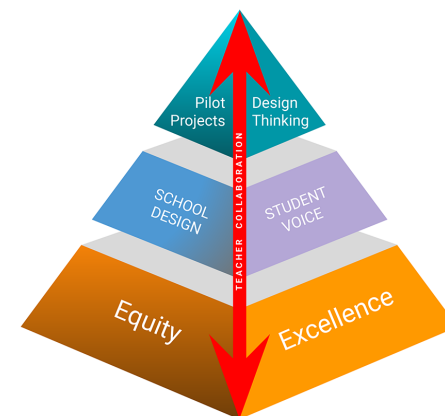
- The 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

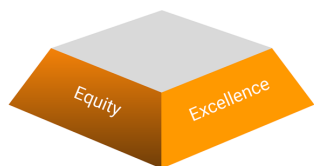
  
Submitted by Principal Darin Pilialoha

04/29/2022  
Date

  
Approved by CAS Disa Hauge

05/04/2022  
Date





## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity																								
<p>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><i>Most recent Strive HI Data (SY 21-22):</i></p> <table border="1"> <thead> <tr> <th>Non-High Needs</th><th>ELA</th><th>Math</th></tr> </thead> <tbody> <tr> <td>SY 2020-21</td><td>10%</td><td>3%</td></tr> <tr> <td>SY 2018-19</td><td>31%</td><td>10%</td></tr> <tr> <td>SY 2017-18</td><td>31%</td><td>11%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>High Needs</th><th>ELA</th><th>Math</th></tr> </thead> <tbody> <tr> <td>SY 2020-21</td><td>8%</td><td>2%</td></tr> <tr> <td>SY 2019-20</td><td>*</td><td>*</td></tr> <tr> <td>SY 2018-19</td><td>27%</td><td>9%</td></tr> </tbody> </table> <p>ELL students are on-track to ELP : 2% (2020-21)</p> <p>Identified Sub-Group Students with High-Needs:</p> <ul style="list-style-type: none"> <li>Students with disabilities according to the Individuals with Disabilities Education Act (IDEA)</li> <li>Students who are socio-economically disadvantaged (SES)</li> <li>Students who are English Language Learners (ELL)</li> </ul> <p>(SW 1, 6i)</p>	Non-High Needs	ELA	Math	SY 2020-21	10%	3%	SY 2018-19	31%	10%	SY 2017-18	31%	11%	High Needs	ELA	Math	SY 2020-21	8%	2%	SY 2019-20	*	*	SY 2018-19	27%	9%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>Achievement gap caused by:</p> <ul style="list-style-type: none"> <li>Teachers needing more PD on instructional practices that meet the diverse learning needs of high-needs students</li> <li>Lack of an aligned 7-12 scaffolded curriculum framework and a program scope and sequence</li> <li>Lack of access to professional learning and ongoing support that enables teachers to use best practices to optimize learning for all students</li> </ul> <p><b>IF:</b></p> <ul style="list-style-type: none"> <li>Continued professional development and instructional support (such as coaching and participation in PLCs) are provided, and if</li> <li>Data from common formative assessments are used to inform instruction and necessary interventions</li> </ul> <p><b>THEN:</b></p> <ul style="list-style-type: none"> <li>All teachers will have the knowledge, skills and instructional strategies to meet the learning needs of most students,</li> <li>All teachers and EAs can use data to differentiate instruction and provide appropriate and targeted interventions, and</li> <li>Proficiency rates will increase for our students in ELA and math.</li> </ul> <p>(SW 1, 6i)</p>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p>Enabling activities:</p> <ul style="list-style-type: none"> <li>Continue to develop Multi-Tiered Systems of Support</li> <li>Specific needs of middle school teaching and learning</li> <li>Refinement and application of content area pacing guides</li> <li>Data from formative and summative assessments to inform instruction</li> <li>Literacy in all content areas</li> <li>Classroom management, student engagement, AVID strategies, DOK levels, coaching cycles</li> </ul>
Non-High Needs	ELA	Math																								
SY 2020-21	10%	3%																								
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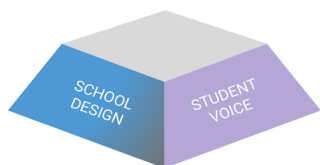
## Innovation in Support of the Core: School Design and Student Voice

<p><i>Describe here your complex/school contexts for School Design and Student Voice.</i></p>	<p><i>Describe here your current and continuing initiatives that will further advance your 2022-2023 School Design and Student Voice.</i></p> <p>The development of Academies at Nānākuli High and Intermediate School is a continuation of the school's efforts to respond to student needs and the community's vision for its future. The need to provide opportunities and access to specialized training for post-high school careers in the Nānākuli community is profound. The Academies at NHIS will be a response to student voices and a way of organizing the school's curriculum framework and delivery of instruction. The transformation of the Nānākuli High &amp; Intermediate School to Academies will begin with CTE pathways, then evolve into a structure that allows students to complete required classes for a high school diploma, with a focus on a specific Program of Study.</p>	<p><i>Describe here your Conditions for Success for School Design and Student Voice</i></p>
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<b>SY 2021-2022</b> <u>Measurable Outcomes</u>	<b>SY 2022-2023</b> <u>Measurable Outcomes</u>	<b>SY 2023-2024</b> <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Nānākuli High &amp; Intermediate School (NHIS) will continue developing the foundation for an Academy structure. This will form the basis of Nānākuli High and Intermediate's school design. Students will be able to explore and experience the area of their career aspirations through NHIS Academies- Academy of Sustainability and Academy of Design &amp; Technology. NHIS has created an action plan to develop this academy framework and have identified the following 2 goals, which will also serve as overall school academic goals. (SW 1)</p> <p><b>Goals taken from Nānākuli High &amp; Intermediate School Academy Action Plan:</b></p> <p><b>Goal #1:</b> Transform Nānākuli High School into a wall-to-wall academy school with aligned programs of study.</p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Nānākuli High &amp; Intermediate School (NHIS) will continue developing the foundation for an Academy structure. This will form the basis of Nānākuli High and Intermediate's school design. Students will be able to explore and experience the area of their career aspirations through NHIS Academies- Academy of Sustainability and Academy of Design &amp; Technology. NHIS has created an action plan to develop this academy framework and have identified the following three goals, which will also serve as overall school academic goals. (SW 1)</p> <p><b>Goals taken from Nānākuli High &amp; Intermediate School Academy Action Plan:</b></p> <p><b>Goal # 8:</b> Develop formative assessments in key areas such as math, English, social studies, and science and use assessment results for periodic checks of student achievement.</p> <p><b>Benchmark 1:</b> ELA, science, social studies, and math</p>	

<p><u>Benchmark 1:</u> Divide the high school into two academies with four pathways in one academy and three pathways in the second. Pathways are grades 9-12 with 150-450 in each. 100% of students are enrolled in an academy and may change pathways at the end of the ninth grade.</p> <p><u>Benchmark 2:</u> Select appropriate locations within each building to house each academy.</p> <p><u>Benchmark 3:</u> Select appropriate pathways in the academies aligned with Hawaii economic data and the Nānākuli workforce data for high-skill, high-wage, and high-demand (H3) occupations. All pathways should be linked to postsecondary offerings within the state.</p> <p><b>Goal #3:</b> Develop a mission and vision for each academy with SMART goals.</p> <p><u>Benchmark 1:</u> Develop SMART goals in ELA, Math, Science, Social Studies, Graduation, Student Retention, Discipline, College and career Readiness Exams (e.g. ACT, ASVAB), and other desired indicators.</p>	<p>teachers will develop and share their formative assessment benchmark calendar with the 100% of the academy team while sharing high-yield instructional strategies to be used across all subjects within the Academy.</p> <p><u>Benchmark 2:</u> 100% of the academy team will work with the ELA, science, social studies, and math teachers to set targets for the percentage of students who will score at the mastery level on each formative.</p> <p><u>Benchmark 3:</u> 100% of students will take a minimum of 3 (Fall, Winter, Spring) Galileo Benchmark Assessments in English and Math to inform their progress and identify Tier 2 interventions.</p> <p><b>Goal # 17:</b> Offer continued professional development on project-based learning (PBL) for all academy teachers.</p> <p><u>Benchmark 1:</u> 100% of Academy teachers will be skilled in project-based learning and utilize PBL throughout and across their Academy teachings.</p> <p><b>Goal # 24:</b> Implement the grades 9-12 college &amp; career continuum of experiences that are to be offered to Academy-enrolled students at each grade level.</p> <p><u>Benchmark 1:</u> 100% of Academy students will complete the four-year college and career continuum of experiences.</p>	
<p><i>Why are you implementing them?</i></p> <p>The Academy structure creates a curricular framework that is the foundation of the overall school design and will support College and Career readiness for our students. Academies organize Programs of Study (POS), which students can choose as they align with their long term goals. CTE pathways will be strengthened and expanded as components of the larger academy structure.</p>	<p><i>Why are you implementing them?</i></p> <p>We will continue to lay the foundation for the Academy structure at NHIS to ensure students are focused on college, career, and citizenship readiness. As we experience the challenges of the pandemic, we leverage the foundation laid with this curricular framework and build upon what we have learned not only during the pandemic, but during our first couple of years of implementation. We know the impact on our students' lives is huge as we emerge from the pandemic and know that the skills needed in the workforce align to the experiences we provide through the Academy structure.</p>	<p><i>Why are you implementing them?</i></p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>NHIS will see an improvement in the overall academic success of students in addition to the school and community culture shifting to a focus on college, career, and citizenship readiness. NHIS will monitor the following indicators to measure the Academies effectiveness:</p> <ul style="list-style-type: none"> <li>• Decrease of Chronic Absenteeism</li> <li>• Increase in positive School Climate</li> <li>• Increase Graduation rate</li> <li>• Increase CTE Concentrators rate</li> <li>• Increase College-Going rate</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <p>NHIS will continue to focus on academic success as well as the need for our students to be college, career, and citizenship ready. Our efforts will impact our students and we know that the impact will be measured through these indicators:</p> <ul style="list-style-type: none"> <li>• Decrease of Chronic Absenteeism</li> <li>• Increase in positive School Climate</li> <li>• Increase Graduation rate</li> <li>• Increase CTE Concentrators rate</li> <li>• Increase College-Going rate</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p>
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## Innovation in Support of the Core: School Design and Student Voice (SW 3)

**FOCUS ON SY 2022-2023:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<b>Student Outcomes</b> <i>The bookmarked links below take you to the outcome and Enabling Activities on the Academic Plan.</i>	<b>School Monitoring Activity</b>	<b>Baseline Measurements</b> <i>Add beginning of the year measurements here.</i>	<b>Formative Measures</b> <i>Add throughout the year measurements here.</i>	<b>Summative Goals (One Year)</b> <i>Add end of year goals here.</i>
1. <a href="#">Chronic Absenteeism</a>	1. LDS Attendance Data 2. MTSS Action Plan 3. Parent engagement evaluation	0% baseline (favorable responses) baseline (favorable responses)	<20% TBD TBD	<38% TBD TBD
2. <a href="#">School Climate</a>	1a. LDS Discipline Data 1b. Panorama SEL survey 2. PD evaluation/feedback/reflection 3. Parent engagement evaluation 4. Counselor PD evaluation	baseline baseline baseline (favorable responses) baseline (favorable responses) baseline (favorable responses)	TBD TBD (baseline +2%) TBD TBD TBD	TBD TBD (baseline +5%) TBD TBD TBD
3. <a href="#">Ninth grade On-Track</a>	1. Enrollment in Transition courses 2. GL Meeting Minutes/MTSS Plan 3. YouScience report 4. ClimbHI report	100% enrolled in Transition monitor on dashboard 100% completion baseline (# of requests)	100% enrolled in Transition monitor on dashboard 100% completion TBD (baseline +2%)	100% enrolled in Transition monitor on dashboard 100% completion TBD (baseline +5%)

4. <a href="#">ELA Proficiency</a> 5. <a href="#">Eighth Grade Literacy</a> 6. <a href="#">ELL On-Track</a>	1. Galileo data 2. Classroom walkthrough data 3. School-wide Literacy Plan 4. STAR, iReady, AR reports 5. ELA report card marks	baseline baseline baseline baseline baseline # of 8th Ss failing ELA Q1 # of ELL Ss failing ELA Q1 # of SpEd Ss failing ELA Q1 # of all Ss failing ELA Q1	TBD TBD TBD TBD TBD (baseline -2%) # of 8th Ss failing ELA S1 # of ELL Ss failing ELA S1 # of SpEd Ss failing ELA S1 # of all Ss failing ELA S1	TBD TBD TBD TBD TBD (baseline -5%) # of 8th Ss failing ELA S2 # of ELL Ss failing ELA S2 # of SpEd Ss failing ELA S2 # of all Ss failing ELA S2
7. <a href="#">Math Proficiency</a>	1. Pacing Guides 2. Galileo data 3. Classroom walkthrough data 4. Math report card marks	monitor baseline baseline baseline # of SpED Ss failing math Q1 # of all Ss failing math Q1	monitor TBD TBD TBD (baseline -2%) # of SpED Ss failing math S1 # of all Ss failing math S1	monitor TBD TBD TBD (baseline -5%) # of SpED Ss failing math S2 # of all Ss failing math S2
8. <a href="#">Science Proficiency</a>	1. Pacing Guides 2. Classroom walkthrough data 3. Science report card marks	monitor baseline baseline # of all Ss failing Science Q1	monitor baseline TBD (baseline -2%) # of all Ss failing Science S1	monitor baseline TBD (baseline -5%) # of all Ss failing Science S2
9. <a href="#">High School Graduation</a>	1. LDS data 2. Academy Support Tracker 3. Credit Recovery enrollment list 4. Middle School CCR Plan	baseline monitor baseline create	TBD monitor TBD implement	TBD monitor TBD implement
10. <a href="#">CTE Concentrators</a>	1. Academy meeting minutes 2. YouScience/RIASEC 3. Student Graduation Plan	monitor baseline (completion rate) baseline (completion rate)	monitor TBD TBD	monitor 100% completion rate 100% completion rate
11. <a href="#">College-Going Rate</a>	1. College and Career Continuum 2. Early College enrollment 3. AP Course enrollment 4. PTP Tracking	monitor baseline baseline monitor	monitor TBD TBD monitor	monitor TBD TBD monitor

<b>Staff Outcomes</b> <i>The bookmarked links below take you to the outcome and Enabling Activities on the Academic Plan.</i>	<b>School Monitoring Activity</b>	<b>Baseline Measurements</b> <i>Add beginning of the year measurements here.</i>	<b>Formative Measures</b> <i>Add throughout the year measurements here.</i>	<b>Summative Goal (One Year)</b> <i>Add end of year goals here.</i>
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1. <a href="#">Highly Qualified Teachers</a>	1. HQT Report	98%	98%	98%
2. <a href="#">School Climate</a>	1. Panorama survey 2. PD evaluation/feedback 3. Summer PD agenda/notes 4. Dashboard (mtg agendas, minutes, classroom walkthrough data) 5. EES report 6. I&M report	baseline baseline monitor monitor  TBD TBD	TBD TBD monitor monitor  TBD TBD	TBD TBD monitor monitor  TBD TBD

### Student Outcomes (SY 2022-2023) (SW 6)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Prog ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Chronic Absenteeism rate will decrease 5%, from 43% to 38%, as reported on StriveHI.	1. Continue implementation of MTSS strategies and continue providing PD to build on positive relationships between teachers and students. Evaluate the impact of these strategies on instructional practices and students learning. (SW 6iii, I and III)  2. Develop a system of frequent monitoring of attendance data to include gathering data, displaying/communicating data to stakeholders, analyzing trends in data, and creating action plans to address student needs for those who are chronically absent and those nearly chronically absent. (SW 6iii, I and III)  3. Engage with parents and families on ways to ensure regular attendance at school and its impact to student success. Make opportunities available for families to learn strategies they can implement at home to support healthy attendance at school. (SW 7)	Yearlong	WSF (42001) Title I (18902) Title I (18935)	1. LDS Attendance Data  2. MTSS Action Plan  3. Parent engagement activity evaluation	1. Quarter  2. Quarter  3. Quarter	
2. School climate will increase 5%, from 64% to 69%, as measured by Panorama	1. Develop and sustain a comprehensive Multi-Tiered System of Support (MTSS) for behavior support. Use data to monitor student behavior trends and to provide targeted intervention for identified behaviors. The MTSS team will meet regularly to plan school-wide behavior support initiatives. (SW 6iii, I and III)	Yearlong	WSF (42001) Title I (18902) Title I (18935)	1a. LDS Discipline Data 1b. Panorama SEL survey	1a. Quarter 1b. 3x/year	

Student School Survey (School Safety).	<ol style="list-style-type: none"> <li>2. Provide Professional Development (PD) to build on positive relationships between adults on campus and all students. Teachers and staff will participate in conferences and PD opportunities to gain strategies addressing social-emotional learning, trauma-informed school, and positive behavior intervention support. (SW 6iii, IV)</li> <li>3. Provide multiple opportunities for parents and community to participate in activities that will support not only their child's academic achievement, but also ways to engage parents in learning resources to support their child at home, which includes their child's social well-being. (SW 6, 7)</li> <li>4. Implement a Comprehensive Counseling Program following the American School Counselors Association (ASCA) model and provide continued PD for counselors. (SW 6iii, I).</li> </ol>			<ol style="list-style-type: none"> <li>2. Participants' evaluation/feed back/reflection of PD</li> <li>3. Parent engagement activity evaluation</li> <li>4. Counselors evaluation/feed back/reflection of PD</li> </ol>	<ol style="list-style-type: none"> <li>2. Quarter</li> <li>3. Quarter</li> <li>4. Annual</li> </ol>	
3. Ninth Grade On-Track will increase 5%, from 84% to 89% as reported on the Strive HI report.	<ol style="list-style-type: none"> <li>1. Enroll students in transition courses in grades 7 and 9 to support them in key transition years and to help them build skills necessary to succeed.</li> <li>2. Provide collaboration opportunities for 8th and 9th grades staff to plan for transition within the Multi-tiered System of Support framework to address academic and social-emotional challenges, and explore career/college planning.</li> <li>3. Use data from YouScience interest inventory to assist in the decision-making process for high school registration and Academy Program of Study selection. Provide parent engagement opportunities to introduce NHIS Academies and Programs of Study.</li> <li>4. Use Rubin Engage Curriculum and ClimbHI Bridge opportunities to engage middle school students in college and career conversations which will support students when registering for 9th grade and beyond.</li> <li>5. Implement 9th Grade College and Career Seminar Course (National Career Academy Coalition) to support ninth grade transition.</li> </ol>	Yearlong	WSF (42101) Title I (18902) Title I (18935) Gear Up	<ol style="list-style-type: none"> <li>1. Enrollment in Transition courses</li> <li>2. GL Meeting Minutes/MTSS Action Plan</li> <li>3. YouScience report</li> <li>4. ClimbHI Bridge report</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. Annual</li> <li>3. Annual</li> <li>4. Annual</li> </ol>	
4. ELA proficiency will increase 10%, from 10% to	<ol style="list-style-type: none"> <li>1. Use universal screener and other common formative assessments to identify student reading levels. (SW 6ii)</li> </ol>	Yearlong	WSF (42001) Title I (18902) Gear Up	<ol style="list-style-type: none"> <li>1. Galileo data</li> </ol>	<ol style="list-style-type: none"> <li>1. 3x/year</li> <li>2. Quarter</li> </ol>	

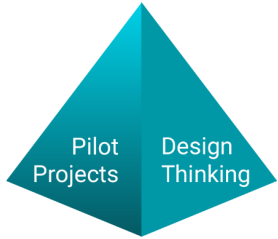
<p>20%, as measured by annual SBA assessment.</p> <p><b>5.</b> Eighth Grade Literacy will increase 9%, from 41% to 50%, as reported by the StriveHI report.</p> <p><b>6.</b> ELL On-Track will increase 10%, from 2% to 12%, as reported by the StriveHI report.</p>	<p><b>2.</b> Provide PD to support teachers with standards-based instruction, differentiation, inclusion, foundational reading strategies, and ways to support students' reading in other content areas. (SW 6iii, IV)</p> <p><b>3.</b> Revisit implementation of School Wide Argumentative Writing Process and also develop plan for school-wide literacy in all content areas.</p> <p><b>4.</b> Use STAR, iReady, Accelerated Reader, and other intervention programs to support readers at all levels, including struggling readers who read multiple grade levels below and also EL students. (SW 6ii)</p> <p><b>5.</b> Support our Special Education students and other students struggling in math classes by offering math workshop classes focusing on intervention support.</p> <p><b>6.</b> Support struggling students with after school tutoring in ELA and literacy support for other content area classes they have difficulty in.</p> <p><b>7.</b> Ensure EL-identified students are supported in the classroom by either pull-out or push-in services.</p> <p><b>8.</b> Establish an additional ELA teaching position to ensure necessary support in addressing the achievement gap and to provide intervention support for struggling students.</p> <p><b>9.</b> Continue implementing AVID strategies, expanding its use and evaluating the impact of these strategies on student learning.</p> <p><b>10.</b> Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, and support team meetings.</p>			<p><b>2.</b> Classroom walkthrough data</p> <p><b>3.</b> School-wide Literacy Plan</p> <p><b>4.</b> STAR, iReady, AR reports</p> <p><b>5.</b> Report card marks to monitor:</p> <ul style="list-style-type: none"> <li>○ # of <b>8th grade</b> students who are failing ELA</li> <li>○ # of <b>SpEd</b> students who are failing ELA</li> <li>○ # of <b>ELL</b> students who are failing ELA</li> <li>○ # of <b>all students</b> who are failing ELA</li> </ul>	<p><b>3.</b> Quarter</p> <p><b>4.</b> Quarter</p> <p><b>5.</b> Quarter</p>	
<p><b>7.</b> Math proficiency will increase 10%, from 3% to 13%, as measured by the annual SBA assessment.</p>	<p><b>1.</b> Continue refining Math pacing guides to ensure it meets standards and establish a system of targeted intervention and enrichment for all students. (SW 6ii)</p> <p><b>2.</b> Use universal screener and other common formative assessments to identify student performance levels in math. (SW 6ii)</p> <p><b>3.</b> PD focused on high yield learning influences with a plan developed for instructional improvement, including math</p>	Yearlong	WSF (42101) Title I (18902) Gear Up	<p><b>1.</b> Pacing Guides</p> <p><b>2.</b> Galileo data</p>	<p><b>1.</b> Quarter</p> <p><b>2.</b> 3x/year</p> <p><b>3.</b> Quarter</p>	

	<p>conceptual understanding, problem solving, and intervention strategies for math. (SW 6iii, IV)</p> <p>4. Support struggling students with after school tutoring.</p> <p>5. Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, and support team meetings.</p> <p>6. Purchase math curriculum and implement the program in SY 22-23.</p>			<p>3. Classroom walkthrough data</p> <p>4. Report card marks to monitor:</p> <ul style="list-style-type: none"> <li>o # of <b>SpEd</b> students and <b>all students</b> who are failing math</li> </ul>	4. Quarter	
8. Science proficiency will increase 10% from 3% to 13%, as measured by HSA Science Assessment and Biology End of Course Exam.	<p>1. Continue the integration of Next Generation Science Standards (NGSS). Ensure pacing guides- lessons and assessments- are aligned to NGSS. Integrate STEM interdisciplinary units and Project Based Learning (PBL) units. (SW 6ii)</p> <p>2. Provide PD to support teachers with standards-based instruction, differentiation, inclusion, foundational reading strategies, and ways to support students' reading in other content areas. (SW 6iii, IV)</p> <p>3. Support struggling students with after school tutoring in science.</p> <p>4. Provide instructional materials, classroom supplies, PD subscriptions, equipment to support impactful instruction, student achievement, and support team meetings.</p> <p>5. Continue implementing AVID strategies, expanding its use and evaluating the impact of these strategies on student learning.</p>	Yearlong	WSF (42101) Title I (18902) Gear Up	<p>1. Pacing Guides</p> <p>2. Classroom walkthrough data</p> <p>3. Science report card marks</p> <ul style="list-style-type: none"> <li>o # of <b>SpEd</b> students and <b>all students</b> who are failing science</li> </ul>	<p>1. Quarter</p> <p>2. Quarter</p> <p>3. Quarter</p>	
9. High School Graduation rate will increase 5% from 75% to 80%, as reported by StriveHI report.	<p>1. Use the State data system to monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.</p> <p>2. Provide intensive, individualized support to students who are off track and face significant academic, social-emotional, and behavioral challenges to success within the Multi-Tiered System of Support.</p>	Yearlong	WSF (42101) Title I (18902) Gear Up	<p>1. LDS dashboard</p> <p>2. Academy Support Tracker</p>	<p>1. Quarter</p> <p>2. Quarter</p>	

	<ol style="list-style-type: none"> <li>Support our students who need to recover credits in order to graduate on time using online programs such as Edmentum and/or HVLN.</li> <li>Expand College, Career, Citizenship readiness (CCCR) and exploration to Grades 7 and 8 with support from GEAR UP.</li> </ol>			<ol style="list-style-type: none"> <li>Credit Recovery enrollment list</li> <li>Middle School Plan (CCCR)</li> </ol>	<ol style="list-style-type: none"> <li>Quarter</li> <li>Quarter</li> </ol>	
<b>10.</b> CTE Concentrators rate will increase 10% from 65% to 75%, as reported on StriveHI Report.	<ol style="list-style-type: none"> <li>Continue implementing Academy structure at NHIS to ensure students are to improve graduation rate, and college-going rate to prepare our students for life after high school with program of study national certifications.</li> <li>Engage students in meaningful programs, which will connect them to the career- or college- pathways based on their interests. Use data from interest inventories (YouScience, RIASEC) to assist in the decision-making process for students when selecting an Academy/Program of Study. (SW 6iii,II)</li> <li>Students will have a Graduation Plan for high school developed in grade 8 and revised every year in high school with support of counselors to ensure on-track progress for core classes, pathway courses, and CTE courses.</li> </ol>	Yearlong	WSF (42101) Title I (18902) Gear Up	<ol style="list-style-type: none"> <li>Academy PD/ meeting agenda and minutes</li> <li>YouScience &amp; RIASEC reports</li> <li>Student Graduation Plan</li> </ol>	<ol style="list-style-type: none"> <li>Quarter</li> <li>Annual</li> <li>Annual</li> </ol>	
<b>11.</b> College-Going Rate will increase 10% from 26% to 36%, as reported on StriveHI Report.	<ol style="list-style-type: none"> <li>Implement College, Career, and Citizenship Continuum, which was created through the Academies and increase the engagement in the activities included in the continuum. (SW 5; 6iii,II)</li> <li>Increase the number of students enrolled in Early College courses and increase the number of opportunities being offered (LCC, WCC, UHWO). Ensure sufficient number of computer devices and servers to support online learning and access to online resources. (SW 5; 6iii,II)</li> <li>Support students taking AP classes and increase the number of students enrolled in AP.</li> <li>Ensure all students are on track with their PTP from 9th grade to 12th grade. Create grade level benchmarks to ensure students complete their PTP by graduation.</li> </ol>	Yearlong	WSF (42101) Title I (18902) Gear Up	<ol style="list-style-type: none"> <li>College &amp; Career Continuum</li> <li>Early College course enrollment</li> <li>AP Course enrollment</li> <li>PTP Tracking</li> </ol>	<ol style="list-style-type: none"> <li>Annual</li> <li>Semester</li> <li>Semester</li> <li>Annual</li> </ol>	

## Staff Outcomes (SY 2022-2023)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Prog ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity
1. Highly Qualified Teachers (HQT) percentage will increase by 3% from 95% to 98%.	1. Recruit and retain Highly Qualified Teachers by providing assistance and support for teachers who are Not Highly Qualified, new to the school, or new to teaching.	Yearlong	WSF (42101) Title I (18902)	1. HQT report	1. Annual	
2. School climate measures on the Teacher SQS will increase 5%.	1. Provide PD for teachers, administrators, and other support staff through attendance at conferences and workshops to support professional growth. Faculty and staff will participate in PD/conferences/workshops which address the following: (SW 6iii, IV) <ul style="list-style-type: none"> <li>1.1. Specific needs of middle school teaching and learning</li> <li>1.2. Refinement and application of content area pacing guides</li> <li>1.3. Data from formative and summative assessments to inform instruction</li> <li>1.4. Literacy in all content areas</li> <li>1.5. Classroom management, student engagement, AVID strategies, DOK levels, coaching cycles</li> <li>1.6. Academies, Program of Studies, CTE certifications</li> </ul> 2. Provide teachers with stipend days in summer for PD before the year begins and during intersession periods.           3. Ensure effective communication which facilitates feedback and involvement, including a system for documenting school improvement efforts           4. Provide support for teachers through the Educator Effectiveness System (EES) process.           5. Continue to provide new teacher mentoring to assist new teachers in the areas of quality instruction, classroom management, data analysis, and student engagement.	Yearlong	WSF (42101) Title I (18902)	1. Evaluation/feedback /reflection after each PD/conference/ workshop  2. Summer PD Agendas and session notes  3. Dashboard with all minutes, agendas, classroom walkthrough data 4. EES report  5. I&M report	1. Quarter  2. Annual  3. Quarter  4. Annual  5. Annual	



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p>Our implementation of Academies at NHIS will elevate our school's collective work, expand capacity to improve, and will advance student learning. In working with the Hawaii Academy Leadership Collaborative, NHIS will work toward our shared vision, "Hawaii Academy graduates possess a <i>strong sense of community</i> gained from their <i>personalized learning academies</i> designed around Hawaii's <i>targeted industry sectors</i> and <i>postsecondary institutions</i>. Students engage in an authentic and <i>integrated curriculum</i> where <i>innovation, creativity</i>, and <i>relationships</i> are valued, leading them to pursue a <i>successful and meaningful life</i>." It is important for us to strengthen the culture of instruction and learning and we will build the Academy structure to lead to truly meaningful aligned education-to-occupation CTE pathways, which will engage and be relevant to our students.</p>	<p>Establishing an Academy structure will encompass the following goals in addition to others listed on our Academy Action Plan. These goals are monitored throughout the year. (SW 6)</p> <ul style="list-style-type: none"> <li>• Transform Nānākuli High &amp; Intermediate School into a wall-to-wall academy school with aligned Programs of Study.</li> <li>• Create academy groupings in the data system and flag students and courses by college and career academies.</li> <li>• Develop a mission and vision for each academy with SMART goals.</li> <li>• Develop formative assessments in key areas such as math, English, social studies, and science and use assessments results for periodic checks of student achievement.</li> <li>• Offer highly effective cross-curricular team training to each Academy team.</li> <li>• Offer continued professional development on project-based learning (PBL) for all academy teachers.</li> <li>• Develop an advisory board for each academy and a formal onboarding process for community partners.</li> <li>• Select student ambassadors and develop a student leadership-training program.</li> <li>• Develop and implement a capstone experience for all students within their academy ensuring all teachers have a supporting role in the completion of the capstone.</li> <li>• Academy teachers will participate in teacher externships with the goal of designing an overall project that engages all students, business partners, and teachers.</li> <li>• Identify a postsecondary credit course to offer within the academy that aligns with the theme of the Academy.</li> <li>• Implement the grades 9-12 college &amp; career continuum of experiences that are to be offered to Academy-enrolled students at each grade level.</li> <li>• Establish a yearly celebration to recognize successes.</li> <li>• Establish an electronic portfolio for each student that is reflective of and built upon the experiences of the student's 9-12 learning pathway.</li> </ul>

The 2022-2023 Academic Plan for Nānākuli High & Intermediate School will be available on the Hawai'i DOe website at (SW 4): <https://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Nanakuli-High--Intermediate.aspx>