SY 2021 – 2022 Academic Plan

Hilo High School

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Submitted by: Principal Jasmine Urasaki	Date
Jasmine Urasaki (signature)	04/29/2021

Approved by: CAS Esther Kanehailua	Date
(signature)	4/31/21

One-Year Academic Plan SY 2021-2022

Where are we now? *Prioritize school's needs as identified in one or more of the following needs assessments:*	
Comprehensive Needs Assessment: List *root causes* and *contributing causes*	**WASC:** List *WASC Critical Areas of Follow-up*
We need a clear and unified school focus with accountability and support from all.	1. The Principal, other leadership, and staff need to provide a viable, rigorous and accessible curriculum offering high quality instruction for all students. This includes focus on: a. The ongoing development of curricula aligned to the Common Core State Standards, NGSS, state standards that is implemented with fidelity
Commit to addressing student needs.	b. Providing all students with a rigorous and engaging 21st Century curriculum that is supported by instructional strategies that challenge all students to demonstrate depth of knowledge at a high level and that result in further improvement of student outcomes
We need to create opportunities that are hands-on and support student strengths.	c. Research-based instructional strategies that address the Achievement Gap as identified by the STRIVE HI results and other data
	d. The development of an ongoing and consistent professional development plan for common core standards and researched based instructional strategies for all certificated staff including an observation and feedback/coaching cycle to support staff
	2. The Principal, other leadership, and staff need to further develop and implement a systematic formative and summative data cycle at all levels to evaluate, revise, refine and determine the effectiveness of instructional decisions, programs, interventions and professional development.
	3. The Principal and other leadership need to consistently articulate the integration of the State, Complex, and school vision as well as the subsequent Academic Plan enabling activities. Expectations for the work, as well as systems of support and accountability need to be developed to effectively implement the vision.

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	4. The Principal, other leadership and staff need to develop systems to ensure that all stakeholders are involved in and accountable for students' achievement and social emotional well-being in the full development of a Response to Intervention / Multi-Tier System of Support.
	5. The Principal, other leadership, and staff need to establish an ongoing school improvement process that clearly addresses WASC criteria and state and federal requirement that will result in improved student outcomes.

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Addressing Equity: Sub Group Identification
In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. Special Education English Learners Low SES 9th Grade Need Areas: Graduation Rate, Attendance, SBA Achievement, 9th Grade on track.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Jasmine Urasaki	1.
2. Erin Williams	2. Induction and Mentoring
3. Jason Trimble	3. 9th Grade
4. Heidi Pana	4. Data Teams
5. Krystal Moore	5. Professional Development
6. Garet Uemura	6. MTSS/Data/NGSS
7. Julie-Ann Taniguchi	7. AP/Data
8. Mari Nakamura	8. CTE
9. Kayleen Takase	9. SPED
10. Ryan Nakasato	10. RTI - Math

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11. Charlene Masuhara	11. Systems of Support
12. Susan Izawa	12. RTI - EL

Goal 1: **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.
- ☐ *Objective 1: Empowered -* All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ *Objective 2: Whole Child* - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ *Objective 3: Well Rounded* - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ *Objective 4: Prepared and Resilient* - All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2021-2022,	Rationale:

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1. **By the end of the school year 2021-2022 Math proficiency will be at 35%, ELA proficiency will be at 60%, and Science will be at 30% though the data team/RtI process.**	1. State Strategic Plan Indicators. ELA proficiency is at 54%, Math is at 29%, and Science is at 26%. There is little evidence to suggest that teachers are utilizing the data team/RTI process to target student needs based on data.
2. **By the end of the 2021-2022 school year, the graduation rate will increase to 90% due to Tier 1 MTSS interventions.**	2. There is little evidence of uniform, schoolwide Tier 1 interventions being implemented to support students. Currently, 92% of our 9th grade students are on track and the graduation rate is 86%
3. *By the end of the 2021 - 2022 school year, 56% of students will be CTE participants.*	3. State Strategic Plan Indicators. 57% of students are enrolled in postsecondary institutions the fall after graduation

Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

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| By the end of the school year 2021-2022 Math proficiency will be at 35%, ELA proficiency will be at 60%, and Science will be at 30% though the data team/RtI process. | Data Team Process: use and analyze formative classroom data to address Math proficiency and decrease the ELA gap and change/adjust instruction. We need to start the following things:

1. Review and refine ALL teacher's understanding of the Data Team Process

2. CFAs are aligned across Data Teams and are accessible
   a. Create common expectations of CFA process and method of data collection (eg: Google Drive)
   b. Data Teams will create aligned CFAs, implement, and collect data

3. Progress monitor effectiveness and fidelity of the Data Team implementation
   a. Data team lead will progress monitor implementation process.

4. Math SPED/EL/Gen Ed will continue to utilize and collect data on workshop and MOW classes as an RTI support; SPED/ELL ELA will continue to implement and General Ed ELA will plan for workshop classes as an RTI support. | Quarter 1 | WASC 2, 4

Promise Plan Hawaii Equity Empowerment

CNA - 2

SW 1, 6

SW 6 | Garet
Ryan
Susan | x WSF
x Title I
☐ Title II
x Title III
x IDEA
☐ Homeless
x CTE
☐ Other
☐ N/A | The following will be revised by our ART before the end of each quarter:
STAR 360
Data Team Meeting Minutes.

Pacing guides will be reviewed by ART yearly. |

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	5. Ninth grade teams will create and continue to implement (Kumu Ola) interdisciplinary units to infuse relevance into their units. *6. Science will refine the environmental science curriculum in ninth grade and work on an aligned biology curriculum.*					
By the end of the 2021-2022 school year, the graduation rate will increase to 90% due to Tier 1 MTSS interventions.	RtI school wide plan to implement tiered leveled supports and services for all students. We need to start/continue the following things: **Screening/Assessments** 1. STAR360 (serves as baseline student data) is administered by math and ELA and data is utilized by core content areas to help students meet grade level proficiency in math and reading based on the student's scaled score. STAR360 provides suggested skills each student needs to master as well as provides instructional strategies and resources for the teachers to use in instructional planning. a. *RtI Lead will monitor and disseminate relevant data to Math and ELA departments.*	Quarter 1	WASC 2, 4 Promise Plan Equity School Design Empowerment CNA - 2 SW 1, 6	Garet Kayleen	x WSF x Title I ☐ Title II ☐ Title III x IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	The following will be revised by our ART before the end of each quarter: STAR 360 9th grade meeting minutes Data Team Meeting Minutes.

	2. Utilize *universal screener (STAR 360) and student data* to accurately identify students at risk of poor learning outcomes or challenging behaviors (in addition to baseline data, initial identifier).
	  a. *Update database to include different types of data that assesses various areas. (STAR360, attendance, behavior, SBA, EOC, other).*
	  b. *Continue to use STAR360 as a universal screener and progress monitoring tool.*
	  c. *Ninth grade teams will utilize RtI data to determine appropriate interventions for at risk students.*
	  d. Implement *a schoolwide PBIS handbook to clarify expectations and basic Tier 1 interventions.*
	
	Data analysis and decision making
	1. Data from feeder schools are utilized by the 9th grade team for placement and determining amount of workshop classes
	  a. *Math and ELA department heads request STAR360 data from Hilo Inter and Kalanianaole School.*
			SW 6			

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	b. *Communicate with Hilo Inter and Kalanianaole School for Math and ELA workshop placement recommendations* c. *Math and ELA work on clarifying and refining placement criteria.* 2. *Develop HMTSS Team. Team meets 2x/month and documents meeting using Google Docs.* 3. *Utilize the TFI process to monitor PBIS, RTI, MTSS implementation.* 4. *RtI* coordinator *presents relevant data to ART as it becomes available.* **Service Delivery and Scheduling** 1. Evaluate current understanding of RtI Tier I interventions school wide and analyze its effectiveness. 2. Review Tier I/Tier II/Tier III (multi-level prevention system) high school options for ALL students (i.e. training, PD, site visits, extra personnel). 3. *Implement and utilize Tier 1 interventions as indicated in the PBIS Handbook.* 4. Provide Training/PD Tier II/Tier III interventions for all teachers.	SW 6 SW 1, 6			

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By the end of the 2021 - 2022 school year, 56% of students will be CTE participants.	*To increase the number of CTE participants to 56%:* 1. *Dedicated CTE coordinator position.* 2. *Develop a school-wide system for CTE infusion (implementation).* 3. *Provide students with more work-based learning opportunities (career shadowing, internships, etc.) in each pathway offered.*	Ongoing	Promise Plan Hawaii Equity School Design Empowerment Innovation CNA - 1,2,3 SW 1	Mari	x WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless x CTE ☐ Other ☐ N/A	The following will be reviewed by ART after each semester: CTE Plan CTE Enrollment

Goal 2: Staff Success. ==Hilo High School== has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 2021-2022,	**Rationale:**

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1. **By School Year 2021-2022, 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by pacing guides.**	1. To support teachers in ensuring all students receive the same curriculum and are able to be successful in future courses, through peer to peer feedback and sharing of resources.
2. **By the end of School Year 2021-2022, 100% of staff will participate in ongoing professional development that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.**	2. Support the new school design to increase students success and provide staff with support to increase student success.

Planning		Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate quarter(s) of implementation in next column)*	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
By School Year 2021-2022, 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by pacing guides.	Horizontally align curriculum to the standards and GLOs we need to start the following things: 1. Course cluster teachers meet to create a common pacing guide, lesson plans, and assessments. Staff will be trained in the data team cycle. 2. Regular meeting times will be built into the school schedule. 3. Staff will diary map (noting adjustments) pacing guides 4. Staff delivers instruction according to pacing guides.	Quarter 1	Promise Plan School Design CNA - 1,2 SW 1, 6	Department ART Rep	x WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	The following will be revised by our ART before the end of each quarter: Data Team Meeting Minutes. Pacing Guides will be reviewed by ART yearly.

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By the end of School Year 2021-2022, 100% of staff will participate in ongoing professional development that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.	100% of staff will participate in ongoing professional development, we need to start the following things.
	1. Develop a school-wide PD plan that addresses need based PD
	   a. ART gathers requests from departments and looks for PD opportunities that addresses the need areas. (CCSS, NGSS,HCPSIII, Instructional strategies, coaching, targeted PD as referenced in the previous objective, Safe and Civil Schools Foundational training)
	   b. Create a system that ensures at least 50% of our teachers are offered the opportunity to attend external and/or internal PD sessions.
	   c. Refine system for Post PD sharing
	      i. reference binder/library for PD materials/ shared google folder.
	      ii. Share out at faculty meetings/ department meetings.
		On going	WASC 1, 2
			
			Promise Plan
			School Design
			
			CNA - 1,2
			
			SW 1, 6
				PLCB	x WSF
					x Title I
					☐ Title II
					x Title III
					x IDEA
					☐ Homeless
					x CTE
					☐ Other
					☐ N/A
						After each semester, ART will review the following:
						Electronic database for PD resources and who got trained
						PD Calendar
						PD Attendance Record

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	d. Beginning Teachers will participate in the Induction and Mentoring program.					

Goal 3: **Successful Systems of Support.** The system and culture of <mark>[Hilo High School]</mark> works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2021-2022,	Rationale:

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1. **Hilo High School will develop and implement a plan that will prepare students to become college/career ready. By the end of school year 2021-2022, 56% of students will be Concentators or participants.**	1. Students depend on counselors and STARS advisory classes for career counseling. There is a need for focused postsecondary advising for all students. HHS does not offer all courses in Program of Study (POS) in student interest areas. 44% of our students completed a CTE program by 12th grade.
2. *HHS* **will implement an internal communication plan. By the end of 2021-2022, faculty meetings will be attended by 100% of staff.**	2. The CNA and WASC have identified need and growth areas related to communication. Improving communication will lead to improvement in morale and collaboration amongst all stakeholders.
3. **By the end of School Year 2021-2022, the graduation rate will be at 90% accomplished by the ART team regularly using the Data Team process to monitor efficacy of school wide data. (Look and evaluate programs, make school wide decisions).**	3. Schoolwide data is not being consistently monitored or analyzed. Understanding data will help the ART make informed school-wide recommendations to the Principal.
4. **HHS will revise and implement the SEL plan. By the end of 21-22, chronic Absenteeism will drop by 1%.**	4. Chronic absenteeism has gone up 1% each year for the past 3 years.

Planning		Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate quarter(s) of implementation in next column)*	Quarter Implementing	<u>Indicate:</u> •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress

Hilo High School will develop and implement a plan that will prepare students to become college/career ready. By the end of school year 2021-2022, *56% of students will be Concentrators or participants.*	A successful implementation of 9th grade teams and a program to ensure all students will become College/Career Ready. In order to accomplish this, we need to start by addressing the following:
	1. Develop that vision of what this is going to look like as we move forward. Where do we see this initiative in 3 years.
	2. Define 9th grade teams and set up systems to ensure success (Common meeting time, policies, procedures, goals.)
	3. Develop a College/Career Readiness team.
	   a. Begin developing a 9th Grade College/Career Readiness Plan, which includes (*Personal Transition Plan* PTP) for SY '22-'23.
	   b. Refine and implement individual freshmen advising.
		Quarter 1	Promise Plan
			
			School Design
			
			Equity
			
			Innovation
			
			CNA - 1,2,3
			
			SW 1, 6
				Mari	x WSF
					x Title I
					☐ Title II
					☐ Title III
					x IDEA
					☐ Homeless
					x CTE
					☐ Other
					☐ N/A
						The following will be revised by our ART before the end of each quarter:
						CTE Enrollment
						9th grade marks
						College/Career readiness plan

	c. Team to collaborate on developing a school-wide plan to shift toward smaller learning communities.
	4. Selected teachers will attend College/Career readiness training/professional development/site visits.
	    a. Research and determine a list of training/PD or sites where teachers can gain insight of College/Career Readiness activities
	5. Work with Counselors to develop a plan for College/Career Readiness prior to registration ('22-'23).
	    a. collaborate with College/Career Readiness Team to develop counseling plan for registration
	6. Develop a student CTE *completer (i.e., minimum 2 year course sequence in a pathway program of study)* expectation checklist/reflection form.
	    a. review student eligibility for CTE completer qualifications
	    b. discuss eligibility and course requirements with CTE dept members
	    c. College/Career Readiness Team to determine				

	student progress toward CTE 7. College/Career Readiness Team Family Engagement Activity on Planning for College/Career.		SW 7			
HHS will implement an internal communication plan. By the end of 2020-2021, faculty meetings will be attended by 100% of staff.	Internal Communication Plan will include: 1. Administration will work with ART to establish and implement a chain of command for the dissemination of information and distribute at the beginning of each school year. a. This shall also include a clear explanation of the system and include roles, expectations and protocols. 2. An online calendar will be created and followed.	Quarter 1	CNA - 1 SW 1	Charlene	x WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	The following will be reviewed by ART after each semester: Chain of Command Meeting schedule/online calendar Faculty Meeting attendance sheets

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By the end of School Year 2021-2022, the graduation rate will be at 90% accomplished by the ART team regularly using the Data Team process to monitor efficacy of school wide data. (Look and evaluate programs, make school wide decisions).	Team will determine the major responsibilities of all its members. This should include:
	
	1. Members of the ART team will be trained in the Data Process and determine the roles/responsibilities and rituals and routines of data teams.
	   a. DH's will work with department members in understanding and utilizing the Data Process
	2. Monitor data teams and assist with the Data Process
	   a. ART Leads gather data from data teams and review the process followed by each team.
		Quarter 1			x WSF
					☐ Title I
					☐ Title II
					☐ Title III
					☐ IDEA
					☐ Homeless
					☐ CTE
					☐ Other
					☐ N/A
						The following will be revised by our ART before the end of each quarter:
						ART minutes
						Graduation Rate

HHS will revise and implement the SEL plan. By the end of 21-22, chronic Absenteeism will drop by 1%.	PBIS team will be created to do the following:
	
	1. PBIS team will meet to revise SEL plan.
	   a. Plan will include intervention and incentive programs.
	2. PBIS team will meet monthly to evaluate effectiveness based on data.
	   a. Monthly meetings will also included planning for
		Ongoing	WASC 4
			
			Promise Plan
			School Design
			Empowerment
			Equity
			
			SW 1, 7
				Garet
				Krystal
					x WSF
					x Title I
					☐ Title II
					☐ Title III
					☐ IDEA
					☐ Homeless
					☐ CTE
					x Other
					☐ N/A
						The following will be revised by our ART before the end of each quarter:
						SEL Plan
						Chronic Absenteeism data

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		SEL/PBIS activities (celebrations, interventions, HERO, etc.)					