



2021 Academic Plan, School Year 2021-22

Kahuku High and Intermediate School

[Link to CNA](#)

[Link to 2016 WASC Recommendations](#)

[Link to 2019 WASC VC Report](#)

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

FIVE PROMISES:

Hawai'i Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being

Equity Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. Access; personalization; community; closing achievement gaps; quality

School Design Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. Core values; curriculum; infrastructure; magnets; college & career; partners

Empowerment Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. Engagement; civic and policy voice; tri-level leadership; discovery; choice

Innovation Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. Applied learning; design thinking; project-based learning; creativity.

School Principal (print): Donna Lindsey	
School Principal's Signature: <u><i>Donna Lindsey</i></u> <small>Donna Lindsey (Apr 30, 2021 18:15 HST)</small>	Date: Apr 30, 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 (May 3, 2021 10:23 HST)</small>	Date: May 3, 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.

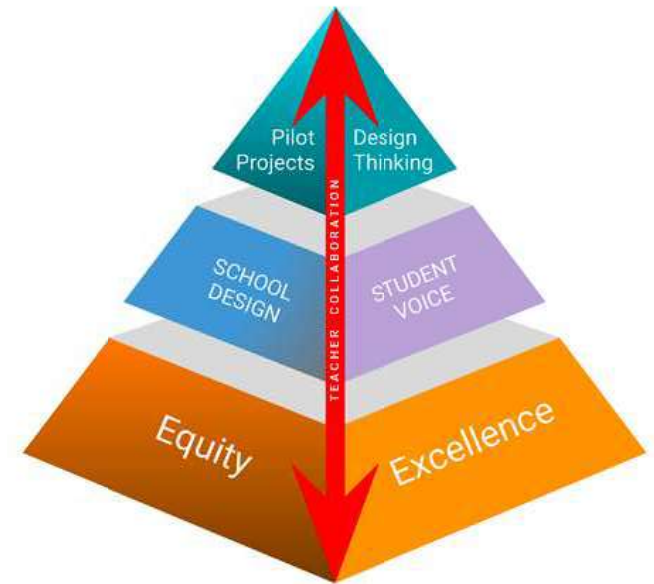
The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

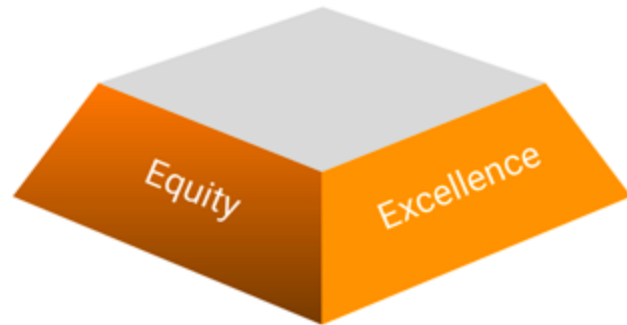
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

The 3-Year Academic Plan is structured by the 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.

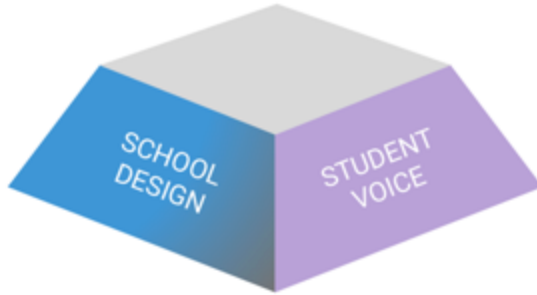
Achievement Gap Link to CNA 2019-2020	Theory of Action Link to Promise Plan	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>From 2019 WASC Recommendations:</p> <ul style="list-style-type: none"> Continue to develop and refine the collaborative culture that currently exists at KHIS with a focus on common assessments, grading policies, and horizontal/vertical planning. <p>From 2019-2020 CNA: Student learning data shows a lack of progress for high needs and targeted student groups.</p> <ul style="list-style-type: none"> Teacher grades not correlated with common core proficiency levels. Summative and formative scores should be compared to proficiency. 34 point achievement gap between high needs and non-high needs 2018-2019 SBA: White 81.4% (103) proficient; Tongan 53.3% (24); Samoan 53.7% (50); Native Hawaiian 40.5% (88) This data represents the largest ethnic groups tested. 2018-2019 SBA: Non-high need students(199) 70.5% proficient; High needs (122) 41%; Low SES (119) 43%; IDEA (4) 8.1% Native Hawaiian students had a big drop in science 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Theory of Action:</p> <ul style="list-style-type: none"> If RtI Academic support for grades 7th-12th increases, then the student academic achievement gap will decrease and overall student achievement will improve. (<i>Promise4. Strategy 1. Strategic Opportunity 1</i>) If a data-driven culture is used to drive instruction and influence decisions, then student learning and teaching will improve. (<i>P4.S4.SO3; P4.S4.SO4; P4.S5.SO1; P4.S2.SO3</i>) If the KHIS collaborative culture continues to focus on common assessments, grading policies, and horizontal/vertical planning, then student outcomes and achievement will improve. (<i>P2.S1.SO5; P2.S3.SO2; P3.S3.SO1; P3.S5.SO1</i>) If the Tier I Framework (TIF) continues to be refined, then instructional practices will improve. (<i>P2.S2.SO1; P3.S5.SO1; P3.S5.SO3</i>) 	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <p>1) Refine the KHIS MTSS/RtI Academic Model to include training/interventions to improve quality first instruction. (SW #1, SW #4, SW #6)</p> <ul style="list-style-type: none"> Continue to provide training and collaboration time for Smaller Learning Communities (SLCs)/Hales, Professional Learning Communities PLCs/Data Teams, and Home Groups. Increase student voice/choice regarding their learning. Support department/content area standards alignment. Standards-Based Grading/Assessment Literacy agreements. Implement Tier I Framework (TIF) for Walkthroughs/Classroom Observations Research-based instructional strategies for English Language Learners (ELLs). Specially Designed Instruction (SDI) for students receiving Special Education services. Expand AVID strategies schoolwide.

<p>proficiency in Spring 2019 test as compared to math or other ethnicity groups. Also had a larger group in Well Below than ever before.</p> <ul style="list-style-type: none"> • Native Hawaiian students' English proficiency dropped in 2019 whereas all other groups improved except for Black, Portuguese, Other, Asian and Chinese. • There are concerns about disproportionate outcomes such as test scores, grades, graduation rates, as well as attendance and discipline overrepresentation for Native Hawaiian and Polynesian students, IDEA students, low SES students. • Tier II is difficult to identify and implement on the academic side. More need for behavior Tier II/III supports and systems. • CNA 2019-2020 data show discrepancy in student skills, grades, and standardized test scores. There is slow growth in math for those not proficient, a plateau of growth in ELA scores, and science scores dip with the new standards/testing. There are achievement gaps between non high-needs and high-needs students. • SY 2019-2020 data show the Top 20 concerns/focus areas of all Home Groups and Departments prioritized into the school wide Top 11 concerns/focus areas. Grading was identified as the first priority. 		
<p>From 2019-2020 CNA: Student behavioral data shows needs to support behavioral concerns, for the whole school as well as transition grades and high needs students.</p> <ul style="list-style-type: none"> • Consistently increasing A/B referral offenses • Chronically absent students with a disproportionately high number of absences • Low percentage of attendance in Grade 9 • IDEA has lowest attendance compared to other high-needs groups <p>CNA 2019-20 data shows that students and teachers have a difference in perception in regards to relationships, student behaviors, and school/classroom concerns.</p>	<ul style="list-style-type: none"> • If MTSS/Rtl Behavior support for grades 7th-12th increases, then student inappropriate behaviors will decrease and academic achievement will improve. <i>(P4.S1.SO1)</i> • If student voice is increased, then student perceptual/behavioral data will improve and student participation will increase. <i>(P4.S2.SO1; P1.S5.SO2; P1.S5.SO3)</i> 	<p>2) Refine the MTSS/Rtl Behavior Model to include training/interventions/resources in Social Emotional Learning (SEL) for students and staff to increase student voice/choice, improve adult/student relationships, increase positive student perceptions, and appropriate student behaviors. (SW #4, SW #5, SW #6, SW #7)</p> <ul style="list-style-type: none"> • R2S3 (Respect, Responsibility for Self, School, and Society) • Restorative Justice/Awakening Wisdom • Choose Aloha • HĀ: Nā Hopena A'o • Power of Intention (POI) Process • Peer Mentoring • Middle School Concept • Title IX Culture of Equity

		<ul style="list-style-type: none"> • Civil Rights/Protected Classes • Wellness Guidelines
<p>From 2019-2020 CNA: Community Involvement Events</p> <ul style="list-style-type: none"> • List of events and fliers but no data on attendance or evaluation of the outcomes 	<ul style="list-style-type: none"> • If strategies are implemented to effectively communicate celebrations of success, changes, direction, and focus with school community stakeholders, then community engagement will increase. <i>(P3.S4.SO3)</i> 	<p>3) Continue to implement clearly defined internal and external schoolwide communication systems/protocols for effective communications with all school community stakeholders and to increase family/community engagement. (SW #2, SW #4, SW #7)</p> <ul style="list-style-type: none"> • School-Home and School-School Protocols/Platforms (i.e., school website, school Bulletin, FaceBook, mass messaging, etc.). • School/School Communication Protocols/Platforms (KFAQs, Google Drive, Operations Digest, APC Digest, Home Group Digest, etc.)
<p>SY 2019-2020 data show the Top 20 concerns/focus areas of all Home Groups and Departments prioritized into the school wide Top 11 concerns/focus areas. Revisit Vision and Mission was identified as the third priority.</p> <p>SY 2020-2021 Students engaged in an advisory lesson to revisit the school Vision, Mission, and Brand. Takeaways:</p> <ul style="list-style-type: none"> • Students strongly identify KHIS as an important community • Students agree with the values held in the vision/mission • Students have been unaware of the vision/mission/brand and feel that it should be discussed more often • Students would like to incorporate other values such as equality, kuleana. 	<ul style="list-style-type: none"> • If the school Vision, Mission, and Brand (Sense of Purpose, Place, and Belonging) are revisited, then stakeholders will have the opportunity to identify common focus areas. <i>(P1.S1.SO1; P1.S1.SO2)</i> • If a data-driven culture is used to drive instruction and influence decisions, then student learning and teaching will improve. <i>(P4.S4.SO3; P4.S4.SO4; P4.S5.SO1; P4.S2.SO3)</i> 	<p>4) Revisit the school's Vision, Mission, and Brand (Sense of Purpose, Place, and Belonging). (SW #1, SW #2, SW #3, SW #4, SW #6, SW #7)</p> <ul style="list-style-type: none"> • Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity. • Continue to use collect/analyze/review student achievement, perceptual, and demographic data to make informed decisions regarding student voice/choice, funding, practices and programs. • Continue the Raising Student Voice and Participation (RSVP) process and Civic Action Planning. • Continue C3 (College, Career, and Community) Journey Framework
<p>From 2019-2020 CNA: A lack of technology for in-school and at-home use is seen among our students and raises questions of equity of access as teachers build more technology-based lessons/activities in their curriculum.</p> <p>SY 2020-2021: Currently all students that have indicated a need for</p>	<ul style="list-style-type: none"> • If a comprehensive technology plan is developed, then student/teacher access, infrastructure, purchases, replacement and future needs that supports teaching and learning will be addressed. <i>(P4.S4.S02)</i> 	<p>5) Develop a comprehensive technology integration plan to increase technology/digital tools and applications for teachers and 1:1 student access to support and enhance teaching and learning. (SW #1, SW #4)</p>

<p>a device and/or internet access have been provided one from the school. Approximately 800 chromebooks have been loaned since the start of the school year. Responses at both school-wide advisories have included student confirmation that this has improved the situation greatly.</p>		
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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.

Smaller Learning Communities (SLCs)/Hales, Professional Learning Communities PLCs/Data Teams, and Home Groups provide the collaborative forums for critical dialogue and planning to provide access to quality teaching. The Raising Student Voice and Participation (RSVP) process/Civic Action Planning and perceptual surveys will continue to provide all students with opportunities to express their opinions and input on their learning and well-being.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

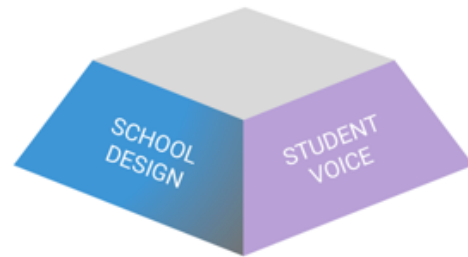
KHIS will focus on MTSS/Rtl Academic and Behavior Models, School wide Communication Protocols/Platforms, the revisiting of the Mission/Vision/Brand, and a comprehensive technology plan to improve teaching and learning.

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

Using the collection/analysis of data to monitor the implementation of the Enabling Activities and Measurable Outcomes to make necessary adjustments to help ensure success.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>-School Design: See Enabling Activity/Measurable Outcomes 1-5</p> <p>-School Voice: See Enabling Activity/Measurable Outcomes 1 & 2</p> <p>-Teacher Collaboration: See Enabling Activity/Measurable Outcomes 1, 3, & 5</p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are -School Design: See Enabling</i></p> <p>Activity/Measurable Outcomes 1-5</p> <p>-School Voice: See Enabling Activity/Measurable Outcomes 1 & 2</p> <p>-Teacher Collaboration: See Enabling Activity/Measurable Outcomes 1, 3, & 5<i>you designing?</i></p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p>
<p><i>Why are you implementing the enabling activities?</i></p> <p>See the Achievement Gap data/implications and Theory of Action to improve the achievement gap data/implications (pp. 3-5)</p>	<p><i>Why are you implementing the enabling activities?</i></p> <p>See the Achievement Gap data/implications and Theory of Action to improve the achievement gap data/implications (pp. 3-5)</p>	<p><i>Why are you implementing the enabling activities?</i></p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>Improvement/Growth in Baseline Measurements, Formative Measures, and Summative Goals (p. 7).</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Improvement/Growth in Baseline Measurements, Formative Measures, and Summative Goals (p. 7).</p>	<p><i>How will you know that they are causing an improvement?</i></p>
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Innovation in Support of the Core: School Design and Student Voice

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>Student Lunch Applications approved (52.53%)/Title 1 status confirmed for SY 21-22) by due date.</p> <p>Chronic Absenteeism: SY18-19: 26% SY 19-20: 16%</p> <p>Average Percent Attendance: SY18-19: 91% SY19-20: 92.46%</p> <p>School Quality Survey/Safety Dimension: SY18-19: 70%, 19-20: 58%</p> <p>Panorama Survey: SY19-20 58%, SY 20-21: 68%</p> <p>-School Belonging: 43%</p> <p>-School Safety: 58%</p> <p>-Valuing of School: 58%</p> <p>-Classroom Climate: 69%</p> <p>-Classroom Engagement: 46%</p> <p>-Classroom Rigorous Expectations: 71%</p> <p>-Classroom Teacher-Student Relationships: 61%</p> <p>-Pedagogical Effectiveness: 74%</p> <p>Panorama Survey: SY20-21</p> <p>-School Belonging: 44%</p> <p>-School Safety: 67%</p>	<p><i>Add throughout the year measurements here.</i></p> <p>See Measurable Outcomes (pp. 8-10)</p>	<p><i>Add end of year goals here.</i></p> <p>-50% of students in all grade levels make Honor Roll each quarter.</p> <p>-Above 60% on School Quality Survey/Safety Dimension.</p> <p>-Chapter 19 A/B Offenses will decrease by 10%.</p> <p>-85% or more seventh graders will feel safe and welcomed based on the Seventh Grade Transition Survey.</p> <p>-100% of Seniors participate in the C3 Journey Interviews.</p> <p>-Score 80% or more on the Safety and Wellness Survey.</p> <p>-Collect required amount of Free and Reduced Lunch applications by due date.</p> <p>-Above 70% on all Panorama Survey items related to classroom experiences.</p> <p>-Failure rate for all grade levels will be less than 10% prior to summer school.</p> <p>-RSVP Civic Action Plan implemented.</p> <p>-85% or more seventh graders will feel safe and welcomed based on the Seventh Grade Transition Survey.</p>

<p>-Valuing of School: 58%</p> <p>-Classroom Climate: 77%</p> <p>-Classroom Engagement: 48%</p> <p>-Classroom Rigorous Expectations: 75%</p> <p>-Classroom Teacher-Student Relationships: 68%</p> <p>-Pedagogical Effectiveness: 76%</p> <p>Inclusion Rate: SY18-19: 37% SY19-20: 34%</p> <p>ELA Proficiency: SY18-19: 50%</p> <p>Math Proficiency: SY18-19: 34%</p> <p>Science Proficiency: SY18-19: 31%</p> <p>9th grade on Track: SY18-19: 94% SY 19-20: 97%</p> <p>CTE Completers: SY18-19: 33% SY19-20: 50%</p> <p>Chapter 19 Data (A/B Offenses): SY17-18: 144, SY18-19: 193 SY19-20 N/A</p> <p>Honor Roll: SY19-20: 52% (51%-9th, 53%-10th, 46%-11th, 57%- 12th)</p> <p>*Honor Roll SY20-21 (Semester 1): 7th-57%, 8th-54%, 9th-47%, 10th-49%, 11th-52%, 12th-58% Total: 53%</p> <p>Choose Aloha Data for November 2019 through March 2020: 7th: 19%, 8th: 17%, 9th: 9%, 10th: 12%, 11th: 9%, 12th: 8%</p> <p>Honor Roll for SY19-20 (Semester 1): 7th: 57%, 8th: 54%, 9th: 47%, 10th: 49%, 11th: 52%, 12th: 58% Total: 53%</p> <p>Safety and Wellness Survey Score: SY18-19: 74% SY 19-20: 58%</p> <p>*On-Time Graduation SY18-19: 88%, SY19-20 89%</p> <p>C3Journey Senior Exit Interview SY18-19: 95%-Completed Survey (48%-Four-year college, 15%-Two-year college, 10%-Work, 4%-Mission, 3%-Miliary), SY19-20: 60%-Completed Online Survey (Data forthcoming)</p> <p>Failure Rate by Subject SY20-21 (Semester 1): SS 19.79%; Science 27.72%; Math 29.72%; ELA 19.27%</p> <p>Total D/F/I/U SY19-20: 543, SY20-21: 735 students</p> <p>Total Fs SY20-21: 1954</p> <p>Total Parents/Guardians that received Mass Messages SY20-21 (Semester 1): AVERAGE REPORT for Message: 1,512 people, 2,138 phone calls (783 answered, 1120 answering machine, 8 busy, 54 no answer (continuous ring), 18 disconnect, 15 unknown 134 blocked) EMAIL: 1322 delivered (853 opened, 471 delivered, 116 blocked),181 not delivered (wrong email/mailbox full);</p> <p>All students who needed/wanted a device had the opportunity to sign one out. SY20-21: Approximately, 800 devices were distributed.</p> <p>Seventh Grade Transition Survey Data (Felt Safe/Welcomed): SY:19-20: 83%</p>		<p>-1:1 student access to computers.</p> <p>-At least 5% decrease in total D/F/I/U grades/marks and total number of F grades.</p>
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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)
<p>Student Outcomes (SY 2021-22): -50% of students in all grade levels make Honor Roll each quarter. -Average Percent Attendance will be above 91%. -Above 70% on all Panorama Survey items related to classroom experiences. -Failure rate for all grade levels will be less than 10% prior to summer school. -At least 5% decrease in total D/F/I/U grades/marks and total number of F grades. -100% of Seniors participate in the C3 Journey Interviews.</p> <p>Staff Outcomes (SY 2020-21): -100% of Home Groups Digests submitted monthly. -100% of PLCs/Data Teams submit action items. -100% of teachers attend mandatory Roll-Ins. -100% of teachers attend PC/Waiver Days -Documented Assessment Literacy Agreements. -Documented schoolwide AVID Agreements.</p> <p>Semester 1 Outcomes</p> <ul style="list-style-type: none"> Reduced IEP minutes and accommodations aligned to student needs reflect SDI; goals shifting from curriculum based to student needs based as outlined by new CPR (Current Progress Report). Data is based on observations and documented decreases in minutes and reduction of blanket accommodations (such 	<p>1) Refine the KHIS RtI Academic Model to include training/interventions to improve quality first instruction.</p> <ul style="list-style-type: none"> Explore the continuation of the Distance Learning option based on HIDOE guidance. Continue to provide training and collaboration time for Smaller Learning Communities (SLCs)/Hales, Professional Learning Communities PLCs/Data Teams, and Home Groups. Increase student voice/choice regarding their learning. Support department/content area standards alignment. Standards-Based Grading/Assessment Literacy Agreements. Implement Tier I Framework (TIF) for Walkthroughs/Classroom Observations Research-based instructional strategies for English Language Learners (ELLs). Specially Designed Instruction (SDI) for students receiving Special Education services. Expand AVID strategies schoolwide. 	<p>Fall</p> <p>Yearlong</p> <p>Yearlong</p>	<p>-WSF -Title I -Title II</p>	<p>-RtI Academic Model -Walkthrough Data -PLC/Data Teams Data -SLC/Hale Infographics/Alignment -PD/Technical Assistance Roll-In Agendas -PC/Waiver Day Agendas</p>	<p>Quarterly</p>	<p>Semesterly ART Reports</p> <p>CAS School Visits and Walkthroughs</p>

<p>as retakes and preferential seating).</p> <ul style="list-style-type: none"> No current data on assessment literacy agreements due to compounding challenges regarding all work graded through online forums, scheduling/IC data management with triple the normal number of sections, etc. 						
<p>Student Outcomes (SY 2020-21): -Average Percent Attendance will be above 91%. -Above 70% on all Panorama Survey items related to Safety/Belonging. -Above 60% on School Quality Survey/Safety Dimension. -Chapter 19 A/B Offenses will decrease by 10%. -85% or more seventh graders will feel safe and welcomed based on the Seventh Grade Transition Survey. -100% of Seniors participate in the C3 Journey Interviews. -Score 80% or more on the Safety and Wellness Survey. -RSVP Civic Action Plan implemented.</p> <p>Staff Outcomes (SY 2021-22): -Based on the Teacher Belief Survey/Behavior Screener. *Majority of teachers continue to believe that the main contributors in managing student behavior. *Majority of teachers believe that adults are responsible to create a conducive environment and relationships. *Majority of teachers continue to implement behavioral interventions. -Student recognition rate will increase 10% in every grade level for the Choose Aloha/HĀ Recognition/Incentive Program. -100% of teachers attend mandatory Roll-Ins. -100% of teachers attend PC/Waiver Days</p>	<p>2) Refine the MTSS/RtI Behavior Model to include training/interventions/resources in Social Emotional Learning (SEL) for students and staff to increase student voice/choice, improve adult/student relationships, increase positive student perceptions, and appropriate student behaviors.</p> <ul style="list-style-type: none"> R2S3 (Respect, Responsibility for Self, School, and Society) Restorative Justice/Awakening Wisdom Choose Aloha HĀ: Nā Hopena A'o Power of Intention (POI) Process Peer Mentoring Middle School Concept Title IX Culture of Equity Civil Rights/Protected Classes Wellness Guidelines Review behavioral data quarterly for current needs (referrals, surveys, etc) Continue to conduct family engagement activities in various areas (i.e, Grade Level Academic Meetings, Scholarship/Academic Excellence, Social Media Awareness, Dangers of Vaping, etc.) 	<p>Fall</p> <p>Yearlong</p>	<p>-WSF -Title I -Title II</p>	<p>-MTSS/RtI Behavior Model -Peer Mentor Program -Choose Aloha/HĀ Recognition/Incentive Program -Mandatory Title IX Presentations for all students/faculty/staff. -School Health Index (SHI) -RSVP Process/Civic Action Plan</p>	<p>Quarterly</p>	<p>Semesterly ART Reports</p> <p>CAS School Visits and Walkthroughs</p>

<p>-100% attendance at Advisory/C3 Journey activities.</p> <p>Semester 1 Outcomes</p> <ul style="list-style-type: none"> Awakening Wisdom (AW) Cohort: 9/30, 1/27 Awakening Wisdom faculty overview training on PC Day 8/4/20 HA training on PC Day 11/2/20 AW PLC Time scheduled for Semester 1. Restorative Justice Workshop on PC Day 11/2/20 AW PDE3 Course submitted in February for review. <u>October SBG Video R2S3</u> 						
<p>Student Outcomes (SY 2020-21): -Collect required amount of Free and Reduced Lunch applications by due date. -100% of students submit TAUG forms for technology use. -Average Percent Attendance will be above 91%.</p> <p>Staff Outcomes (SY 2020-21): -100% of Home Groups Digests submitted monthly. -100% of Operational Committee members update Ops Digest monthly.</p> <p>Semester 1 Outcomes</p> <ul style="list-style-type: none"> 52.53% Student Lunch Applications approved (Title 1 status confirmed for SY 21-22) 100% TAUG forms submitted Parent meetings: BlackBoard Q&A 9/29, Navigating Online Learning 8/28 and 8/31 	<p>3) Continue to implement clearly defined internal and external schoolwide communication systems/protocols for effective communications with all school community stakeholders and to increase family/community engagement.</p> <ul style="list-style-type: none"> School-Home and School-School Communication Protocols/Platforms (i.e., school website, school Bulletin, FaceBook, mass messaging, etc.). School/School Communication Protocols/Platforms (KFAQs, Google Drive, Operations Digest, APC Digest, Home Group Digest, etc.) Assess/Improve readability, engagement, and successful contact regarding communication modes. Develop communication guidelines/agreements for Teacher-Student and Student/Teacher. Add text messaging and opportunities for quick contact/feedback. Think tank 	<p>Yearlong</p>	<p>N/A</p>	<p>-Use of Communication Protocols/Platforms -Website Viewership Data</p>	<p>Quarterly</p>	<p>Semesterly ART Reports</p> <p>CAS School Visits and Walkthroughs</p>

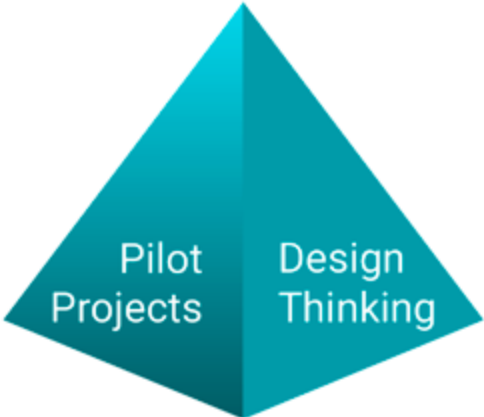
	<p>to create a plan for improving outreach and connection to families.</p> <ul style="list-style-type: none"> • Provide regular online workshops/tutorials for teachers and students/families in navigating communication, online learning/programs, school systems (i.e. school fees, college/career supports, etc) • Continue to conduct family engagement activities in various areas (i.e, Grade Level Academic Meetings, Scholarship/Academic Excellence, Social Media Awareness, Dangers of Vaping, etc.) 					
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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)
<p>Student Outcomes (SY 2021-22):</p> <p>-50% of students in all grade levels make Honor Roll each quarter.</p> <p>-Average Percent Attendance will be above 91%.</p> <p>-Above 70% on all Panorama Survey items related to classroom experiences.</p> <p>-Failure rate for all grade levels will be less than 10% prior to summer school.</p> <p>-100% of Seniors participate in the C3 Journey Interviews.</p> <p>-Civic Action Plan implemented.</p> <p>-85% or more seventh graders will feel safe and welcomed based on the Seventh Grade Transition Survey.</p> <p>-At least 5% decrease in total D/F/I/U grades/marks and total number of F grades.</p>	<p>4) Revisit the school's Vision, Mission, and Brand (Sense of Purpose, Place, and Belonging).</p> <ul style="list-style-type: none"> • Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity. • Continue to use collect/analyze/review student achievement, perceptual, and demographic data to make informed decisions regarding student voice/choice, funding, practices and programs. • Continue the Raising Student Voice and Participation (RSVP) process and Civic Action Planning. 	<p>Fall</p> <p>Yearlong</p>	N/A	<p>-Revised Vision, Mission, Brand</p> <p>-C3 Journey Framework</p> <p>-SCC Agenda/Minutes</p> <p>-RSVP Process/Civic Action Plan implemented.</p>	<p>Annual</p>	<p>Semesterly ART Reports</p> <p>CAS School Visits and Walkthroughs</p>

<p>Staff Outcomes (SY 2021-22): -Based on the Teacher Belief Survey/Behavior Screener. *Majority of teachers continue to believe that the main contributors in managing student behavior. *Majority of teachers believe that adults are responsible to create a conducive environment and relationships. *Majority of teachers continue to implement behavioral interventions. -100% attendance at Advisory/C3Journey activities. -100% of Home Groups Digests submitted monthly. -100% of teachers attend mandatory Roll-Ins. -100% of teachers attend PC/Waiver Days</p> <p>Semester 1 Outcomes</p> <ul style="list-style-type: none"> • C3Journey Calendar (Student Activities: Masked Singer, Class Family Feud, Holiday Drive-Thru, Peer Tutoring) • 500+ students participated in Drive-Thru Honor Roll recognition • No discipline data available in LDS (1 incident recorded) • Mandatory Orientation Session for students scheduled for Thursday/Friday In-Person Meetings/Classes. • Weekly Advisory Lessons built into the Q3 Bell Schedule; one mandatory synchronous meeting a month. 	<ul style="list-style-type: none"> • Continue C3 (College, Career, and Community) Journey Framework • Increase visibility of vision, mission, etc through display, activities, and classroom/school discussion 					
<p>Student Outcomes (SY 2021-22): -1:1 student access to computers. -Above 70% on all Panorama Survey items related to classroom experiences. -Failure rate for all grade levels will be less than 10% prior to summer school. -100% of students submit TAUG forms for technology use.</p> <p>Staff Outcomes (SY 2021-22):</p>	<p>5) Develop a comprehensive technology integration plan to increase technology/digital tools and applications for teachers and 1:1 student access to support and enhance teaching and learning.</p> <ul style="list-style-type: none"> • Create agreements and expectations for best practices in online instruction. • Parent/Student engagement activity in best practices for online learning 	Yearlong	WSF Title I	-Technology Plan -Technology Inventory	Annual	Semesterly ART Reports CAS School Visits and Walkthroughs

<p>-100% of teachers provide online instructional opportunities. -100% of Home Groups Digests submitted monthly. -100% of teachers attend mandatory Roll-Ins. -100% of teachers attend PC/Waiver Days</p> <p>Semester 1 Outcomes</p> <ul style="list-style-type: none"> ● 778 devices distributed to students (includes devices now returned) ● 93 hotspots distributed to students ● 97% of Freshdesk tickets resolved in S1 ● Mandatory faculty Roll-Ins every Tuesday for Quarter 2. ● Opportunities provided for Staffuly to increase their technology/instructional skills via P/C Days, Stipend Days, and 1:1 support (Google Classroom and Blackboard). ● Up to 90 students using Learning Lab at one time in Semester 1. 						
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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.

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
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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.

Choose Aloha/HĀ Recognition/Incentive Program:

Purpose: To recognize students who Choosing Aloha In and Out of the classroom.

Process: Staffuly members will have 10 Choose Aloha tickets each to give to students for observed HĀ behaviors. Extra tickets will be available in the front office.

1. Be aware of the Choose Aloha theme of the month.
2. Write the student's first and last name on the ticket.
3. Let the student know why they earned the ticket.
4. Instruct students to redeem the ticket with the Grade Level Counselor to be put in the weekly drawing for a free RAIDERade.
5. Grade Level Counselor meets with student to reflect on his/her observed behavior.
6. Five intermediate students' names and five high school students' names are read weekly during the morning Bulletin. Students are also emailed.

HĀ behaviors for November: Strengthened Sense of Belonging:

Students stand firm in their space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. Students are able to interact respectfully for the betterment of self and others.

- a. Know who they are and where they came from.
- b. Know about the place they live and go to school.
- c. Build relationships with many diverse people.
- d. Care about relationships with others. Am open to new ideas and different ways of doing things.
- f. Communicate with clarity and confidence.

Please describe your Conditions for Success:

- Staffuly participation
- Students taking the time to see their Grade Level Counselor after being given a ticket.
- Broad and frequent announcements regarding the program.
- Data collection/analysis by grade level and teacher

g. Understand how actions affect others.

h. Actively participate in school and communities.

Peer Mentor Program:

Purpose: For upperclassmen to mentor, inspire, and be positive role models for grade 6-8 students to help with a positive and smooth transition to intermediate/high school.

Process: Grade 11/12 students implement anti-bullying/harassment/SEL curriculum and share their own stories to mentor, empower, and encourage grade 6-8 students to thrive and be their best self.

-Continued partnership with complex elementary schools.

-Committed teacher willing to arrange for weekly school visitations.

-Collect/Analyze evaluation data.

-Continue to screen grade 11/12 students