



James B. Castle High School 2021 Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE 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 an achievement gap; and, 3) applying contextual and community measurements and assessments.

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

School Principal (print): Bernadette Tyrell	
School Principal's Signature: <u><i>Bernie Tyrell</i></u> <small>Bernie Tyrell (Apr 27, 2021 09:22 HST)</small>	Date: Apr 27, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent's Signature: <u><i>Matthew C.W. Ho</i></u> <small>Matthew C.W. Ho (Apr 30, 2021 14:34 HST)</small>	Date: Apr 30, 2021

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).

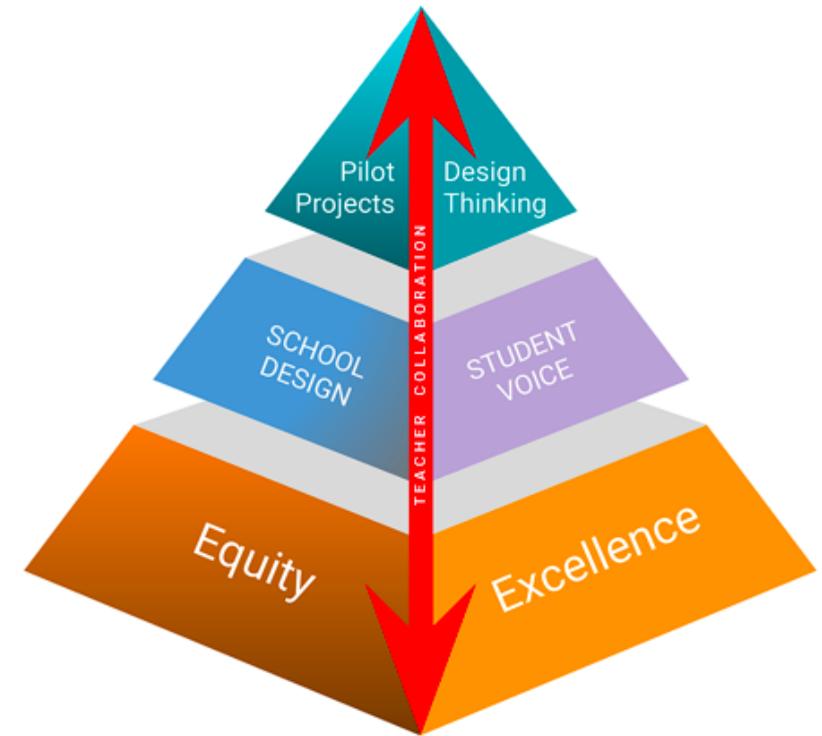
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning.

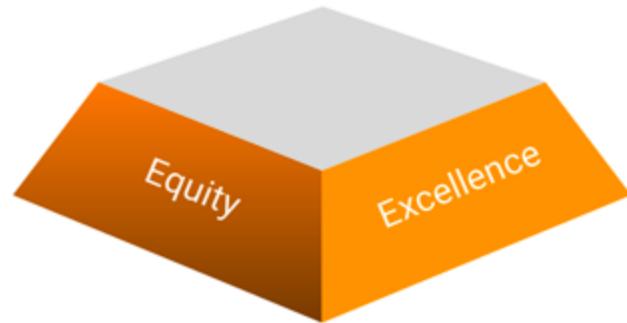
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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).





Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity																																			
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>According to STRIVE HI results from SY2019:</p> <p>There is a 32 point achievement gap between non-high needs (83%) and high needs (Disadv, Sped, ELL (51%) population in ELA.</p> <p>There is a 28 point achievement gap between non-high needs (83%) and high needs (Disadv, Sped, ELL (51%) population in Math.</p> <p>According to the ARCH database, SY2018-19</p> <table border="1" data-bbox="110 998 913 1456"> <thead> <tr> <th>STRIVE HI DATA</th> <th>2015-16</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>60%</td> <td>55%</td> <td>66%</td> <td>68%</td> </tr> <tr> <td>Math</td> <td>25%</td> <td>24%</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Science</td> <td>37%</td> <td>38%</td> <td>37%</td> <td>30%</td> </tr> <tr> <td>9th Gr Ontime Promotion Rate</td> <td>n/a</td> <td>85%</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>On time Graduation Rate</td> <td>83%</td> <td>85%</td> <td>79%</td> <td>84%</td> </tr> <tr> <td>College Going</td> <td>61%</td> <td>55%</td> <td>59%</td> <td>55%</td> </tr> </tbody> </table>	STRIVE HI DATA	2015-16	2017-18	2018-19	2019-20	ELA	60%	55%	66%	68%	Math	25%	24%	26%	35%	Science	37%	38%	37%	30%	9th Gr Ontime Promotion Rate	n/a	85%	91%	88%	On time Graduation Rate	83%	85%	79%	84%	College Going	61%	55%	59%	55%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>CHS will continue to focus on the following areas:</p> <ol style="list-style-type: none"> College and Career Academy Design & National Academy Certification Shared Instructional Vision Rigor through standards-based instruction, assessment, and grading. Rigor through the NSOPs Sustained, on-going PD for staff 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ol style="list-style-type: none"> Align Academies with NCAC NSOPs for college and career academies, RTI supports. (NCAC) <p>ACADEMY ACTION PLANS</p> <ul style="list-style-type: none"> Freshman Academy Action Plan Academy of Medical & Culinary Action Plan Academy of Innovation Action Plan Academy of Arts & Business Action Plan Academy of Navigators Action Plan <ol style="list-style-type: none"> Develop Shared Instructional Vision using <ol style="list-style-type: none"> Standards-based Grading Innovation Configuration map Standards-based Grading Framework for Teachers Hybrid Remote Instructional Model of Instruction Classic Block Structures - 80 min block Sustained PD to support processes/monitoring for: <ol style="list-style-type: none"> Dept PLCs to monitor academic performance towards proficiency in the standards. Academy data teams to monitor academic, behavior data. <ol style="list-style-type: none"> RTI strategies - PBL Action Plan with
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Rate				
CTE Completer	44%	51%	47%	67%
School Safe	n/a	66%	62%	68%
Chronic Absenteeism	28%	30%	24%	21%

*Green indicates gains

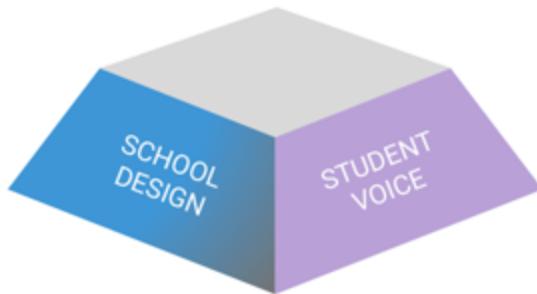
The data below show the progress our Native Hawaiian students have made in ELA, Math, and chronic absenteeism compared to all Native Hawaiian students statewide.

	Statewide 2019	CHS 2017, 2018, 2019
Chronic Absenteeism	23%	39% 29% 28%
Reading Proficiency	37%	38% 61% 58%
Math Proficiency	26%	11% 16% 28%
Graduation Rate	81%	83% 73% 84%
College Enrollment	42%	42% 50% 42%

[Castle High Native Hawaiian Data](#) , Taken from Strive HI & ARCH database, 2019

NCAC, Academy Themes, SOAR HI initiatives (include the 3 focus areas from the grant)

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



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

Castle H.S. has become a college and career [wall-to-wall academy school](#).

All faculty are included as members of one academy and support a common cohort of students. Each academy has its own academy principal, lead teacher, and counselor(s). Academy meetings focus on norms, student outcomes, student progress and interventions, and project based learning. Having the counselor and academy principal at academy meetings provides opportunities to address students concerns quickly, and collectively work towards solutions. Each Academy has an advisory board facilitated by community, industry partners, including various stakeholders such as the

academy principal, pathway leads, parents, and students. This board collectively develops, refines, and monitors growth towards the academy vision/mission, academy goals and student outcomes, and work based learning opportunities. CHS also has approximately 50 student ambassadors representing each of the nine pathways. Ambassadors provide a key role in advocating, promoting, and creating awareness around the academy design.



Every CHS Graduate will be:

College Ready
 All students will complete the college continuum and
 • Earn a ACT 21 and/or
 • Earn at least 3 college credits

Career Ready
 All students will complete the career continuum and
 • Earn an industry certification and/or
 • Be a Career and Technical program completer and/or
 • 95% or better daily attendance

Community Ready
 All students will complete
 • A minimum of 10 hours of community service and
 • Complete 6 HA reflections

Life Ready
 All students will complete
 • A 10 Year Plan and
 • Pass the Personal Transition Plan e-Portfolio

Castle High School Shared Skills

A GLOBAL LEADER will have the transferable skills for all careers in any location...

Critical Thinking Communication Collaboration Growth Mindset

Graduate Profile: College Ready, Career Ready, Community Ready, Life Ready

Having a graduate profile as a purposeful goal is one key aspect of the academy structure. Part of the process was determining measurable indicators for each category. This also aligns with the State’s Strive HI Performance System where the focus is “Readiness for community, college, and careers.”

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

CHS leverages the academy design to promote equity and access to college AND career pathways. Each academy continues to establish a common culture, strengthens opportunities for exploration and work based learning opportunities while reinforcing the importance of relevance and relationships. Each academy has goals that measure success of the vision/mission, the overall “health” of the academy and student academic and behavioral outcomes. All academies continue to align with the National Career Academy Coalition (NCAC), National Standards of Practice (NSOP) and continue to work towards national certification. The Freshman Academy was the first in SY 2020-21 to earn this status in the Fall.

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

CHS believes in the *distributive leadership* model and promoting *collective efficacy*. We are committed to sustaining ongoing professional development for our staff while empowering teachers to develop their capacity to lead departments and academies. Paying attention to the development of our teachers will enable our staff to create a unified vision around learning and a shared understanding of instruction.

leaders provide feedback to teachers regarding student growth and instructional practice. Skills within the Graduate Profile will also be embedded in the instructional vision to ensure students demonstrate the employability skills needed to be successful in any environment.

As we prepare students for a changing workforce, our programs need to evolve to meet the needs of students in a technology influenced society. Therefore, our staff needs to be competent in the use of our virtual platforms and GAFE.

CHS currently has over 40 student ambassadors representing each of the 9 pathways. These ambassadors are advocates for each academy, receive ongoing training and support from the Academy Director, meet monthly to discuss school wide initiatives and provide feedback on the school design and academy goals throughout the year. CHS Academy Ambassadors work with our community and industry partners as advocates for the school’s vision/mission. They also support our feeder schools in promoting the necessary skills needed to successfully transition into our college and career academies.

SY 2021-22 [Measurable Outcomes](#)

What are your [Measurable Outcomes](#) around School Design and Student Voice? What are you designing?

1. Align Academies with the National Career Academy Coalition (NCAA) and the National Standards of Practice ([NSOPs](#)) for college and career academies, and work towards national certification.
2. Sustain shared instructional vision using Academy Action Plans and Standards-based Configuration Map.
3. Implement systems of professional learning, PLCs across all content areas collaboration with ongoing PD.
4. Implement Standards Based Grading Framework & Configuration Map (Curriculum, Instruction, Assessment) across all content areas.

Why are you implementing them?

[WASC Mid-term Report. May 1, 2020](#)

1. Develop a unified vision around learning and a shared understanding of instruction
 - a. What patterns do we want to see across the school?
 - b. How will we reinforce these patterns across departments and academies?
 - c. What do we want our classrooms to look like? Feel like?
 - d. How will we gather data on our progress?
2. Implement a data team processes to support continuous analysis of student achievement data.
 - a. Employ strategies ie. AVID, PBL, Data Charts, RTI, to create relevance of learning in academy structure and strengthen relationships among students and teachers working together.
3. All teachers need to be well positioned to make the shift to a blended learning, distance learning delivery of instruction.
4. Create common culture and expectations among all academies.

Recommendations:

- Identify and note any areas that need to be given priority for the school's ongoing improvement. (This may also include critical areas for follow-up.)
- Identify new areas of concerns, if applicable.

1) *With a new structure and schedule, the school leadership stated they have a commitment to focus on the identified priority need to “enhance core instructional practices based on analysis of student performance data in order to increase consistent engagement for all students in all subject areas.”*

2) *The visiting committee identified a need to incorporate students into the learning process by improving caring, concerned student-teacher communication. Relationships are critically important in developing student willingness to engage with content.*

3) *The administration also recognizes a related need to make learning relevant to all students. One approach to address this need on a larger scale is through the PBL process. Teachers are being trained and are developing units for use in the school year 2020-2021.*

The three needs are all interconnected and could have been incorporated into a statement about improving instruction. However, a question at a leadership meeting prompted the separation of the overall need into discrete areas. In summary- the school should focus on relevance and relationships to improve performance using data to underpin their decision-making and evaluate growth.

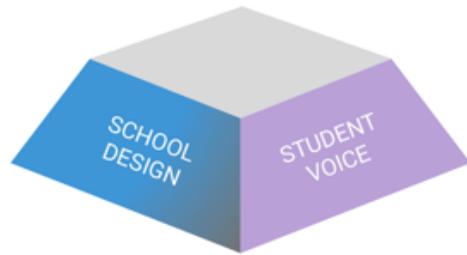
4) *With the possible withdrawal of Honolulu Community College Construction Program, there may be a need for school to consider the development of a school maker-space or equivalent. This could be used to increase engagement by providing resources for students in the Innovation academy opportunities to build and test materials, equipment and products using on-campus tools. Teachers and students both reported some need to have access to a greater variety of tools and resources for everyone rather than relying on what students might have at home.*

5) The school may also want to examine the effectiveness of the workshop classes to determine if there are alternative ways to support the students in their core classes if instructional practices are modified to better meet the needs of all students. Observations of workshop classes did not show greater engagement for the participating students.

Numbers 4) and 5) are options for the school to consider as they address the priority needs outlined in 1)-3) above.

How will you know that they are causing an improvement?

1. CHS will have a documented instructional vision detailing how the work is done, how leaders provide feedback using a common tool, with common instructional practices and strategies.
2. Academies will show progress towards Academy action plans and SB Configuration Map
3. CHS will create and implement common protocols for Department PLCs and academies using minutes.



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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <ul style="list-style-type: none"> ● Academies collect evidence of alignment to NSOPs ● Align to SBG Configuration Map focused on: <ul style="list-style-type: none"> ○ Instruction ○ Assessment ○ Recording and Reporting Grades ○ Policies & Infrastructure ● All teachers trained in the PBL framework. <ul style="list-style-type: none"> ○ Walk through tool to measure growth in teacher implementation of PBL framework. 	<p>Add throughout the year measurements here.</p> <ul style="list-style-type: none"> ● Academies self-assess growth towards NSOPs ● Dept PLCs self-assess growth on SBG Configuration Map ● All depts develop 2 PBL Units for the school year. <ul style="list-style-type: none"> ○ Walkthrough tool implemented to measure observable components of the instructional vision. ● All teachers implement a common protocol for creating individual PBLs during common planning times (PLC). ● Academies complete NSOP progress template or baseline analysis for National Certification. 	<ul style="list-style-type: none"> ● Establish baseline data for implementation of school wide instructional vision ● Establish baseline data for implementation of school wide PBL framework. ● NSOP growth template complete for all academies.

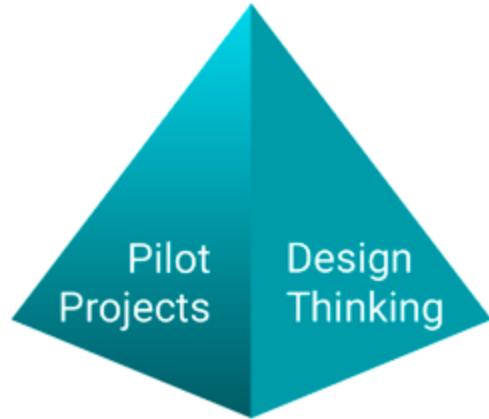
Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Align student experience with NCAC, NSOPs for college and career academies.	Each academy will collect evidence, documentation of alignment to NSOPs and stored on our CHS drive.	Yearlong Qtr 1	WSF Title IIA	Update all Academy Action Plans <ul style="list-style-type: none"> • NSOP Program Quality Indicators Checklist • Google Drive Evidence Folders • Longitudinal Student Historical Data Sheet 	Semester Semester May	Semesterly ART Reports CAS School Visits and Walkthroughs
Implement the shared, instructional vision that increases relationships, relevance, rigor, with an emphasis in growth in the areas of student engagement and relationships. <ul style="list-style-type: none"> • Project Based Learning framework • Standards Based Grading Configuration Map 	A PBL tool is created to gather data on the PBL framework. A SBG tool is implemented to gather data on the instructional vision and its impact on student growth toward learning outcomes Student/parent/community communication is created aligned to SBG expectations.	Yearlong Yearlong Fall	Perkins Grant WSF	Walkthrough Data to measure student engagement, relationships, and growth towards graduate profile outcomes (technical, academic, & employability skills) PLCs measure growth on SBG Configuration Map. Student/Parent expectations doc created and shared with the community.	Fall Annual Fall	Semesterly ART Reports CAS School Visits and Walkthroughs

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Provide ongoing PD to establish protocols of professional learning and increased teacher collaboration for PLCs and Academies.	Protocols/Processes for PLCs and Academies.	Yearlong	WSF	Participation in PD Growth on SBG Configuration Map <ul style="list-style-type: none"> • Baseline • Teacher participation 	Semester Semester	Semesterly ART Reports CAS School Visits and Walkthroughs
	PBL <ul style="list-style-type: none"> • PD - Framework • PD - Standards based interdisciplinary planning • PD - Individual PBL protocols and outcomes, Critical Friends protocol 	Yearlong	WSF Perkins Grant	1 PBL unit/semester, per teacher on CHS drive <u>Effectiveness of PBL:</u> Teacher reflection on student progress towards proficiency in standards listed in PBL units Formative & Summative Assessments aligned to measure students outcomes in PBL units.	Semester Spring	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <ol style="list-style-type: none"> 1. Castle Complex K-12 Alignment and Scope & Sequence: <ol style="list-style-type: none"> a. Students are MATH READY b. NGSS c. Sustaining Engineering Pipeline d. PBL 2. All students working towards Senior Capstone implementation as aligned to our Graduate Profile. 	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none"> 1. Support from Complex Area personnel and leads to build a vision/strategic plan for K-12 PLCs, building common expectations, outcomes for teacher leads and students, common language and targeting skills in gap areas. 2. Support from our Advisory Boards and Industry Partners, time for teachers to participate in externships. Intermediary support to implement the Student Internship Handbook and collaboration with partners and pathway leads to continuously improve the student experience.

