



Academic Plan, School Year 2022-23

[School: [Waianae High School](#)]

Developing a collaborative Academic Plan framed by the HDOE 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 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 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.

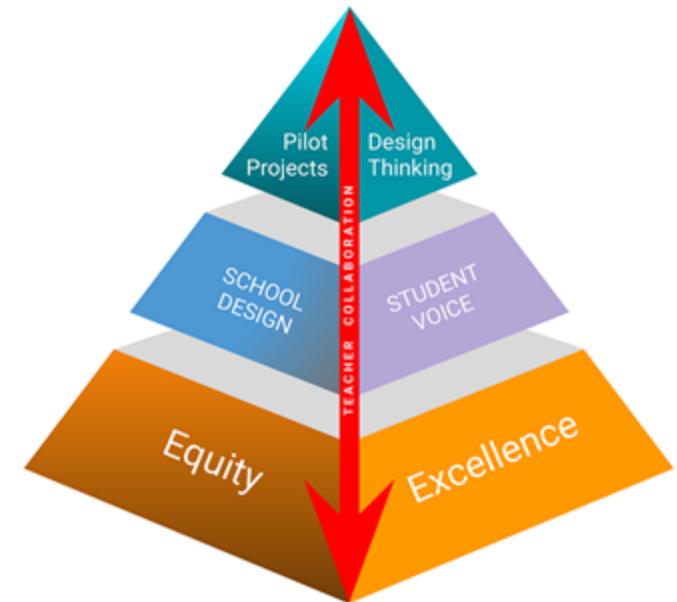
- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

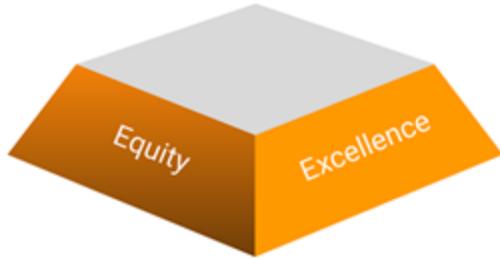

 Submitted by TA Principal Ray Pikelnny-Cook

04-20-22
 Date


 Approved by TA CAS Disa Hauge

04/20/2022
 Date



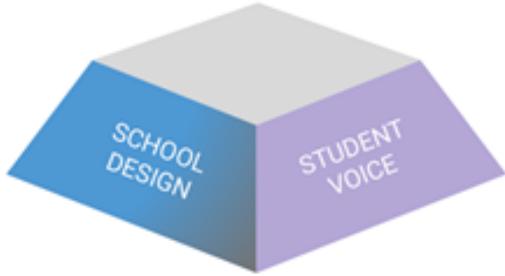


Teaching & Learning Core: Equity and Excellence

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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p><i>SY18-19 Strive HI ELA Data:</i></p> <table border="1"> <thead> <tr> <th></th> <th>SY 2017-18</th> <th>SY 2018-19</th> <th>SY 2019-20</th> <th>SY 2020-21</th> </tr> </thead> <tbody> <tr> <td>Non-High Needs</td> <td>38%</td> <td>11%</td> <td>*</td> <td>57%</td> </tr> <tr> <td>High Needs</td> <td>22%</td> <td>7%</td> <td>*</td> <td>37%</td> </tr> </tbody> </table> <p><i>*No Data available due to a Pandemic</i></p> <p>ELL: 12 % of English learners are on-track to English language proficiency</p> <p>SW1</p>						SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	Non-High Needs	38%	11%	*	57%	High Needs	22%	7%	*	37%	<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 and current teaching strategies/practices • Staff led PD • Implementation of reading and math strategies cross curricular as appropriate • Providing students with access to high interest books in the classroom library. • The school will provide two ELL teachers and paraprofessionals to provide both direct instruction and support in various classes. <p>SW6</p>
	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21																	
Non-High Needs	38%	11%	*	57%																	
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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 2022-23 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 60% 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</p>	<ul style="list-style-type: none"> • Effectively organized community resources in support of student success.
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	<p>school, leadership, and SCC involvement. Teachers receive 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, how to manage teenagers with access to the internet, provide families resources around mental health and social emotional well-being.</p> <p>The College and Career Center (CCC) focuses on supporting students into Early College as well as helping them maneuver financial aid, tutoring support and the matriculation process. They will also secure college courses that align with CTE Pathways students are pursuing.</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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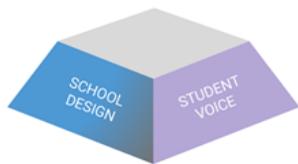
SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Success:</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Success:</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</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%. ● 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. <ul style="list-style-type: none"> ○ Overall - 90% ○ Rigorous - 60% ● School climate measures on the Teacher SQS will increase from 67% to 75%. 	<ul style="list-style-type: none"> ● 9th grade on track will increase from 86% to 90%. ● School climate measures on Student SQS will increase from 65% to 70%. ● ELA proficiency will increase from 45% to 47%. ● Math proficiency will increase from 13% to 15%. ● Science proficiency will increase from 14% to 17%. ● College going rate will increase from 31% to 35% ● 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. <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%. 	
<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><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><i>Why you are implementing them?</i></p>

<p>When over 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>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.</p> <p>Staff Success:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Successful System of Supports:</p> <p>Collaboration between all partners in the school-community only</p>	<p>When over 60% 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>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.</p> <p>Staff Success:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Successful System of Supports:</p> <p>Collaboration between all partners in the school-community only</p>	
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<p>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.</p> <p>Parents are their children’s first teachers and the school’s role 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>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.</p> <p>Parents are their children’s first teachers and the school’s role 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, implement social emotional universal screeners 3. Lexile /Quantile measurement, Strive-HI, grades, formative & summative assessments 4. Strive-HI, grades, formative & summative assessments 	<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, implement social emotional universal screeners 3. Lexile /Quantile measurement, Strive-HI, grades, formative & summative assessments 4. Strive-HI, grades, formative & summative assessments 	

<p>5. Strive-HI, grades, formative & summative assessments, mock ACT, 6. P20, Strive-HI, college credits, PTP</p> <p><u>Staff Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Quarterly observation using a common tool 2. MasteryConnect data, Galileo 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, Galileo data, formative and summative assessment. 7. Final exam given in each class at its summation. 	<p>5. Strive-HI, grades, formative & summative assessments, mock ACT, 6. P20, Strive-HI, college credits, PTP</p> <p><u>Staff Outcomes Measurements:</u></p> <ol style="list-style-type: none"> 1. Quarterly observation using a common tool 2. MasteryConnect data, Galileo 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, Galileo data, formative and summative assessment. 7. Final exam given in each class at its summation. 	
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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.

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: 86% 2. School climate measures on Strive HI: 65% 3. ELA proficiency: 45% 4. Math proficiency: 13% 5. Science proficiency: 14% 	<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 	<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: 90% (Students earn 5 credits at the end of the year) 2. School climate measures on SQS: 70% 3. ELA proficiency: 47% 4. Math proficiency: 15%

<p>6. College going rate: 31%</p> <p>7. Parent satisfaction measures on the SQS: 74%</p> <p><u>Staff Outcomes Baseline Measurement:</u></p> <p>1. Teachers rated at over-all proficient or better on the school's assessment tool:</p> <ul style="list-style-type: none"> ● Overall- 80 % ● Rigorous- 60% <p>2. School climate measures on the Teacher SQS: 67%</p>	<p>3. Lexile measurement, Strive-HI, grades, formative & summative assessments</p> <p>4. Strive-HI, grades, formative & summative assessments</p> <p>5. Strive-HI, grades, formative & summative assessments, mock ACT,</p> <p>6. P20, Strive-HI, college credits, PTP</p> <p>7. SQS, Parent Survey & Feedback</p> <p><u>Staff Outcomes Measurements:</u></p> <p>1. Quarterly observation using a common tool</p> <p>2. MasteryConnect data, the data team rubric, and student performance on final exams.</p> <p>3. ART (Leadership) team minutes</p> <p>4. Staff minutes</p> <p>5. Classroom management monthly observations.</p> <p>6. MasteryConnect data, formative and summative assessment.</p> <p>7. Final exam given in each class at its summation.</p>	<p>5. Science proficiency: 17%</p> <p>6. College going rate: 35%</p> <p>7. Parent satisfaction: 75% (State average) or higher</p> <p><u>Staff Outcomes Baseline Measurement:</u></p> <p>1. Teachers will be rated at over-all proficient or better on the school's assessment tool.</p> <ul style="list-style-type: none"> ● Overall- 90 % ● Rigorous- 60 % <p>2. School climate measures on the Teacher SQS: 75%</p>
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Student Outcomes (SY 2022-23) SW5,6, 7

SW 3

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Outcome 1: 9th grade on track will increase from 86% to 90%.</p>	<p>1. Electives, clubs & sports will be offered to 9th graders.</p> <p>2. The school will promote and support student participation in clubs, student government, ROTC,</p>	<p>Yearlong</p>	<p>WSF</p>	<p>1. Daily attendance</p> <p>2. # and variety of chartered clubs; # members</p> <p>3. % of students in sports</p> <p>4. Student satisfaction surveys</p>	<p>Quarter</p>	

	<p>sports and extracurricular activities.</p> <p>3. Ninth grade team will meet bi-weekly to assess student progress and intervene appropriately.</p>			<p>5. # of student activity events</p> <p>6. 9th grade SSO minutes reflecting interventions.</p> <p>7. Mid-term checks</p>		
<p>Outcome 2: School climate measures on will increase from 65% to 70%.</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>2. 9th and 10th graders will receive an evidence-based social-emotional learning curriculum designed to increase coping and problem-solving skills.</p> <p>3. Tier 2 students with behavioral issues will be supported by a mentor who will be the student advocate and coordinate wrap around services.</p> <p>4. A restorative justice system of learning consequences will be in place to support social emotional health.</p> <p>5. Students will have opportunities to express</p>	Yearlong	WSF Title I	<p>1. Restorative justice pattern of behavior and consequences, including the suspension rate, will inform the developing social-emotional support system. (Disaggregated to include special education students.)</p> <p>2. Student surveys to track SEL and connection patterns and perceptions.</p> <p>3. Teacher administered social emotional universal screeners.</p> <p>4. #Student Council - limited forums for student voice minutes</p> <p>5. Student survey results</p>	Quarter	

	<p>their voice about their learning and experiences in our school.</p> <p>6. Students will have opportunities to showcase their learning in school social events open to the community</p>			<p>6. # Opportunities for student to engage, express their views</p>		
<p>Outcome 3: ELA proficiency will increase from 45% to 47%.</p> <p>Math proficiency will increase from 13% to 15%.</p> <p>Science proficiency will increase from 14% to 17%.</p>	<ol style="list-style-type: none"> 1. Students will take an assessment thrice yearly to self-assess their lexile growth. 2. Reading support will be provided via Tier 1, 2, 3 interventions. 3. Students will participate in quarterly benchmark assessments to assess their mastery of standards. 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. 6. All science classrooms will implement the NGSS standards and provide opportunities for hands-on learning. 	Yearlong	WSF Title I	<ol style="list-style-type: none"> 1. Growth on a lexile measure 2. Final exam given in each class at its summation. 3. RTI will be systematically implemented 4. Students in CTE Capstone courses will engage in project-based learning. 5. Data teams' records and department data and minutes. 6. Teacher professional development feedback. 7. Mock ACT for 9th and 10th graders (Late February) 	Quarter	

	7. All students will engage in rigorous, relevant learning opportunities that develop critical thinking skills.					
Outcome 4: College going rate will increase from 31% to 35%	<ol style="list-style-type: none"> 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. Students will receive a planner and support in learning the General Learner Outcomes (GLO ‘soft skills’). 	Yearlong	WSF Title I	<ol style="list-style-type: none"> 20% of students will have earned 6 College credits by graduation. 90% of students will identify post-high school career goals and demonstrate having taken steps towards that goal via their Personal Transition Plan (PTP). 100% of teachers will promote the GLOs via PD (including 7 Habits of an Effective Teenager) 	Quarter Quarter Quarter	
Outcome 5: Parent satisfaction measures on the SQS will continue to meet or exceed the State’s average of 74%	<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. Parent surveys will show they know how to support their child and access information as they need it (such as college access). 	Yearlong	WSF Title 1	<ol style="list-style-type: none"> At least one event per quarter designed to engage parents in supporting their child will be attended by at least 15 parents. A parent-friendly website will be rated as helpful by greater than 50% of users. A parent bulletin will be mailed out 8 times per year. 	Quarter	

				3. A parent walk-in center will be open at least 15 hours/week. It will be staffed by the PCNC who will offer a minimum of one workshop per week based on parent interests. At least 75% of responses will be positive.		
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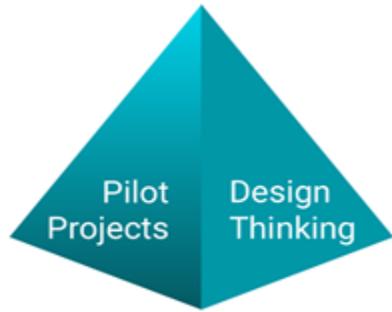
Staff Outcomes (SY 2022-23) SW6

SW 3

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)
Outcome 1: Teachers will be rated at over-all proficient or better on the school's assessment tool. a. Overall: 80% b. Rigorous: 60%	1. Academic Coaches will support teachers and beginning teachers in classroom management, curriculum, pedagogy, formative assessments and the data team process. (As a school-wide Title 1 program, all students will benefit from coach supports to teachers, therefore Title 1 funds will go to purchase classroom teachers.) 2. At a minimum, four common assessments per course will be monitored and used to inform remediation and further instruction.	Yearlong	WSF Title I	1. All teachers will be observed 2xs per semester using a common tool to inform the professional development and interventions that need to be offered. 2. Progress on data team effectiveness will be tracked with	Quarter	
		Yearlong	WSF Title I		MasteryConnect data, Galileo data, the data team rubric, and student performance on final exams.	Quarter
Outcome 2: School climate measures on the Teacher SQS will increase from 67% to 75%.	3. All teachers will use MasteryConnect/Galileo to monitor	Yearlong	WSF Title I		Quarter	

	<p>student mastery of the standards and inform their instruction.</p> <p>4. Regular observations by coaches and administrators will provide teachers with feedback and support an increase in student performance.</p> <p>5. All teachers will receive professional development to increase their pedagogical skills to support student academic achievement.</p> <p>6. Academic coaches will systematically address the unique needs of the high number of new and TFA teachers in the high need areas of classroom management and effective classroom strategies.</p> <p>7. Data teams will be rated at proficient using the school's assessment tool and course alike meeting notes.</p> <p>8. 100% of teachers will have the opportunity to participate in a debrief with an academic coach/admin. after an observation.</p> <p>9. 100% of new and struggling teachers will receive a week of professional development during the summer as well as twice</p>			<p>3. ART (Leadership) team minutes will show use of data to inform planning, evaluation and decisions.</p> <p>4. Department minutes will provide evidence of the monitoring assessment data.</p> <p>5. Classroom management competency as measured by monthly observations.</p> <p>6. MasteryConnect and Galileo data will show 80% of students making progress or meeting proficiency on formative and summative assessment.</p> <p>7. 75% of students will meet proficiency on a rigorous final exam given in each class at its summation.</p>		
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	<p>monthly meetings to process their adjustment to the profession.</p> <p>10. 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>					
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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 for an innovation and pilot project is expanding our Marine Science Learning Center with an addition of a hatchery and algae room. The expansion will all students opportunities to learn about sustainability through restoration of fishponds, work towards certifications in aquacultural technicians with partnerships in the industry, and participate in labs that grow tissue cultures that can be used for restoration projects of native species.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Marine Science Learning Center Expansion:</p> <ol style="list-style-type: none"> 1. Funds for staff, field trips, materials, etc. 2. Space on campus for expansion (45ft.container for growing cultures in a clean lab, fish tanks for hatchery, ogo tanks, etc.) 3. A learning environment 4. Professional Development for Project Based Learning and understanding the different learners and how to engage them 5. Creating schedules that will allow for flexibility

Continue to build the Alternative Learning Center. The center currently involves project-based learning and place-based opportunities for the students in this center. Students will have opportunities to engage in learning focused on community improvement projects and complete certifications leading to careers post high school.

Continue work towards creating a Daycare and/or PreSchool on campus. 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.

Alternative Learning Center Conditions for Success:

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.

Daycare and PreSchool Conditions for Success:

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
 - a. Work and/or attend Waianae High School
 - b. Live in Waianae
6. DOH regulations regarding staff ratios and classroom/restroom/playground requirements.