

2020 Academic Plan, School Year 2020-21



School: Kalaheo 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 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, 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.

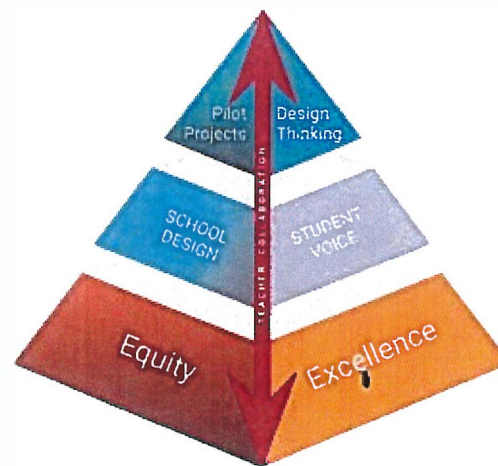
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

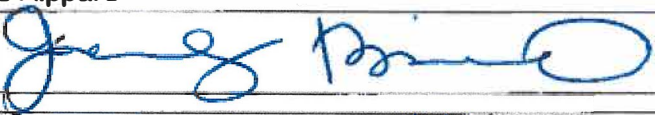

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).



Principal (print): James Rippard	
Principal's signature: 	Date: 06/03/2020
Complex Area Superintendent (print): Lanelle Hibbs	
Complex Area Superintendent's signature: 	Date: 06/03/2020

Overview

	School Goal (from community mtg)	Activity	Alignment	Who
1	Increase Grad Rate	Naviance	School Design/Student Voice - Student Outcomes	Counselor DH
		Early College	School Design/Student Voice - Student Outcomes	Counselor DH
		Attendance	School Design/Student Voice - Student Outcomes	VP Lin
		Summer School	School Design/Student Voice - Student Outcomes	VP Lin
		6-12 Pathways	School Design/Student Voice - Student Outcomes	CTE DH
		ID- Post Secondary Goals	School Design/Student Voice - Student Outcomes	Counselor DH
2	Decrease Gap, Increase Math	Alg 1 Workshop	Equity and Excellence	Math DH
		Math Consultant	Equity and Excellence	Math DH
	Decrease Gap, Increase Math	PTT for EL	Equity and Excellence	VP Lin
		6 TESOL credits	Equity and Excellence	VP Lin
		Increase Inclusion Rate	Equity and Excellence	Carter
		Math tutoring and intervention	Equity and Excellence	Math DH
		Pacing Revision/ Common Summatives	School Design/Student Voice - Staff Outcomes	ACs
		Common NTPs	School Design/Student Voice - Staff Outcomes	ACs
3	Care and Captivate Environment	Streamline Communication	School Design/Student Voice - Staff Outcomes	Rippard
		Celebrate Success	School Design/Student Voice - Staff Outcomes	VP Lin
		RTI/MTSS System Management	School Design/Student Voice - Staff Outcomes	VP Ramolete
		SAP for PRIDE/HA/GLO	School Design/Student Voice - Staff Outcomes	VP Lin
		Facilities Improvement	School Design/Student Voice - Staff Outcomes	VP Lin
		Student Voice Opportunity	School Design/Student Voice - Student Outcomes	ACs

		Transition Center	School Design/Student Voice - Student Outcomes	VP Ramolete
4	Tech Innovations	Differentiated PD for T	School Design/Student Voice - Staff Outcomes	ACs
		Use of 21-hours to train	School Design/Student Voice - Staff Outcomes	ACs
		Differentiated Support for S	School Design/Student Voice - Student Outcomes	ACs

Equity and Excellence

Achievement Gap	Theory of Action	Enabling Activities
Math Gap	If we provide supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Math teachers will support class for freshman Algebra students that lack the foundational skills to be successful in math class based on triangulation of data.
	If we provide supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Meeting with Math Consultant: August 14, September 3 and 28, November 30, January 8, 11, 12, March 5, 8, 9, April 16.
	If we provide supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Continue to provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school.
	If we provide supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Implement common summative assessments for all math classes.
	If we provide supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our math students will develop the skills they need to achieve academically.	Implement and evaluate the system for mandatory tutoring for struggling math students.

SPED Gap	<p>If we embrace and offer inclusion, students with disabilities and special education will have the opportunity to learn alongside their non-disabled peers in general education classrooms. The HI DOE inclusion rate baseline was 37% in 2016, and the goal for 2020 is 51%. Kalaheo as of 11/29/19 (from Child Count), met the Hawaii DOE inclusion rate goal at 51.43%</p>	<p>Care Coordinators at annual and re-evaluation IEP meetings will triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement). The figures below are from the Child Count dates listed below. Divided the number of students with an LRE of 80% (AC Plan Goal) or more in gen ed by total number of special ed students. ***11/29/19, 54/105 = 51.43% ***11/30/18, 37/91 = 40.66% ***12/01/17, 23/75 = 30.67% ***12/01/16, 30/78 = 38.46% ***12/01/15, 33/90 = 36.67%</p>
WIDA Scores	<p>If our English Language Learner program offers English Language Development courses for our students, we will accelerate students' acquisition of English so that students can access mainstream content courses as quickly as possible. The mission of the English Language Learner program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop the literacy and language skills necessary to access the high school curriculum. We strive to prepare our students for the language demands of the post secondary world, both in the work place and in academia.</p>	<p>Continue to offer the English Language Development (ELD) course for students with WIDA scores 1 through 3. The focus is to strengthen all four WIDA domains of ELD: Listening, speaking, reading, and writing. Students are instructed at their proficiency level for the different domains. The ELD course is currently taught by a PTT that is TESOL certified and also pushes into the students' content courses to provide support.</p>
	<p>If all our teachers are qualified in Teaching English to Speakers of Other Languages (TESOL), Kalaheo will be able to better support our English Learners (ELs) in all our classrooms.</p>	<p>The EL Leadership Team (EL Coordinator, District EL RT, and the EL Admin Liaison) will continue to inform the faculty on how to gain their 6 credits to be TESOL certified. The EL Leadership Team will conduct faculty EL PD focused around Academic Language Production, which parallels the current PIP - Collaborative Conversations.</p>

Overall Gap	If we develop and refine a system of tracking and support for struggling students (GAP/at-promise) then school leaders will be able to identify specific students to provide support and students will increase their achievement and decrease the gap rate by 2 points.	School leadership will identify a tracking system/universal screener for all learners
	If we formalize RTI supports available for struggling students and procedures for accessing supports, then staff will identify and refer targeted students and students will increase attendance, behavior, and/or course grades.	SEC & SSC will evaluate and revise RTI/MTSS system. Procedure is distributed to faculty via meeting agendas, materials, minutes, etc. Refine and revise forms based on staff feedback
	If we formalize RTI supports available for struggling students and procedures for accessing supports, then staff will identify and refer targeted students and students will increase attendance, behavior, and/or course grades.	SEC & SSC will provide refresher training periodically for obtaining RTI/MTSS services and classroom interventions/supports for Tiers 1-3.

School Design Student Voice 3-Years

	SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What	All departments will have Common Summatives aligned with state standards by end of SY 20-21.	All departments will have Common Summatives aligned with state standards by end of SY 21-22.	All departments will have Common Summatives aligned with state standards by end of SY 22-23.
Why	Decrease Gap, Increase Math: New standards released mean that departments need time to revise their curriculum to align with those changes.	Decrease Gap, Increase Math: New standards released mean that departments need time to revise their curriculum to align with those changes.	Decrease Gap, Increase Math: New standards released mean that departments need time to revise their curriculum to align with those changes.

<i>Success Indicator</i>	<i>By end of SY 20-21, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for at least one course.</i>	<i>By end of SY 21-22, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for at least two courses.</i>	<i>By end of SY 22-23, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for all the courses in their department.</i>
What	All departments will have Common Summatives aligned with state standards by end of SY 20-21.	All departments will have Common Summatives aligned with state standards by end of SY 21-22.	All departments will have all Common Summatives aligned with state standards by end of SY 22-23.
Why	Decrease Gap, Increase Math: Departments that are off-pace don't get to have good data discussions and can't use data to affect student achievement.	Decrease Gap, Increase Math: Departments that are off-pace don't get to have good data discussions and can't use data to affect student achievement.	Decrease Gap, Increase Math: Departments that are off-pace don't get to have good data discussions and can't use data to affect student achievement.
<i>Success Indicator</i>	<i>By end of SY 20-21, all teachers will have at least one common course pacing guide with common summatives identified.</i>	<i>By end of SY 21-22, all teachers will have at least two common course pacing guides with common summatives identified.</i>	<i>By end of SY 22-23, all teachers will have all common course pacing guides with common summatives identified.</i>
What	Effectively use systems and lines of communication to enable increased communication with students, parents, and the community about school wide opportunities, events, and resources. These systems and lines of communication include: community meetings, open house, school website, School Messenger, school news broadcast, newsletter, email, text messages, automated phone calls, Facebook, Instagram. Create "communication request	Monitor use of "communication request form", used by faculty and staff to ensure that communication is consistent, timely, and informative to all stakeholders and community members via our many electronic outlets: School Messenger, Jupiter Ed, IC, email, school newsletter, and social media pages.	Refine the "communication request form" as needed to ensure that communication is consistent to all stakeholders and community members via our many electronic outlets: School Messenger, Jupiter Ed, IC, email, school newsletter, and social media pages. Continue to survey and measure stakeholder and community members perception of timely and informative school-to-home communication.

	form" to be used by faculty and staff.		
Why	Care and Captivate Environment: WASC recommendation indicated low communication with community/faculty/etc.	Care and Captivate Environment: WASC recommendation indicated low communication with community/faculty/etc.	Care and Captivate Environment: WASC recommendation indicated low communication with community/faculty/etc.
Success Indicator	<i>SQS "percent of positive response" results for "Satisfaction" question, #13, "I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me." to increase by 2% from the previous year. SQS 18-19 SY = 71.9%.</i>	<i>SQS "percent of positive response" results for "Satisfaction" question, #13, "I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me." to increase by 2% from the previous year. SQS 18-19 SY = 71.9%.</i>	<i>SQS "percent of positive response" results for "Satisfaction" question, #13, "I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me." to increase by 2% from the previous year. SQS 18-19 SY = 71.9%.</i>
What	Consistently celebrate and communicate student and staff successes throughout the school year.	Consistently celebrate and communicate student and staff successes throughout the school year.	Consistently celebrate and communicate student and staff successes throughout the school year.

Why	Care and Captivate Environment: Tripod and Panorama scores indicate Classroom Teacher-Student Relationships at 60% (Care) and Classroom Engagement at 42% (Captivate) are low.	Care and Captivate Environment: Tripod and Panorama scores indicate Classroom Teacher-Student Relationships at 60% (Care) and Classroom Engagement at 42% (Captivate) are low.	Care and Captivate Environment: Tripod and Panorama scores indicate Classroom Teacher-Student Relationships at 60% (Care) and Classroom Engagement at 42% (Captivate) are low.
Success Indicator	<i>Panorama results for 20.21 will show increased favorability by 5% - Classroom Teacher-Student Relationships at 65% (Care) and Classroom Engagement at 47% (Captivate).</i>	<i>Panorama results for 21.22 will show increased favorability by 5% - Classroom Teacher-Student Relationships at 70% (Care) and Classroom Engagement at 52% (Captivate).</i>	<i>Panorama results for 22.23 will show increased favorability by 5% - Classroom Teacher-Student Relationships at 75% (Care) and Classroom Engagement at 57% (Captivate).</i>
What	Continue to monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee)through evaluation and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system.	Continue to monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee)through evaluation and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system.	Continue to monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee)through evaluation and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system.
Why	Decrease achivement gap and increase sense of care and student engagement by providing services to meet students academic, behavioral, and emotional needs.	Decrease achivement gap and increase sense of care and student engagement by providing services to meet students academic, behavioral, and emotional needs.	Decrease achivement gap and increase sense of care and student engagement by providing services to meet students academic, behavioral, and emotional needs.

Success Indicator	<i>The protocol and procedure for referring a student for support will be communicated to faculty via meeting agendas, materials, and meeting minutes. Referral forms will be revised and refined based on staff feedback (regularity).</i>	<i>Continue to re-evaluate procedures, revise as necessary, and communicate procedures to faculty and staff regularly.</i>	<i>Continue to re-evaluate procedures, revise as necessary, and communicate procedures to faculty and staff regularly.</i>
What	Utilize weekly Student Activity Period to provide all students with PRIDE Values/Ha/GLO lessons, school-wide/grade-level assemblies, and guest speakers to address the social and emotional needs of the campus through education, information, and support on multiple topics.	Utilize weekly Student Activity Period to provide all students with PRIDE Values/Ha/GLO lessons, school-wide/grade-level assemblies, and guest speakers to address the social and emotional needs of the campus through education, information, and support on multiple topics.	Utilize weekly Student Activity Period to provide all students with PRIDE Values/Ha/GLO lessons, school-wide/grade-level assemblies, and guest speakers to address the social and emotional needs of the campus through education, information, and support on multiple topics.
Why	Create and maintain a positive learning environment that advocates considerate, responsible, and emotionally healthy behaviors. Each individual student will feel a part of the Kalāheo community, which promotes social, emotional, and academic success.	Create and maintain a positive learning environment that advocates considerate, responsible, and emotionally healthy behaviors. Each individual student will feel a part of the Kalāheo community, which promotes social, emotional, and academic success.	Create and maintain a positive learning environment that advocates considerate, responsible, and emotionally healthy behaviors. Each individual student will feel a part of the Kalāheo community, which promotes social, emotional, and academic success.

Success Indicator	<p>1) PBIS Team will have using the Choose Love curriculum and teach Mustang PRIDE values. 2) Align with feeder schools (Kailua Elementary & Kailua Intermeidate School) with our student PRIDE behavior matrix. 3) Collaborate with our staff to implement tier 1 behavior strategies to build and strengthen relationships and culture. 4) Use the Student Engagement, Motivation, & Beliefs Survey at the begining of the year and end of the year. 5) From student groups to interview. 6) Form a "Freshman House" through PTP to build the capacity of our school community to develop structures for teaching expected behaviors, create student behavioral and academic support. 7) 9th Grade transition: Indiviulaize students' sense of purpose and direction. 8) Social Emotional Learning: Implement SEL into daily instruction and relevant life experiences.</p>	<p>1) PBIS Team will have using the Choose Love curriculum and teach Mustang PRIDE values. 2) Align with feeder schools (Kailua Elementary & Kailua Intermeidate School) with our student PRIDE behavior matrix. 3) Collaborate with our staff to implement tier 1 behavior strategies to build and strengthen relationships and culture. 4) Use the Student Engagement, Motivation, & Beliefs Survey at the begining of the year and end of the year. 5) From student groups to interview. 6) Form a "Freshman House" through PTP to build the capacity of our school community to develop structures for teaching expected behaviors, create student behavioral and academic support. 7) 9th Grade transition: Indiviulaize students' sense of purpose and direction. 8) Social Emotional Learning: Implement SEL into daily instruction and relevant life experiences.</p>	<p>1) PBIS Team will have using the Choose Love curriculum and teach Mustang PRIDE values. 2) Align with feeder schools (Kailua Elementary & Kailua Intermeidate School) with our student PRIDE behavior matrix. 3) Collaborate with our staff to implement tier 1 behavior strategies to build and strengthen relationships and culture. 4) Use the Student Engagement, Motivation, & Beliefs Survey at the begining of the year and end of the year. 5) From student groups to interview. 6) Form a "Freshman House" through PTP to build the capacity of our school community to develop structures for teaching expected behaviors, create student behavioral and academic support. 7) 9th Grade transition: Indiviulaize students' sense of purpose and direction. 8) Social Emotional Learning: Implement SEL into daily instruction and relevant life experiences.</p>
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What	Over the next 5-10 years, systematically improve the school wide facilities, i.e. fans in the gym, marquee, ac classrooms, new classroom furniture, remodel the library, remodel the band hall, remodel all locker rooms, and install water fountains to every building.	Over the next 5-10 years, systematically improve the school wide facilities, i.e. fans in the gym, marquee, ac classrooms, new classroom furniture, remodel the library, remodel the band hall, remodel all locker rooms, and install water fountains to every building.	Over the next 5-10 years, systematically improve the school wide facilities, i.e. fans in the gym, marquee, ac classrooms, new classroom furniture, remodel the library, remodel the band hall, remodel all locker rooms, and install water fountains to every building.
Why	The Custodial Team strives to attain a productive, customer service-oriented department that values and provides students, staff, parents, and guests with an exceptionally clean learning and working environment that promotes an efficient, healthy, and safe school atmosphere for every person - everyday.	The Custodial Team strives to attain a productive, customer service-oriented department that values and provides students, staff, parents, and guests with an exceptionally clean learning and working environment that promotes an efficient, healthy, and safe school atmosphere for every person - everyday.	The Custodial Team strives to attain a productive, customer service-oriented department that values and provides students, staff, parents, and guests with an exceptionally clean learning and working environment that promotes an efficient, healthy, and safe school atmosphere for every person - everyday.
Success Indicator	<i>Give students & staff the Custodial Staff customer service survey quarterly. Survey students and staff each year to determine areas to improve for students.</i>	<i>Give students & staff the Custodial Staff customer service survey quarterly. Survey students and staff each year to determine areas to improve for students.</i>	<i>Give students & staff the Custodial Staff customer service survey quarterly. Survey students and staff each year to determine areas to improve for students.</i>
What	By end of SY 20-21, ACs will coordinate differentiated trainings to support struggling teachers and offer information about new innovations in education and tech through whole-faculty and common department NTPs.	By end of SY 21-22, ACs will coordinate differentiated trainings to support struggling teachers and offer information about new innovations in education and tech through whole-faculty and common department NTPs.	By end of SY 21-22, ACs will coordinate differentiated trainings to support struggling teachers and offer information about new innovations in education and tech through whole-faculty and common department NTPs.

Why	Tech Innovations: Staff needs continuous updates of technology, educational innovations, and best practices to keep up with student abilities and utilize our resources well.	Tech Innovations: Staff needs continuous updates of technology, educational innovations, and best practices to keep up with student abilities and utilize our resources well.	Tech Innovations: Staff needs continuous updates of technology, educational innovations, and best practices to keep up with student abilities and utilize our resources well.
Success Indicator	<i>Differentiated PD, including technology updates and department-directed initiatives, offered each semester.</i>	<i>Differentiated PD, including at least one department-initiated activity, offered each semester.</i>	<i>Explore and experiment with using technology to foster at least one inter-disciplinary unit or activity.</i>
What	Tech team will create vocabulary sheet for student use to explore common terms and tasks by end of Q1.	Tech team will create two lessons per grade level addressing topical technology skills for CCR to be delivered through SAP.	Tech team will evaluate and revise SAP lessons addressing topical technology skills for CCR.
Why	Tech Innovations: Students do not have a common understanding of technology expectations throughout the school.	Tech Innovations: Students do not have a common understanding of technology expectations throughout the school.	Tech Innovations: Students do not have a common understanding of technology expectations throughout the school.
Success Indicator	<i>Tech Vocab Document completed and shared with students, updated quarterly by all stakeholders.</i>	<i>Tech lessons will be delivered once per semester through SAP to each grade level. Pre and post survey will be given to indicate an increase in competency.</i>	<i>Revised tech lessons will be delivered once per semester through SAP to each grade level. Pre and post survey will be given to indicate an increase in competency.</i>
What	Offer Early College courses in the clinical health and natural resource pathways to extend opportunities for students.	Continue to offer/extend Early College course offerings (one each semester) in partnership with WCC in both the Health Services and Natural Resources pathways which works towards fulfilling a certificate/degree seeking program.	Explore/expand additional Early College offerings (within the existing pathway or new pathway) based on industry needs, student interest and funding.

Why	Increase Grad Rate: To expand course offerings beyond (day) school, expose students to college during high school and offer post-secondary opportunities on the high school campus. Eliminate barriers to those who (normally) would not have access or financial limitations. Studies show that high school students who earn at least 3.0 credits by graduation are more likely to enroll in and finish college.	To extend course offerings beyond (day) school, expose students to college during high school and offer post-secondary opportunities on the high school campus. Eliminate barriers to those who (normally) would not have access or financial limitations. Studies show that high school students who earn at least 3.0 credits by graduation are more likely to enroll in and finish college.	To extend course offerings beyond (day) school, expose students to college during high school and offer post-secondary opportunities on the high school campus. Eliminate barriers to those who (normally) would not have access or financial limitations. Studies show that high school students who earn at least 3.0 credits by graduation are more likely to enroll in and finish college.
Success Indicator	<i>Increase in number enrolled in EC for SY 20-21 to SY 21-22.</i>	<i>Increase in number of students completing EC courses</i>	<i>Increase in number of students completing EC courses</i>
What	Actively monitor student attendance. Provide tiered support to those students who are chronically absent and their parents, as needed or necessary. Consistently communicate student's attendance with their parents.	Actively monitor student attendance. Provide tiered support to those students who are chronically absent and their parents, as needed or necessary. Consistently communicate student's attendance with their parents.	Actively monitor student attendance. Provide tiered support to those students who are chronically absent and their parents, as needed or necessary. Consistently communicate student's attendance with their parents.
Why	Increase Grad Rate	Increase Grad Rate	Increase Grad Rate
Success Indicator	1) <i>Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - 96.44%. 2) Decrease in number of letters generated per year by 10 - Letter 1: 182, Letter 2: 72, Letter 3: -2</i>	1) <i>Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - 97.44%. 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 172, Letter 2: 62, Letter 3: -12</i>	1) <i>Increase in year average percent in attendance (Infinite Campus: HI State Reporting, Period Based ADA/ADM) by 1 percent - 96.44%. 2) Decrease in number of letter 1, 2, and 3 per year by 10 - Letter 1: 162, Letter 2: 62, Letter 3: -22</i>

What	Evaluate effectiveness of Summer Academy options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities.	Evaluate effectiveness of Summer Academy options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities.	Evaluate effectiveness of Summer Academy options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities.
Why	Increase Grad Rate	Increase Grad Rate	Increase Grad Rate
<i>Success Indicator</i>	<i>1) Enlist students enrolled based on credits needed to graduate. 2) 100% of students enrolled in Summer Academy passing to recover credits. 3) Increase the "on track" rate (LDS: "On Track" is defined as not having an F in a core subject course and attendance greater than or equal to 95% for most recent quarter) by 1 percent - 92.02%</i>	<i>1) Enlist students enrolled based on credits needed to graduate. 2) 100% of students enrolled in Summer Academy passing to recover credits. 3) Increase the "on track" rate (LDS: "On Track" is defined as not having an F in a core subject course and attendance greater than or equal to 95% for most recent quarter) by 1 percent - 93.02%</i>	<i>1) Enlist students enrolled based on credits needed to graduate. 2) 100% of students enrolled in Summer Academy passing to recover credits. 3) Increase the "on track" rate (LDS: "On Track" is defined as not having an F in a core subject course and attendance greater than or equal to 95% for most recent quarter) by 1 percent - 94.02%</i>
What	6-16 Pathways : Continue articulation between 6-16 Health Services and Natural Resources pathways to identify tiered learning opportunities in a school-wide effort to align content relevancy to support student's post-secondary plan/choice and industry demand.	6-16 Pathways: Expand options and choices for students (flexibility) across the 6-16 continuum in regard to early college credits, work based learning (WBL) opportunities, certifications, externships, and internships based on student's post-secondary plan/choice and industry demands.	6-16 Pathways: Continue school-wide effort to align content relevancy to support student's post-secondary plan/choice and industry demand. Course offerings, selection and opportunities (AP, EC, pathways, externships, certifications, etc) to be offered to all students.

Why	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.
Success Indicator	1) Offer 2 Early College (EC) courses in each pathway. 2) Plan tiered WBL activities for students, at least one per semester. 3) Determine and plan appropriate WBL experiences for students (internships, certification, etc). 4) Finalize 6-16 Pipeline document for each pathway and share with teachers, industry, post-secondary.	1) Increase the number of participants in EC courses. 2) Increase number of tiered activities for students in WBL to 1 per quarter. 3) Increase number of students participating in a WBL experience (internship, certification, etc). 4) Implement an advisory board (teachers, industry, post-secondary) for each pathway.	<i>College & Career Readiness Continuum (P-20)</i> 1) Aligned, integrated, and sustained career pathways for all students 2) A system that produces learners who can adapt to a changing workforce 3) Increased number of skilled professionals with a degree or certificate that holds value to employers and leads to a living-wage career
What	Continue to implement Naviance (online personal transition plan) school wide. 9th and 10th already implemented, 11th will be implemented in SY 2020-2021.	All four grade levels will be integrated to use Naviance (online personal transition plan).	All grade levels will continue the use of Naviance (online personal transition plan).
Why	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Increase Grad Rate: Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.
Success Indicator	<i>Baseline data in SY 2019-2020: ___ (as of 4/15/20) who completed their PTP work. 85% of students in grades 9-11 who finish their PTP work on time by end of year</i>	<i>___% of students in grades 9-11 who finish their PTP work on time by end of year. 90% of students in grades 12 will complete their PTP by December 2021.</i>	<i>___% of students in grades 9-11 who finish their PTP work on time by end of year. 95% of students in grades 12 will complete their PTP by December 2022.</i>

What	Streamline and prioritize the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges.	Streamline and prioritize the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges.	Streamline and prioritize the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges.
Why	In our last WASC visit, communication was identified as an area for growth. This is also a focus area with the HIDEOE.	In our last WASC visit, communication was identified as an area for growth. This is also a focus area with the HIDEOE.	In our last WASC visit, communication was identified as an area for growth. This is also a focus area with the HIDEOE.
<i>Success Indicator</i>	<i>By end of SY 20-21, student surveys will have an 70% return rate.</i>	<i>By the end of SY 21-22, student surveys will have a 75% return rate.</i>	<i>By end of SY 20-21, student surveys will have an 80% return rate.</i>
What	The Transition Center will provide classes to support transitioning parents and families. The transition center will provide opportunities throughout the school year for new students to connect with other students, the school, and the aina.	The Transition Center will provide classes to support transitioning parents and families. The transition center will provide opportunities throughout the school year for new students to connect with other students, the school, and the aina.	The Transition Center will provide classes to support transitioning parents and families. The transition center will provide opportunities throughout the school year for new students to connect with other students, the school, and the aina.
Why	Care and Captivate Environment	Care and Captivate Environment	Care and Captivate Environment
<i>Success Indicator</i>	<i>By the end of SY 20-21, 85% of transitioning students & their families will utilize transition center services.</i>	<i>By the end of SY 21-22, 50% of transitioning students & their families will participate in follow up activities in the tranistion center.</i>	<i>By the end of SY 22-23, 60% of trantioning students & their families will participate in follow up activities in the tranistion center.</i>

What	SCC will increase stakeholder attendance and voice at the annual Fall and Spring Semester Community Meetings by 5% from the previous year. The SCC will increase the attendance rate by 5% from the previous year based on the attendance taken at the meetings. SCC Community Meeting Attendance at November 2019 and February 2020 Meetings = ____.	SCC will increase stakeholder attendance and voice at the annual Fall and Spring Semester Community Meetings by 5% from the previous year. The SCC will increase the attendance rate by 5% from the previous year based on the attendance taken at the meetings.	SCC will increase stakeholder attendance and voice at the annual Fall and Spring Semester Community Meetings by 5% from the previous year. The SCC will increase the attendance rate by 5% from the previous year based on the attendance taken at the meetings.
Why	It is important to create opportunities for stakeholder voice so we can reflect and revise to increase our ability to provide a Caring and Captivating Environment for our students.	It is important to create opportunities for stakeholder voice so we can reflect and revise to increase our ability to provide a Caring and Captivating Environment for our students.	It is important to create opportunities for stakeholder voice so we can reflect and revise to increase our ability to provide a Caring and Captivating Environment for our students.
<i>Success Indicator</i>	<i>SQS "percent of positive response" results for "Satisfaction" for the 20-21SY will increase by 5% for Parents and Teachers. 18-19 SY: Parents = 55.3%, Teachers = 59.6%.</i>	<i>SQS "percent of positive response" results for "Satisfaction" for the 21-22SY will increase by 3% for Parents and Teachers.</i>	<i>SQS "percent of positive response" results for "Satisfaction" for the 22-23SY will increase by 3% for Parents and Teachers.</i>
What Refer to P-20 arrow chart	School-wide effort to align course offering, selection and opportunities (AP, EC, pathways, externships, certifications, etc.) that support student's post-secondary plan/choice. Post-high school counseling and alignment with course offering, selection and opportunities.	Continue school-wide effort to align content relevancy to support student's post-secondary plan/choice. Course offerings, selection and opportunities (ap, EC, pathways, externships, certifications, etc) to be offered by all departments on campus.	Look at P20 ARROW and the success indicator

Why	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.
Success Indicator	<i>Increase in numbers and completers in all categories.</i>	<i>Increase in numbers and completers in all categories. Increase in offerings and opportunities by departments.</i>	
What	Revise new teacher training at Kalaheo based on previous year's evaluation of support.	New teacher PLCs will be differentiated into two-tiers (brand new and 2nd year teachers)	New teachers will continue to attend PLC meetings but will also be paired with a common course veteran teacher mentor
Why	Care and Captivate Environment: Kalaheo has a high number of new teacher/turnover, and we need to help acclimatize those people to our community.	Care and Captivate Environment: Kalaheo has a high number of new teacher/turnover, and we need to help acclimatize those people to our community.	Care and Captivate Environment: Kalaheo has a high number of new teacher/turnover, and we need to help acclimatize those people to our community.
Success Indicator	<i>In SY 20-21 new teachers will have 3 PLC meetings to support transition to the new school.</i>	<i>In SY 21-22, each PLC will have 3-5 support meetings.</i>	<i>Probationary-6 teachers will apply for their positions and wish to remain at Kalaheo.</i>
What	PTP Coordinators will receive Naviance training/support to continue to develop and implement grade level plans.	Naviance use for PTP fully implemented for all grades.	
Why	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	Students should graduate college/career ready, having been exposed to programs/opportunities that guide/solidify their post-high school college/career goal.	

<i>Success Indicator</i>	<i>75% of staff to be trained to implement Naviance in grades 9-11.</i>	<i>100% of staff to be trained to implement Naviance in grades 9-12.</i>	
What	Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school and mandatory tutoring during the school day.	Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school and mandatory tutoring during the school day.	Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school and mandatory tutoring during the school day.
Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29% (SY 20-21).
<i>Success Indicator</i>	<i>By the end of SY 20-21, 85% of students identified for support will have participated in tutoring opportunities. By the end of SY 20-21, math Gap will decrease by 2%.</i>	<i>By the end of SY 21-22, 85% of students identified for support will have participated in tutoring opportunities. By the end of SY 20-21, math Gap will decrease by 2%.</i>	<i>By the end of SY 22-23, 85% of students identified for support will have participated in tutoring opportunities. By the end of SY 20-21, math Gap will decrease by 2%.</i>
What	Design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2.	Design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2.	Design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2.
Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29% (SY 20-21).
<i>Success Indicator</i>	<i>By the end of SY 20-21 math teachers in common course teams will complete one data cycle per quarter.</i>	<i>By the end of SY 21-22 math teachers in common course teams will revise curriculum and common assessments and complete 6 total data cycles.</i>	<i>By the end of SY 21-22 math teachers in common course teams will revise curriculum and common assessments and complete 8 total data cycles.</i>

What	Hire the math consultant, Wesley Yuu, to coach math teachers on instructional strategies		
Why	Math Gap Rate-The gap rate has stayed the same for the past three years. The gap rate for Mathematics in SY 18-19 was 29%.		
<i>Success Indicator</i>	<i>By the end of SY 20-21, math teachers will complete 3 coaching cycles with the consultant.</i>		
What	Increase Inclusion Rate	Increase Inclusion Rate	Increase Inclusion Rate

Why	<p>Decrease the proficiency gap. If we embrace and offer inclusion, students with disabilities and special education will have the opportunity to learn alongside their non-disabled peers in general education classrooms. Care Coordinators at annual and re-evaluation IEP meetings will triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement). The figures below are from the Child Count dates listed below. Divided the number of students with an LRE of 80% (AC Plan Goal) or more in gen ed by total number of special ed students. ***11/29/19, 54/105 = 51.43% ***11/30/18, 37/91 = 40.66% ***12/01/17, 23/75 = 30.67% ***12/01/16, 30/78 = 38.46% ***12/01/15, 33/90 = 36.67% NOTE: The HI DOE inclusion rate baseline was 37% in 2016, and the goal for 2020 is 51%. Kalaheo as of 11/29/19 (from Child Count), met the Hawaii DOE inclusion rate goal at 51.43%</p>	<p>Decrease the proficiency gap. If we embrace and offer inclusion, students with disabilities and special education will have the opportunity to learn alongside their non-disabled peers in general education classrooms. Care Coordinators at annual and re-evaluation IEP meetings will triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement). The figures below are from the Child Count dates listed below. Divided the number of students with an LRE of 80% (AC Plan Goal) or more in gen ed by total number of special ed students. ***11/29/19, 54/105 = 51.43% ***11/30/18, 37/91 = 40.66% ***12/01/17, 23/75 = 30.67% ***12/01/16, 30/78 = 38.46% ***12/01/15, 33/90 = 36.67%</p>	<p>Decrease the proficiency gap. If we embrace and offer inclusion, students with disabilities and special education will have the opportunity to learn alongside their non-disabled peers in general education classrooms. Care Coordinators at annual and re-evaluation IEP meetings will triangulate data (SPED Assessments, Course Assessments, Teacher/Parent feedback) to discuss and determine the LRE (Program & Placement). The figures below are from the Child Count dates listed below. Divided the number of students with an LRE of 80% (AC Plan Goal) or more in gen ed by total number of special ed students. ***11/29/19, 54/105 = 51.43% ***11/30/18, 37/91 = 40.66% ***12/01/17, 23/75 = 30.67% ***12/01/16, 30/78 = 38.46% ***12/01/15, 33/90 = 36.67%</p>
Success Indicator	<p>1) Strive HI results. 2) Inclusion rate increases each year by 5 percent - 56.43</p>	<p>1) Strive HI results. 2) Inclusion rate increases each year by 10 percent - 61.43</p>	<p>1) Strive HI results. 2) Inclusion rate increases each year by 10 percent - 66.43</p>

What	PTT for EL student that score in the WIDA section NEP (Not English Proficient) & LEP (Limited English Proficient)	PTT for EL student that score in the WIDA section NEP (Not English Proficient) & LEP (Limited English Proficient)	PTT for EL student that score in the WIDA section NEP (Not English Proficient) & LEP (Limited English Proficient)
Why	If our English Language Learner program offers English Language Development courses for our students, we will accelerate students' acquisition of English so that students can access mainstream content courses as quickly as possible. The mission of the English Language Learner program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop the literacy and language skills necessary to access the high school curriculum. We strive to prepare our students for the language demands of the post secondary world, both in the work place and in academia.	If our English Language Learner program offers English Language Development courses for our students, we will accelerate students' acquisition of English so that students can access mainstream content courses as quickly as possible. The mission of the English Language Learner program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop the literacy and language skills necessary to access the high school curriculum. We strive to prepare our students for the language demands of the post secondary world, both in the work place and in academia.	If our English Language Learner program offers English Language Development courses for our students, we will accelerate students' acquisition of English so that students can access mainstream content courses as quickly as possible. The mission of the English Language Learner program is to ensure that all English Learners, from newcomers to those who have lived here for a number of years, develop the literacy and language skills necessary to access the high school curriculum. We strive to prepare our students for the language demands of the post secondary world, both in the work place and in academia.
Success Indicator	1) Increase in WIDA Scores. 2) Increase in GMRT scores. 3) Increase in grades in content courses. 4) Increase of EL students exiting ELD program	1) Increase in WIDA Scores. 2) Increase in GMRT scores. 3) Increase in grades in content courses. 4) Increase of EL students exiting ELD program	1) Increase in WIDA Scores. 2) Increase in GMRT scores. 3) Increase in grades in content courses. 4) Increase of EL students exiting ELD program
What	6 TESOL credits	6 TESOL credits	6 TESOL credits

Why	The goal is to have all our teachers with a valid Hawaii Teachers Standard Board (HTSB) License with the courses needed to apply for licensure with HTSB as Hawaii-Qualified in Teaching English to Speakers of Other Languages (TESOL) to support their English Learners (ELs) in all our classrooms.	The goal is to have all our teachers with a valid Hawaii Teachers Standard Board (HTSB) License with the courses needed to apply for licensure with HTSB as Hawaii-Qualified in Teaching English to Speakers of Other Languages (TESOL) to support their English Learners (ELs) in all our classrooms.	The goal is to have all our teachers with a valid Hawaii Teachers Standard Board (HTSB) License with the courses needed to apply for licensure with HTSB as Hawaii-Qualified in Teaching English to Speakers of Other Languages (TESOL) to support their English Learners (ELs) in all our classrooms.
Success Indicator	<i>1) Increase in number of teachers with TESOL certification to support ALL students. 2) Increase our teaching tool kit with Academic Language Productionn - teaching Tier 2 and 3 vocabulary;</i>	<i>1) Increase in number of teachers with TESOL certification to support ALL students. 2) Increase our teaching tool kit with Academic Language Productionn - teaching Tier 2 and 3 vocabulary;</i>	<i>1) Increase in number of teachers with TESOL certification to support ALL students. 2) Increase our teaching tool kit with Academic Language Productionn - teaching Tier 2 and 3 vocabulary;</i>
What	If we develop and refine a system of tracking and support for struggling students (GAP/at-promise) then school leaders will be able to identify specific students to provide support and students will increase their achievement.	Continue to refine a system of tracking and support for struggling students (GAP/at-promise). School leaders will continue to identify specific students to provide support and students will increase their achievement.	Continue to refine a system of tracking and support for struggling students (GAP/at-promise). School leaders will continue to identify specific students to provide support and students will increase their achievement.
Why	Overall Gap- reduce the overall gap for our at-promise students	Overall Gap- reduce the overall gap for our at-promise students	Overall Gap- reduce the overall gap for our at-promise students
Success Indicator	<i>Decrease the profieciency gap by 2 points</i>	<i>Decrease the profieciency gap by 2 points</i>	<i>Decrease the profieciency gap by 2 points</i>

What	If we formalize RTI supports available for struggling students and procedures for accessing supports, then staff will identify and refer targeted students and students will increase attendance, behavior, and/or course grades.	Continue to identify and refer targeted students and students will increase their attendance, behavior, and/or course grades.	Continue to identify and refer targeted students and students will increase their attendance, behavior, and/or course grades.
Why	Overall Gap- reduce the overall gap for our at-promise students	Overall Gap- reduce the overall gap for our at-promise students	Overall Gap- reduce the overall gap for our at-promise students
<i>Success Indicator</i>	<i>SEC & SSC will evaluate and revise RTI/MTSS system. Refine and revise forms based on staff feedback. Procedure is distributed to faculty via meeting agendas, materials, minutes, SEC & SCC will provide refresher training for staff to understand the referral process.</i>	<i>Continued evaluation and revision of current RTI/MTSS system based on staff feedback and comparasion to national models. Continued staff training on referral process.</i>	<i>Continued evaluation and revision of current RTI/MTSS system based on staff feedback and comparasion to national models. Continued staff training on referral process.</i>

SDSV Staff Outcomes

Measurable Outcome(s)/Success Criteria	Enabling Activity/What	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
By end of SY 20-21, SS and Sci will have common pacing guides that reflect the released C3 and NGSS standards for at least one course.	All departments will use NTPs to align Common Summatives with state standards by end of SY 20-21.	Yearlong	N/A	Data Team Meeting minutes.	Weekly	Progress will be monitored by the Complex Area through quarterly sharing of School Level ART reports

By end of SY 20-21, all teachers will have at least one common course pacing guide with common summatives identified.	All departments will use NTPs to align Common Summatives with state standards by end of SY 20-21.	Yearlong	N/A	Data Team Meeting minutes.	Weekly
Website will be updated (regularity indicator) with timely information and connected to other forms of communication (PTSA Newsletter, official social media accounts, mass parent emails, etc.).stanford-educ@stanford.edu	Streamline systems and lines of communication to enable increased communication with students, parents, and the community about school wide opportunities, events, and resources. These systems and lines of communication include: community meetings, open house, school website, School Messenger, school news broadcast, newsletter, email, text messages, automated phone calls, Facebook, Instagram.	Yearlong	42101	OLT Meeting minutes	Monthly
SQS results for 20.21 will show increased favorability by 1%.	Consistently celebrate and communicate student and staff successes throughout the school year.	Yearlong	42101	SQS Survey	Yearly

Care and Captivate Environment	Continue to monitor and provide tiered academic, behavioral, social and emotional support to students through the SEC (Student Evaluation Committee) through evaluation and revision of the RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) system.	Yearlong	42101	SEC Committee & SSC	Monthly
	Utilize weekly Student Activity Period to provide all students with PRIDE Values/Ha/GLO lessons, school-wide/grade-level assemblies, and guest speakers to address the social and emotional needs of the campus through education, information, and support on multiple topics.	Yearlong	42101	PBIS Committee meetings	Monthly

	Over the next 5-10 years, systematically improve the school wide facilities, i.e. fans in the gym, marquee, ac classrooms, new classroom furniture, remodel the library, remodel the band hall, remodel all locker rooms, and install water fountains to every building.	Yearlong	42113	CNA, Faculty Survey, Safety and Facilities Committee Input	Annually
Differentiated PD, including technology updates, offered (regularity indicator).	By end of SY 20-21, ACs will coordinate differentiated trainings to support struggling teachers and offer information about new innovations in education and tech through whole-faculty and common department NTPs.	Yearlong	42101	NTP PD meetings and minutes	monthly
In Sy 20-21 new teachers will have 3 PLC meetings to support transition to the new school.	Revise new teacher training at Kalaheo based on previous year's evaluation of support.	Yearlong	42101	PLC minutes	quarterly
75% of staff to be trained to implement Naviance in grades 9-11.	PTP Coordinators will receive Naviance training/support to continue to develop and implement grade level plans.	Yearlong	42101	Naviance trainings	Monthly

By the end of SY 20-21 math teachers in common course teams will complete one coaching cycle per quarter.	Hire the math consultant, Wesley Yuu, to coach math teachers on instructional strategies	Yearlong	42101	Data Team Meetings	Quarterly
EL Teacher will increase WIDA scores of NEP (Not English Proficient) and LEP (Limited English Proficient) students by 1 each year	PTT for EL	Yearlong	42102	EL Committee Meetings	Biweekly
10% of teachers will have 6 TESOL credits each year starting SY 2020-2021. EL Coordinator will work with a cohort of teachers each year to support professional development	6 TESOL credits	Yearlong	42101	EL Committee Meetings	Quarterly
Decrease gap for at-risk population (SPED, EL, Low SES)	School leadership will identify a tracking system/universal screener for all learners.	Yearlong	N/A	SEC/SCC Mtgs	Monthly
	SEC & SSC will evaluate and revise RTI/MTSS system. Procedure is distributed to faculty via meeting agendas, materials, minutes, etc. Refine and revise	Fall	N/A	Use of monitoring forms	Annual

	forms based on staff feedback					
	SEC & SSC will provide refresher training periodically for obtaining & implementing RTI/MTSS services and classroom interventions/supports for Tiers 1-3.	Fall	N/A	Teacher/staff surveys, admin walkthrough data	Annual	

SDSV Student Outcomes

Measurable Outcome(s)/Success Indicator	Enabling Activity/What	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase in number enrolled in EC fro SY 20-21 to SY 21-22.	Offer Early College courses in the clinical health and natural resource pathways to extend opportunities for students.	Spring	Legslative 42101	Registration	Annual	Progress will be monitored by the Complex Area through quarterly sharing of School
Increase Grad Rate	Actively monitor student attendance. Provide tiered support to those students who are chronically absent and their parents, as needed or necessary. Consistently communicate student's attendance with their parents.	Yearlong	42101	Truancy Abatement Committee	Every three weeks	

	Evaluate effectiveness of summer school options as needed for credit recovery classes, reading and math support classes, and accelerated credit opportunities.	Spring	42101	Admin w/Counselors	Spring	Level ART reports
	6-16 Pathways : Continue articulation between 6-16 Health Services and Natural Resources pathways to identify tiered learning opportunities in a school-wide effort to align content relevancy to support student's post-secondary plan/choice and industry demand.	Yearlong	16485 42101 Perkins	CTE Coordinator	Semester	
% of students in grades 9-11 will identify their post-high goal by graduation	Continue to implement Naviance (online personal transition plan) school wide. 9th and 10th already implemented, 11th will be implemented in SY 2020-2021.	Yearlong	42101	Naviance in SAP	Monthly	
By end of SY 20-21, student surveys will have an 70% return rate.	Provide the opportunities for all students to give their voice to, provide feedback, and make suggestions on schoolwide protocols, procedures, issues, and challenges.	Yearlong	42101	Surveys Distributed	Quarterly	
Tech Vocab Document completed and shared with students, updated (regularity) by all stakeholders.	Tech team will create vocabulary sheet for student use to explore common terms and tasks by end of Q1.	Fall	N/A	Document Finished and Updated	Quarterly	
Care and Captivate Environment	Utilize weekly Student Activity Period to provide all students with PRIDE Values/Ha/GLO lessons, school-wide/grade-level assemblies, and guest speakers to address the social and emotional needs of the campus through	Yearlong	42101	PBIS Lessons/campus climate survey/results	Monthly	

	education, information, and support on multiple topics.				
Increase in numbers and completers in all categories.	School-wide effort to align course offering, selection and opportunities (AP, EC, pathways, externships, certifications, etc.) that support student's post-secondary plan/choice. Post-high school counseling and alignment with course offering, selection and opportunities.	Spring	42101, EC = P-20 Grant	Registration Manual check	Annual
By the end of SY 20-21, 85% of students identified for support will have participated in tutoring opportunities. By the end of SY 20-21, math Gap will decrease by 2%.	Provide support for struggling students to achieve proficiency in Mathematics through tutoring before and after school and mandatory tutoring during the school day.	Yearlong	42101	Monitoring forms/schedule	Daily
By the end of SY 20-21 math teachers in common course teams will complete one data cycle per quarter.	Design and implement common summative assessments for Algebra 1, Geometry, and Algebra 2.	Yearlong	42101	Monitoring forms/schedule	Quarterly

Pilot Projects Design Thinking

School Ideas	Conditions for Success	Lead
Grade 6-16 Career Pathways Grant	Clear pipeline 6-16 for the selected pathways	Nishimura

Internships and Teacher Externships	System to incorporate tiered WBL experiences	Nishimura
Counseling Center		Counseling DH
Comprehensive School Wide Literacy Development Plan		EL - Lin
Freshman House and Transition Class	Create a smaller learning community to support freshman transition to high school	AC
Library Co-working Space		Ramolete & Fujii
School Makerspace?		Tech & CTE?