



Academic Plan, School Year 2021-22

School: Waianae High School

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

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

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

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

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


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

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



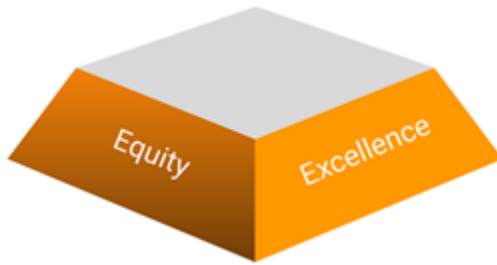

 Submitted by Principal Ryan Oshita

4/20/21
 Date


 Approved by CAS Disa Hauge

4.20.2021
 Date

[Waianae High School], [Version 1], [April 15, 2021]



Teaching & Learning Core: Equity and Excellence

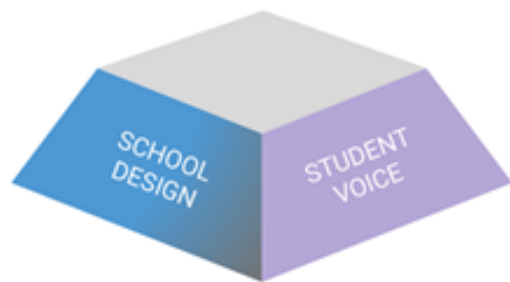
In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

SW1

SW6

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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>SY18-19 Strive HI ELA Data:</p> <table border="1" data-bbox="137 852 964 1107"> <thead> <tr> <th></th> <th>SY 2016-17</th> <th>SY 2017-18</th> <th>SY 2018-19</th> <th>SY 2019-20</th> </tr> </thead> <tbody> <tr> <td>Non-High Needs</td> <td>24%</td> <td>38%</td> <td>11%</td> <td>*</td> </tr> <tr> <td>High Needs</td> <td>16%</td> <td>22%</td> <td>7%</td> <td>*</td> </tr> </tbody> </table> <p>Achievement Gap in ELA: 4 points *No Data Available</p> <p>ELL: 12 % of English learners are on-track to English language proficiency</p>		SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	Non-High Needs	24%	38%	11%	*	High Needs	16%	22%	7%	*	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>IF: We provide High Need students with research-based curricula in a learning center setting or classroom at least 20 minutes daily</p> <p>THEN: Students' reading comprehension skills will increase.</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <ul style="list-style-type: none"> ● Implementing the reading curricula ● RTI block with progress monitoring on weekly basis ● PD on the new curriculum ● Providing students with access to high interest books in the classroom library. ● The school will provide an ELL teacher and paraprofessionals to provide both direct instruction and support in various classes.
	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20													
Non-High Needs	24%	38%	11%	*													
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Innovation in Support of the Core: School Design and Student Voice



Describe here your complex/school contexts for School Design and Student Voice.	Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.	Describe here your Conditions for Success for School Design and Student Voice
<p>Student Success:</p> <ul style="list-style-type: none"> Standardized and standards-based test scores clearly show lack of prior knowledge, deficient reading comprehension skills, and basic math challenges that require remediation beginning in 9th grade. Over 40% of students are absent 15 days or more <p>Staff Success:</p> <ul style="list-style-type: none"> High turnover and lack of qualified teachers in the State’s pool of teachers make it difficult to staff all classrooms with highly qualified and highly effective personnel. New teachers require a significant amount of support to induct them into the profession successfully. A fourth of our teachers are subs or in their first year of teaching. Twenty percent are in their 2nd or 3rd years. Rigor and consistent deeper learning opportunities built into daily instruction continue to be a significant area of need for WHS staff. Turning around attendance concerns for students with intensive needs requires staffing able to provide regular home visits and address other concerns these types of cases tend to have (mental health, etc). Need to develop an intake plan for transitioning new 	<p>Student Success:</p> <p>Students who graduate from WHS will have a strong sense of efficacy, goals for themselves and our community, and the ability to effectively problem-solve and communicate. They will be able to:</p> <ul style="list-style-type: none"> articulate their post-secondary goals and chart out the skill ses and course of study required. connect with others over common interest such as band, graphic arts, ROTC, sports or various clubs take appropriate risks in order to learn or help others solve social challenges with empathy and justice <p>High school is a time of emerging adulthood in which students have opportunities to plan for their future in a safe setting while honing collaborative skills and exploring creative urgings. Available to students will be critical-thinking and project-based learning in classes as well as dance, art, music and other creative outlets. Engagement in meaningful learning opportunities will build resilience and decision-making skills.</p> <p>Whether students want to open their own businesses, go to college , or learn a trade, they will all have Early College opportunities and avenues for real world-preparation whether</p>	<p>Student Success:</p> <ul style="list-style-type: none"> Empowered: All students are empowered in their learning to set and achieve their aspirations for the future Whole Child: All students are safe, healthy and supported in school so they can engage fully in high-quality educational opportunities. Well Rounded: All students are engaged in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. Prepared and Resilient: All students transition successfully throughout their educational experiences. <p>Staff Success:</p> <ul style="list-style-type: none"> High-performing culture Staff have the training, support and professional development to contribute effectively to student success. Effectively organized financial resources in support of student success. Effectively organized human resources in support of student success

<p>students and ensuring their needs are identified and met</p> <ul style="list-style-type: none"> • SEL is a critical need to continue the reduction of violence and increase problem-solving behaviors <p>SW 5, 6</p>	<p>it is running a small school-based business, getting an AA or industry certification, or interning in the community.</p> <p>Staff Success: WHS staff will engage regularly in professional development opportunities tightly tied to student work and aligned with the standards. Teamwork, whether it be course-alike or department or another construct, will be the operating norm and data will drive the decisions the school makes.</p> <p>Led by a team of administrations who are instructional leaders and academic coaches, teachers will feel they belong to a learning community that supports them and their students.</p> <p>All teachers will use reading and math strategies as appropriate in all subject areas. The school will use a common framework for teaching reading within the different disciplines, using soft skills such as note taking and studying and for professional writing across genres.</p> <p>The culture will be one that celebrates successes and addresses challenges by looking to root causes and coalescing around common, research-based plans with professionalism and integrity.</p> <p>As a school, we will understand and implement Na Hopena A’o, a DOE initiative that develops the skills, behaviors and dispositions that are reminiscent of Hawai’i unique context and that honors the qualities and values of the indigenous language and culture of Hawai’i.</p> <p>As a collaborative team, the school-community develops its focus and goals for student achievement using processes that are transparent and inclusive. The budget is developed with school, leadership, and SCC involvement. Teachers receive</p>	<ul style="list-style-type: none"> • Effectively organized community resources in support of student success.
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	<p>feedback on their performance through the State’s Educator Effectiveness System (EES).</p> <p>Parents are encouraged to be involved in learning about how to support their students and may access multiple resources, most of which are available through our school website. Counselors and teachers provide one-on-one support while the PCNC/Parent Involver coordinates parent events of interest to parents that will help them support their student. This includes studying habits, Standards-based Grading, and how to manage teenagers with access to the internet.</p> <p>The College and Career Center (CCC) focuses on supporting students into Early College as well as helping them maneuver financial aid and the matriculation process.</p> <p>Partnerships with Kamehameha Schools, the Wai’anae Coast Comprehensive Health Center, UH West Oahu, the Leeward Community College serve to provide our students with access to scholarships, health care on campus and Early College.</p>	
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SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Success:</p> <ul style="list-style-type: none"> ● 9th grade on track will increase from 90% to 95%. ● School climate measures on Student SQS will increase from 71% to 75%. ● ELA proficiency will increase from 9% to 40%. ● Math proficiency will increase from 2% to 10%. ● Science proficiency will increase from 24% to 25%. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Success:</p> <ul style="list-style-type: none"> ● 9th grade on track will increase from 90% to 95%. ● School climate measures on Student SQS will increase from 71% to 75%. ● ELA proficiency will increase from 9% to 40%. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p>

<ul style="list-style-type: none"> ● College going rate will increase from 40% to 50% ● Parent satisfaction measures on the SQS will continue to meet or exceed the State’s average of 74%. <p>Staff Success:</p> <ul style="list-style-type: none"> ● Teachers will be rated at over-all proficient or better on the school’s assessment tool (Synergy). <ul style="list-style-type: none"> a. Overall - 90% b. Rigorous - 60% ● School climate measures on the Teacher SQS will increase from 67% to 75%. 	<ul style="list-style-type: none"> ● Math proficiency will increase from 2% to 10%. ● Science proficiency will increase from 24% to 25%. ● College going rate will increase from 40% to 50% ● Parent satisfaction measures on the SQS will continue to meet or exceed the State’s average of 74%. <p>Staff Success:</p> <ul style="list-style-type: none"> ● Teachers will be rated at over-all proficient or better on the school’s assessment tool (Synergy). <ul style="list-style-type: none"> c. Overall - 90% d. Rigorous - 60% ● School climate measures on the Teacher SQS will increase from 67% to 75%. 	
<p><i>Why you are implementing them?</i></p> <p>Student Success:</p> <p>The school has already put into place the classroom basics that provide its students with typical high school curricula. There is a system of supports for both teachers and students to increase professional effectiveness and address social-emotional needs, respectively. For students to do better on a myriad of indicators such as graduation rate, attendance, test scores and school climate, it is critical that the school address students’ sense of belonging and connection to adults and peers, increase the relevance of content and instruction to their lives, and have higher expectations of them.</p> <p>When 50% of the incoming freshmen read at a 6th grade level, the barriers to success are high and students need connections to teachers, peers and high interest activities to sustain them through the challenges they must overcome.</p>	<p><i>Why you are implementing them?</i></p> <p>Student Success:</p> <p>The school has already put into place the classroom basics that provide its students with typical high school curricula. There is a system of supports for both teachers and students to increase professional effectiveness and address social-emotional needs, respectively. For students to do better on a myriad of indicators such as graduation rate, attendance, test scores and school climate, it is critical that the school address students’ sense of belonging and connection to adults and peers, increase the relevance of content and instruction to their lives, and have higher expectations of them.</p> <p>When 50% of the incoming freshmen read at a 6th grade level, the barriers to success are high and students need connections to teachers, peers and high interest activities to sustain them through the challenges they must overcome.</p>	<p><i>Why you are implementing them?</i></p>

The school's goal is to provide students with meaningful experiences that will spark their intellect and sustain them as they persevere over barriers in order to be prepared for adulthood. Although only 12% of our community has a college degree, our exposure of students to Early College overcomes that deficit because we are able to counsel them through matriculation and early success which will then sustain them through the same process after they graduate from us.

Staff Success:

Only a learning community which believes in teamwork and regularly reflects on student work and outcomes is capable of effectively addressing the needs and meeting the aspirations of our school-community.

For a school to continue to push the bar on student achievement, it is imperative that school leaders be instructional leaders who operate as a team with the teacher-leaders and academic coaches. Towards this end, administrators need to be the leaders of professional development sessions and demonstrate for teachers that they are co-learners with them.

School improvement initiatives, such as the 'teach your students the language of your discipline and how to write in it,' need to be collaboratively developed by teacher-leaders, academic coaches and administrators in order for their implementation to be a learning endeavor and not just a compliance-driven exercise.

When teachers feel a sense of efficacy engendered by witnessing their students succeed, they are more likely to be retained as well as to grow professionally.

Successful System of Supports:

Collaboration between all partners in the school-community only serves to strengthen the school and improve student outcomes. These partnerships allow information and data to inform improvement efforts as well as provide our students with direct services that give them access to valuable learning opportunities.

Parents are their children's first teachers and the school's role

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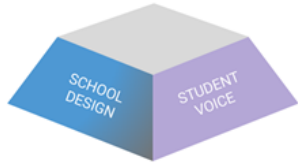
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<p>must be to facilitate how parents can best support their child through the formal educational process. Towards that end, it is important to hold joint student-parent events about college, financial aid, standards-based grading, types of diplomas, community internships and the like.</p> <p>The role of the school in the community is integral to the health of the community. Helping students see how they can make a difference in the civic health of their own families, school, and community through service learning is the foundation for their participation as adults in the civic life of our community.</p>	<p>must be to facilitate how parents can best support their child through the formal educational process. Towards that end, it is important to hold joint student-parent events about college, financial aid, standards-based grading, types of diplomas, community internships and the like.</p> <p>The role of the school in the community is integral to the health of the community. Helping students see how they can make a difference in the civic health of their own families, school, and community through service learning is the foundation for their participation as adults in the civic life of our community.</p>	
<p><i>How will you know that they are causing an improvement?</i></p> <p>Monitoring the multiple assessment tools through formative measures will showcase the improvements of each measurable outcome.</p> <p>The following list will be used to monitor student and staff success measurable outcomes:</p> <p><u>Student Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Teachers and counselors monitor student plans, attendance, credits, and grades. 2. Student survey results, SQS, social emotional universal screeners 3. Lexile measurement, Strive-HI, grades, formative & summative assessments 4. Strive-HI, grades, formative & summative assessments 5. Strive-HI, grades, formative & summative assessments, mock ACT, 6. P20, Strive-HI, college credits, PTP <p><u>Staff Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Quarterly observation using a common tool 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Monitoring the multiple assessment tools through formative measures will showcase the improvements of each measurable outcome.</p> <p>The following list will be used to monitor student and staff success measurable outcomes:</p> <p><u>Student Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Teachers and counselors monitor student plans, attendance, credits, and grades. 2. Student survey results, SQS, social emotional universal screeners 3. Lexile measurement, Strive-HI, grades, formative & summative assessments 4. Strive-HI, grades, formative & summative assessments 5. Strive-HI, grades, formative & summative assessments, mock ACT, 6. P20, Strive-HI, college credits, PTP <p><u>Staff Outcomes Measurements:</u></p>	<p><i>How will you know that they are causing an improvement?</i></p>

2. MasteryConnect data, the data team rubric, and student performance on final exams.
3. ART (Leadership) team minutes
4. Staff minutes
5. Classroom management monthly observations.
6. MasteryConnect data, formative and summative assessment.
7. Final exam given in each class at its summation.

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



Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p><u>Student Outcomes Baseline Measurement:</u></p> <ol style="list-style-type: none"> 1. 9th grade on track: 90% 2. School climate measures on SQS: 57% 3. ELA proficiency: 14% 4. Math proficiency: 2% 5. Science proficiency: 24% 6. College going rate: 40% 7. Parent satisfaction measures on the SQS: 75% <p><u>Staff Outcomes Baseline Measurement:</u></p> <ol style="list-style-type: none"> 1. Teachers rated at over-all proficient or better on the school's assessment tool (Synergy): <ul style="list-style-type: none"> ● Overall- 84 % ● Rigorous- 47 % 2. School climate measures on the Teacher SQS: 70% 	<p><i>Add throughout the year measurements here.</i></p> <p><u>Student Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Teachers and counselors monitor student plans, attendance, credits, and grades. 2. Student survey results, SQS, social emotional universal screeners 3. Lexile measurement, Strive-HI, grades, formative & summative assessments 4. Strive-HI, grades, formative & summative assessments 5. Strive-HI, grades, formative & summative assessments, mock ACT, 6. P20, Strive-HI, college credits, PTP 7. SQS, Parent Survey & Feedback <p><u>Staff Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Quarterly observation using a common tool 2. MasteryConnect data, the data team rubric, and student performance on final exams. 3. ART (Leadership) team minutes 4. Staff minutes 5. Classroom management monthly observations. 6. MasteryConnect data, formative and summative assessment. 7. Final exam given in each class at its summation. 	<p><i>Add end of year goals here.</i></p> <p><u>Student Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. 9th grade on track: 95% (Students earn 5 credits at the end of the year) 2. School climate measures on SQS: 70% 3. ELA proficiency: 40% 4. Math proficiency: 12% 5. Science proficiency: 28% 6. College going rate: 50% 7. Parent satisfaction: 74% (State average) or higher <p><u>Staff Outcomes Baseline Measurement:</u></p> <ol style="list-style-type: none"> 1. Teachers will be rated at over-all proficient or better on the school's assessment tool (Synergy). <ul style="list-style-type: none"> ● Overall- 90 % ● Rigorous- 60 % 2. School climate measures on the Teacher SQS: 75%

Student Outcomes (SY 2021-22) SW5, 6, 7 SW3

Measurable Outcome(s)	Lead Person	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID 18935 (Parent) 42101 (WSF) 18902 (Title I) (SW5)	School Monitoring Activity SW3)	Frequency Quarter, Semester, Annual (SW3)	Complex Monitoring Activity (to be completed by CAS)
<p>Outcome 1: 9th grade on track will increase from 90% to 95%.</p> <ul style="list-style-type: none"> 9th grade students will earn a minimum of 5 credits and be promoted to the 10th grade at a rate consistently between 95% to 100% 9th grade students will promote to 10th grade having "met" standards for Alg 1 	Kervin	<p>1. Electives, clubs & sports will be offered to 9th graders to keep them engaged. Resources: Posters/Banners</p>	Yearlong	42101 (WSF) 18902 (Title I)	Google Sheet-Tracking doc to collect data on participation	Quarterly	
	Kervin/SS C	<p>2. The school will promote and support student participation in clubs, student government, JROTC, sports and extracurricular activities. Resources: Posters/Banners</p>	Yearlong	42101 (WSF) 18902 (Title I)	List of Clubs and activities. Advertising via Banners, posters, flyers	Quarterly	
	Jared	<p>3. Ninth grade team will meet weekly to assess student progress and intervene appropriately. Resources: Professional Development on Data Teams and Programs used for intervention</p>	Yearlong	42101 (WSF) 18902 (Title I)	Weekly SSO meeting notes, Contact log w/ triggers	Quarterly	

	Jared	4. Administer Student Satisfaction/Student Wellbeing Survey Resources:	Yearlong	42101 (WSF) 18902 (Title I)	Student satisfaction/wellbeing surveys, SQS	Quarterly	
	Becky/SSO Team	5. Student/Family activities (Open house, incoming freshman night, fun Fridays) Resources: Supplies for Parent Night	Yearlong	18935 (Parent)	Calendar of student/family activity events . Sign in sheets	Quarterly	
	Hayley/SSO Team	6. The 9th grade SSO team will track credits earned by 9th graders at each quarter and do mid term check ins to ensure students are moving toward earning credit for every class Resources:	Yearlong	42101 (WSF) 18902 (Title I)	Calendar Mid-term conferences, Google Tracking sheet, Google Forms	Quarterly	
	Becky/SSO Team	7. Student grades/ progress will be monitored on a regular basis and students will be counseled and offered supports Resources:	Yearlong	42101 (WSF) 18902 (Title I)	Weekly SSO meetings and progress checks by 9th grade SSO and follow up with students, and families as necessary. Counselor tracking, ECSSS	Quarterly	
	Math Coach and 9th Grade Admin	8. 9th grade Alg1 will use textbooks to create standardized tests in order to better track whether students are meeting the Alg1 standards Resource: Professional development	Yearlong	42101 (WSF) 18902 (Title I)	Alg1 course alike development of formative and summative assessments based on content specific textbooks (formatives and summatives will be accessible in	Quarterly	

					curriculum map and pacing guide)		
	CA Group/Admin	<p>9. The 9th grade math course alike will utilize the data team process to evaluate the effectiveness of their instruction based on student achievement in the formative and summative (standardized) tests</p> <p>Resource: Data Team Professional Development</p>	Yearlong	42101 (WSF) 18902 (Title I)	Evaluation of student performance and teacher instructional strategies through data team process (student assessment data and CA meeting notes)		

<p>Outcome 2: School climate measures on Student STRIVE HI climate data will increase from 57% to 70%.</p>	<p>TBD</p>	<p>1. A school-wide MTSS system will be refined and improved to support all students in connecting to school through clubs, student activities, and common school-wide expectations with consistent and predictable rewards and consequences.</p> <p>Resources:</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>ESSO will meet monthly to ensure consistent school-wide expectations, rewards & consequences. ESSO minutes.</p>	<p>Quarterly</p>	
	<p>TBD</p>	<p>2. 9th and 10th graders will receive an evidence-based social-emotional learning curriculum designed to increase coping and problem-solving skills.</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>Student surveys to track SEL and connection patterns and perceptions. Discipline data.</p>	<p>Quarterly</p>	
	<p>TBD</p>	<p>3. Tier 2 students with behavioral issues will be supported by a support team (mentor, counselor, etc.) who will be the student advocate and coordinate wrap around services.</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>SSOs will progress monitor students engaged with mentoring and other interventions.</p>	<p>Quarterly</p>	
	<p>TBD</p>	<p>4. A restorative justice system of learning consequences will be in place to support social emotional health.</p> <p>Resource:</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>SSO will focus on restorative practices & incorporate into discipline decisions. ESSOs will meet monthly to calibrate. ESSO minutes, discipline data.</p>	<p>Quarterly</p>	

	TBD	<p>5. Students will have opportunities to express their voice about their learning and experiences in our school.</p> <p>Resource:</p>	Yearlong	42101 (WSF) 18902 (Title I)	<p><u>#Student Council - limited forums for student voice minutes</u></p> <p>Student survey results</p>	Quarterly	
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<p>Outcome 3: ELA proficiency will increase from 14% to 40% measured by SBA.</p> <p>Math proficiency will increase from 2% to 12%.</p> <p>Science proficiency will increase from 24% to 28% measured by Biology EOC.</p>	TBD	<ol style="list-style-type: none"> 1. Students in 9th, 10th, 11th grade will take an assessment thrice yearly to self-assess their lexile growth. 2. Students are tiered in 9th and 10th grade Math and English to provide targeted support in the elective lab classes 3. All students will engage in rigorous, relevant learning opportunities that develop critical thinking skills. 4. Students will take comprehensive final exams each semester to assess their mastery of the course of study. 5. Students will use Standards-based Grading strategies to self-monitor their own progress. 	Yearlong	42101 (WSF) 18902 (Title I)	<p>ELA: Growth on a lexile measure MATH: Growth on STAR math ELA/MATH/SCI: Final exam given in each class at its summation.</p> <p>Students in CTE Capstone courses will engage in project-based learning. <i>(remove? doesn't match enabling activities)</i></p>	Quarterly	
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	TBD	<p>6. A yearlong reading intervention course will be implemented, targeting students in 9th grade with lexiles between 4th-6th grade</p> <p>Resource:</p>	Yearlong	42101 (WSF) 18902 (Title I)	Data team monitoring-collecting data for opp to exit and enter	Quarterly	
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	TBD	7. Students in grades 9th and 10th will take midterms/district assessments (2) each quarter- these short snapshot assessments will assess the power standards. Resource:	Yearlong	42101 (WSF) 18902 (Title I)	ELA/Math/Sci: Galileo Data	Twice a Quarter	
	TBD	8. 9th and 10th grade students take the MOCK ACT/SAT assessment.	Yearlong	42101 (WSF) 18902 (Title I)	ELA/MATH/SCI: Mock ACT for 9th and 10th graders	Late February	
	TBD	9. All science classrooms will implement the NGSS standards and provide opportunities for hands-on learning. All science courses will utilize content vocabulary in written and verbal responses.	Yearlong	42101 (WSF) 18902 (Title I)	Data teams' records and department data and minutes to reflect hands-on learning and use of content vocabulary	Monthly	
	TBD	10. All math classrooms will implement standards based curriculum and will support students needs based on assessments. Intervention and support will be identified during data teams to support students in need of remediation or enrichment. Programs will be researched to identify and support curricula needs.	Yearlong	42101 (WSF) 18902 (Title I)	Data teams' records and department data. Data documentation for students who may benefit from remediation or enrichment programs.	Monthly	

<p>Outcome 4: College going rate will increase from 40% to 50%</p>	<p>TBD</p>	<p>1. The school will provide Early College access to students as well as counseling to support them in learning how to succeed as an independent learner.</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>1. College Counselors will provide data each semester on student enrollment and completion of early college courses. 2. 20% of students will have earned 6 College credits by graduation.</p>	<p>Quarterly</p>	
	<p>TBD</p>	<p>2. College Career Center will promote attendance to virtual visits and guest speakers from colleges & businesses to inform students about post-secondary opportunities.</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>90% of students will identify post-high school career goals and demonstrate having taken steps towards that goal via their Personal Transition Plan (PTP). Senior exit surveys</p>	<p>Quarterly</p>	
	<p>TBD</p>	<p>3. CTE programs will continue to develop partnership to include internship/job shadowing opportunities for students.</p>	<p>Yearlong</p>	<p>42101 (WSF) 18902 (Title I)</p>	<p>1. CTE coordinator and upper admin will work with program teachers to expand partnerships. 2. Teachers will utilize various resources such as ClimbHi.</p>	<p>Monthly</p>	

<p>Outcome 5: Parent satisfaction measures on the SQS will continue to meet or exceed the State's average of 74%</p>	<p>Principal and PCNC</p>	<ol style="list-style-type: none"> Parents will be kept apprised of their students' progress and offered opportunities to engage in school-level activities that will help them support their children's academic achievement. 	<p>Yearlong</p>	<p>18935 (Parent)</p>	<p>School will provide parents access to IC. Parents have access to their child's Google Classroom. At least one event per quarter designed to engage parents in supporting their child will be attended by at least 15 parents.</p> <p>A parent bulletin will be mailed out 8 times per year.</p> <p>A parent Open House will be conducted at the beginning of the school year for 9th grade parents to Welcome them to the high school. Participant sign-in sheet will be used to track attendance.</p> <p>A student academic celebration (Ho'ike) will be held toward the ending of the school year to celebrate students' academic</p>	<p>Quarterly</p>	
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					achievements. Participant sign-in sheet will be used to track attendance.		
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	Principal	2. Parent surveys will show they know how to support their child and access information as they need it (such as college access).	Yearlong	18935 (Parent)	A website will be updated with a parent section of school, college and career information. Website will track # of hits it gets.	Quarterly	
	Principal, PCNC, Coaches, teachers	3. PCNC, Teachers and Coaches create workshops for parents.	Monthly	18935 (Parent)	A parent walk-in center will be open at least 15 hours/week. Participant sign-in sheet will track attendance. Parent walk-in center will be staffed by the PCNC who will offer a minimum of two workshops per month based on parent interests. At least 75% of parent survey responses will be positive.	Once a month	

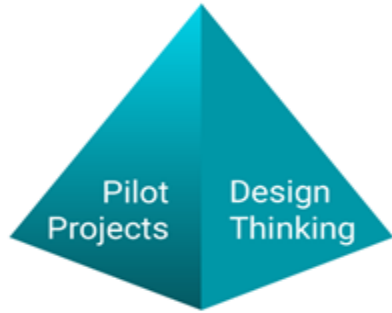
Staff Outcomes (SY 2021-22) SW6 SW 3

Measurable Outcome(s)	Lead Person	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>Outcome 1: Teachers will be rated at overall proficient or better on the school’s assessment tool (Synergy). a. Overall: 90% b. Rigorous: 60%</p>	Coaches	<p>1. Academic Coaches will support “new” teachers (1st & 2nd year; and admin identified) in classroom management, curriculum, pedagogy, assessments and the data team process.</p>	Yearlong	42101 (WSF) 18902 (Title I)	All “new” teachers will be observed 2xs/month using a common tool to ensure effective classroom management, delivery of instruction and student performance.	Every 6 weeks	
<p>Outcome 2: School climate (Satisfaction) measures on the Teacher SQS will increase from 70% to 75%.</p>	Coaches	<p>2. Academic coaches will provide school-wide professional development and individual coaching based on school and teacher-identified needs.</p>	Yearlong	42101 (WSF) 18902 (Title I)	Academic coaches will develop a Professional Development teacher survey to inform individual teacher PD/coaching and possible school-wide PD. Individual teacher PD may also be identified through classroom observations.	Beginning of the year/weekly	

					Monitoring through teacher survey responses and Academic coaches individual coaching log and teacher observation form.		
	Admin/C A leads and teachers	3. Administrators will observe all Teachers at least once per semester, utilizing the same tool coaches are utilizing.	Yearlong	42101 (WSF) 18902 (Title I)	Administrators and Coaches will meet at minimum once a term to review teacher data from the observation tool.	Every 6 weeks	
	TBD	4. At a minimum, four common assessments per course will be monitored and used to inform remediation and further instruction. 5. All teachers will use MasteryConnect to monitor student mastery of the standards and inform their instruction.	Yearlong		Progress on data team effectiveness will be tracked with MasteryConnect data, the data team rubric, and student performance on summative exams.	Monthly	

	TBD	<p>6. All teachers will receive professional development on school initiatives (Data Teams, Literacy, Math, SEL, Instructional Strategies).</p> <p>100% of teachers will participate in a debrief with an academic coach after an observation.</p>	Yearlong	42101 (WSF) 18902 (Title I)	ART (Leadership) team minutes will show use of data to inform planning, evaluation and decisions.		
	TBD	<p>7. 100% of new and struggling teachers will be provided a week of professional development during the summer as well as twice monthly meetings to process their adjustment to the profession.</p>	Yearlong	42101 (WSF) 18902 (Title I)	Collect professional development attendance data and teacher self reflection survey.		
	TBD	<p>8. All teachers will be on a collaborative team (course-alike or those with common NIT periods) that use data to refine their curricula and instruction to increase student achievement.</p> <p>Teachers will provide feedback on school policy via department and academy.</p>	Yearlong	42101 (WSF) 18902 (Title I)	<p>Staff minutes will provide evidence of the monitoring assessment data.</p> <p>Classroom management competency as measured by monthly observations.</p> <p>MasteryConnect data will show 90% of students making progress or meeting proficiency on formative and summative assessment.</p>		

					<p>75% of students will meet proficiency on a rigorous final exam given in each class at its summation.</p> <p>Data teams will be rated at proficient using the school's assessment tool.</p>		
	TBD	9. Teachers will be trained on and implement "HA" framework strategies which focus on broad outcomes and a sense of belonging.	Yearlong		Lesson Plans, Observation data, Meeting agenda and sign-in sheets	Monthly	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>One idea around innovation and pilot projects is creating an Alternative Learning Center. The center would involve project-based learning and place-based opportunities for the students in this center.</p> <p>The second idea is creating a Daycare and/or PreSchool. This opportunity would provide exposure to students who are interested in becoming an educator. They will be able to work in the field and get hands-on experience. The second purpose for this is to have high school parents be able to attend school while their child is in Child Care/Preschool. Another reason for this is to support the students in health and child development classes. They will learn how to care for a child so they can be successful caregivers in the future. Having young children on campus gives a different perspective for adolescents and will promote a nurturing attitude and compassion towards others.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Alternative Learning Center Conditions for Success:</p> <ol style="list-style-type: none"> 1. Funds for staff, field trips, materials, etc. 2. A learning environment 3. Professional Development for Project Based Learning and understanding the different learners and how to engage them 4. Creating schedules that will allow for flexibility 5. Availability of SBBH and counseling staff to support SE and provide services. <p>Daycare and PreSchool Conditions for Success:</p> <ol style="list-style-type: none"> 1. Funds for staff, field trips, materials, etc. 2. A learning environment 3. Professional Development for Project Based Learning and understanding the different learners and how to engage them 4. Creating schedules that will allow for flexibility 5. Open enrollment for students in the Stat <ol style="list-style-type: none"> a. Work and/or attend Waianae High School b. Live in Waianae 6. DOH regulations regarding staff ratios and classroom/restroom/playground requirements.