



2020-2021 Academic Plan

Pahoa High & Intermediate School

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2020 Academic Plan, School Year 2020-21

School: **Pahoa High and Intermediate School**

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

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

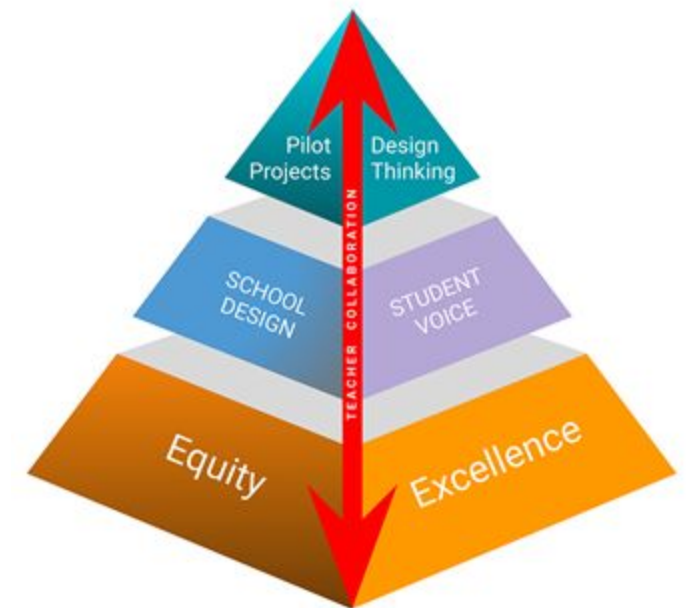
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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

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





Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>1) Academic:</p> <p>a) Currently, our special education subgroup makes up 22% of our student population. Our special education students are not performing as well as our “all students” group as indicated by our SY 18-19 STRIVE HI results. According to STRIVE HI, 6% of special education students met the achievement standard for Language Arts and 5% met the achievement standard for Math. Our “all students” group data shows 37% for Language Arts and 25% for mathematics and 12% for science. (SW1)</p> <p>b) According to STRIVE HI for 2018-2019, 74% of students and 52% of students in special education graduate on time. This continues a downward trend from the previous three years. (SW1)</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>Academic TOA 1 (SY 2020-2021) If students are given challenging tasks, and their various thinking processes are honored, then their confidence and perseverance will improve.</p> <p>Academic TOA 2 (SY 2020-2021) IF we provide instruction in differentiated formats THEN we will meet the needs of our various learners and should be able to reach most students.</p> <p>Academic TOA 3 (SY 2021-2022) IF we gradually increase rigor and implement engagement strategies, THEN students’ thinking will be challenged in new and interesting ways increasing student engagement.</p> <p>Academic TOA 4 (SY 2022-2023) If we focus collaboratively on learning strategies for critical thinking skills, then the students will be able to articulate critical thinking verbally and in writing.</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>Academic TOA 1 Enabling Activities (SY 2020-2021)</p> <p>a. Teachers will incorporate Culture-Base/Place-Base/Problem-Based activities and lessons in the classroom including essential questions that push students' thinking processes. (SW6)</p> <p>b. Staff will give encouragement, positive praise, constructive criticism in order for students to feel their own success. (SW6)</p> <p>c. Teachers will provide tasks based on a rubric which guides thinking skills to higher levels of cognitive understanding. (SW6)</p> <p>Academic TOA 2 Enabling Activities (SY 2020-2021)</p> <p>a. Providing training for teachers on inclusion and differentiation strategies relating to students' various learning abilities such as the incorporation of online (Google Classroom) and Hands-on projects to provide a variety of instructional strategies such as Newsella, memes, jigsaw method, feedback, etc. (SW6)</p> <p>b. Students who are struggling below competency will be offered a differentiated format to help them reach success. (SW6)</p> <p>c. Students will be provided small group instruction for</p>

		<p>inclusion classes with support from teachers, educational assistants or paraprofessional tutors as needed. (SW6)</p> <p>Academic TOA 3 Enabling Activities (SY 2021-2022)</p> <ul style="list-style-type: none">a. Teachers will incorporate rubrics for higher order activities for students to engage in student/peer reflection and self-assessment from weak to proficient. (SW6)b. Chunking activities to adapt to the needs of individual students will allow students to improve. (SW6)c. Teachers create and/or find engaging and relevant activities / lessons. They also incorporate hands-on activities when possible (such as Newsella, memes, projects etc). (SW6) <p>Academic TOA 4 Enabling Activities (SY 2022-2023)</p> <ul style="list-style-type: none">a. Teachers need to be given time to freely collaborate to develop and share effective learning strategies to further students’ critical thinking skills. (SW6)b. Teachers will support the articulation of critical thinking by providing students the opportunity to explain their thinking through verbal and written expression. (SW6)c. Teachers will teach students critical learning strategies and how to deal with complex situations by participating in hands-on activities that promote critical thinking. (SW6)
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<p>2) ELL: Based on the WIDA assessment, 13% of total English Language Learners are on track to gain proficiency in the specified timeline. (SW1)</p>	<p>ELL TOA 1 (SY 2020-2021) ELL: If teachers gain additional strategies in ELL practices, then students will improve their skills in all subject areas.</p>	<p>ELL TOA 1 Enabling Activities (SY 2020-2021)</p> <ul style="list-style-type: none">a. Teachers will be provided at least one or more ELL best practices strategies workshops such as data teams, PDs during staff meetings or workshops to assist students in all settings. (SW6)b. Need more one-to-one strategies to support students in ELL with various language barriers and difficulties in all core/elective classes. (SW6)c. Teachers share collaborative techniques to best enhance the learning for ELL students. (SW6)
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<p>3) Chronic Absenteeism: 63 % of students at the school have fewer than 15 days absent (STRIVE HI) (SW1)</p>	<p>Attendance TOA 1 (SY 2020-2021) Attendance: If PHIS provides engaging, relevant and rigors lessons for all students, then students will want to attend school.</p> <p>Attendance TOA 2 (SY 2021-2022) If attendance supports are provided in incremental steps, then student attendance will increase.</p>	<p>Attendance TOA 1 Enabling Activities (SY 2020-2021)</p> <ul style="list-style-type: none">a. Students will be provided technology making lessons more relevant and engaging from the student’s perspective. For example, videos can be used to apply math concepts to current events (such as the effect of the COVID-19 virus). (SW6)b. PHIS will host a quarterly incentive event/activity for <u>students</u> who earn perfect attendance during that quarter including inviting families. (SW6, SW7)c. Middle School students will use planners for students to keep track of their attendance and increase parent communication. This can be done by using “stamps/stickers” instead of tickets. (SW6, SW7) <p>Attendance TOA 2 Enabling Activities (SY 2021-2022)</p> <ul style="list-style-type: none">a. Teachers will accurately record students attending courses. Counselors, support staff and finally administration will notify parents and students about their chronic absences. (SW6, SW7)b. Administration will clearly establish a system of rewards and consequences to encourage maximum student attendance. (SW6, SW7)c. PHIS will create an attendance support tier system with tiered specific interventions to encourage attendance. (SW6, SW7)
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<p>4) Behavior: According to eCSSS, our 2018-2019 behavior shows an increasing trend of suspensions, fighting and repeat offenders over the last 3 years. (SW1)</p>	<p>Behavior TOA 1 (SY 2020-2021) IF we have clear, consistent expectations, interventions and consequences, then students will feel safe and fairly treated.</p> <p>Behavior TOA 2 (SY 2020-2021) If we offer students a choice between two consequences, then students will be more accountable for their learning.</p> <p>Behavior TOA 3 (SY 2021-2022) If we offer students positive rewards then it may increase focus and motivation.</p> <p>Behavior TOA 4 (SY 2022-2023) If we build positive relationships with students, then it will open communication.</p> <p>Behavior TOA 5 (SY 2022-2023) If we provide a structured environment with clear expectations, then the students will recognize the value of self regulation.</p>	<p>Behavior TOA 1 Enabling Activities (SY 2020-2021)</p> <ul style="list-style-type: none"> a. Student expectations, interventions and consequences will be posted in all classrooms and shared with families during events such as parent/teacher conferences, open house etc. (SW6) b. Admin will have clear, consistent expectations, interventions and consequences. (SW6) c. Admin and Teachers agree upon clear, posted, repetitive, and consistent schoolwide rules and expectations. Teachers will be able to enforce them daily and students will follow more consistently and fairly. (SW6) <p>Behavior TOA 2 Enabling Activities (SY 2020-2021)</p> <ul style="list-style-type: none"> a. Using restorative practices and PBIS systems, teachers will provide concrete choices for students to correct their behavior. (SW6) b. School will ensure that consequence is clear and honored consistently and students will clearly know their choices will result in a consequence. (SW6) c. Restorative Practices type training for all staff. (SW6) <p>Behavior TOA 3 Enabling Activities (SY 2021-2022)</p> <ul style="list-style-type: none"> a. Implement a schoolwide incentive program (snacks, free time, movie, etc) for students' behavior, academics, sharing information/project to a group of students, etc. at the end of quarter/month) (SW6) b. Quarterly Incentive/Awards Ceremonies (Certificates/Incentives provided to students based off of GPA, Attendance, Uniform, etc.) (SW6) c. Students will be able to engage in activities based on a school wide goal. EX: 80% of students will be to class on time, 80% of students will not receive referrals. (SW6) <p>Behavior TOA 4 Enabling Activities (SY 2022-2023)</p> <ul style="list-style-type: none"> a. Student voice will be incorporated in decision making
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		<p>about daily activities, rules and routines. For example, a student suggestion box in every classroom. (SW6)</p> <p>b. Through positive relationships and interactions with students, communication will become focused upon student concerns, building a positive learning environment. (SW6)</p> <p>c. Teachers, admin, and staff will acknowledge every student in the hallway, as they pass by, using names, if possible, and giving a positive affirmation. (SW6)</p> <p>Behavior TOA 5 Enabling Activities (SY 2022-2023)</p> <p>a. Student-created posters, video, visual storytelling, presentation for the classroom for rules, expectations, interventions and consequences. (SW6)</p> <p>b. Admin and teachers will provide a structured environment on campus and in classrooms with clear expectations. (SW6)</p> <p>c. All teachers explain and post school-wide expectations in their classes. (SW6)</p>
<p>5) Climate and Culture: According to the SQS survey and WASC Mid Term Progress Report, satisfaction with the school was recorded as 38.4 % of teacher respondents having a satisfactory or better rating for the school and 53.9% of students having a satisfactory rating for the school. (SW1)</p>	<p>Climate and Culture TOA 1 (SY 2020-2021)</p> <p>If we provide a positive school climate and culture for all stakeholders at PHIS, then student achievement, behavior and attendance will improve.</p>	<p>Climate and Culture TOA 1 Enabling Activities (SY 2020-2021)</p> <p>a. The school will provide multiple opportunities/events/assemblies to recognize student achievement, behavior, and attendance. (SW6)</p> <p>b. There should be ways to improve professional relationships amongst staff on campus to improve climate and culture. When staff on campus feels respected and valued it will reflect on students. Therefore developing proper protocol such as mediation teams and PDs on effective communication etc..will allow everyone to feel “safe” to voice their concerns, hence improve climate and culture. (SW6)</p>



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

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

Here at PHIS, our School Design is around John Hattie’s Visible Learning strategies (VLS). We believe if all students engage in evidence based strategies, they will thrive. These strategies cover the whole child focusing on their academics, behavior and social/emotional wellness. In the school year 2019 -2020 our school selected the VLS collective efficacy. In the area of Student Voice, we have systems in place for all students to have a voice through AVID, Leadership and SEL classes. We have an active student body government who often survey’s our student body to gain feedback and provide students a voice. (SW6)

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

PHIS Staff has created enabling activities to further support our School Design and Student Voice practices. Our PD 21 is centered around VLSs providing our faculty the opportunity to learn a selected strategy, plan how to apply this strategy, implement the strategy with feedback and reflect and review the data based on the selected strategy. In the area of Student Voice, we will continue to implement more ways to provide all students with the opportunity to have a voice. (SW6)

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

At PHIS we will know our School Design and Student Voice are having positive impacts throughout campus when all stakeholders are practicing collective efficacy. Our campus conditions will be a place where all staff want to come to work and all students want to come to school. (SW6)

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>School Design</p> <ol style="list-style-type: none"> 1. 100% of teachers will attend PD on Visible Learning. 2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom. 3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>School Design</p> <ol style="list-style-type: none"> 1. 100% of teachers will attend PD on Visible Learning. 2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom. 3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>School Design</p> <ol style="list-style-type: none"> 1. 100% of teachers will attend PD on Visible Learning. 2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom. 3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy.

<p>Student Voice</p> <p>1. 100% of all students will be surveyed quarterly questions promoting student voice.</p>	<p>Student Voice</p> <p>1. 100% of all students will be surveyed quarterly questions promoting student voice.</p>	<p>Student Voice</p> <p>1. 100% of all students will be surveyed quarterly questions promoting student voice.</p>
<p><i>Why you are implementing them?</i></p> <p>We are implementing this school design because it is best practices and good for all students. Now that we know about effect size and the use of effective strategies, we should use current research and information to enhance student learning.</p>	<p><i>Why you are implementing them?</i></p> <p>We are implementing this school design because it is best practices and good for all students. Now that we know about effect size and the use of effective strategies, we should use current research and information to enhance student learning.</p>	<p><i>Why you are implementing them?</i></p> <p>We are implementing this school design because it is best practices and good for all students. Now that we know about effect size and the use of effective strategies, we should use current research and information to enhance student learning.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will see improvements in our formative and summative measures.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will see improvements in our formative and summative measures.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will see improvements in our formative and summative measures.</p>



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> <ul style="list-style-type: none"> • ELA: 38% • Math: 25% • Science: 12% • Chronic Absenteeism: 37% • School Climate: 64% • Graduation: 74% 	<p><i>Add throughout the year measurements here.</i></p> <p>1) In the area of academics, The number of SPED and All students who are at high risk in marks (ELA, Math, Science, Social Studies) will increase passing grades by 5% each quarter compared to last year as measured by LDS Daily Student Dashboard.</p> <p>2) In the area of ELL ELL students will take a practice ELL assessment. Quarterly progress will measure student gains.</p> <p>3) In the area of attendance The number of SPED and All students who are at high risk for attendance will decrease by 5% compared to the previous year's Q1, Q2, Q3, and Q4 as measured by LDS Daily Student Dashboard.</p> <p>4) In the area of behavior The number of SPED and All students who are at high risk for behavior will decrease by 5% each quarter compared to the previous year's Q1, Q2, Q3, and Q4 as measured by LDS Daily Student Dashboard.</p> <p>5) In the area of climate and culture A quarterly survey will be given to faculty and staff with SQS questions to gage where they are at compared to last year's year end SQS survey results.</p>	<p><i>Add end of year goals here.</i></p> <p>1) In the area of academics, a) SBA ELA and Math will increase by 5%. EOC, HSA Science will also increase by 5%. b) SPED sub group in the area of SBA ELA and Math will increase by 5% proficiency c) Our graduation rate will increase by 5%</p> <p>2) In the area of ELL a) WIDA ELL scores will increase by 5% proficiency</p> <p>3) In the area of attendance a) Our chronic absenteeism will decrease by 5%</p> <p>4) In the area of behavior a) Our behavior referrals, suspensions, and repeat offenders will decrease by 5%</p> <p>5) In the area of climate and culture a) Our SQS will increase by 5%</p>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.	Academic TOA 2 Enabling Activities (SY 2020-2021) b. Students who are struggling below competency will be offered a differentiated format to help them reach success.	Yearlong		Data teams will monitor student assignment grades. (SW3)	Mid Quarter and Quarter	Complex area staff will monitor school's
SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.	Academic TOA 2 Enabling Activities (SY 2020-2021) c. Students will be provided small group instruction with support from teachers, educational assistants or paraprofessional tutors inclusion classes as needed.	Yearlong		Teachers will monitor student daily assignments. (SW3)	Mid Quarter and Quarter	
Our chronic absenteeism will decrease by 5%	Attendance TOA 1 Enabling Activities (SY 2020-2021) a. Students will be provided technology making lessons more relevant and engaging from the student's perspective. For example, videos can be used to apply math concepts to current events (such as the effect of the COVID-19 virus).	Yearlong		Administration and faculty walkthroughs will be collected and analyzed. (SW3) Attendance team will monitor student progress cross referencing the walkthrough data collected. (SW3)	Quarter	Complex area staff will monitor school's
Our chronic absenteeism will decrease by 5%	Attendance TOA 1 Enabling Activities (SY 2020-2021)	Yearlong		Attendance team will monitor the effectiveness	Quarter	

	b. PHIS will host a quarterly incentive event/activity for <u>students</u> who earn perfect attendance during that quarter including inviting families. (SW7)			of quarterly incentives. (SW3)		
Our chronic absenteeism will decrease by 5%	Attendance TOA 1 Enabling Activities (SY 2020-2021) c. Middle School students will use planners for students to keep track of their attendance and increase parent communication. This can be done by using “stamps/ stickers” instead of tickets. (SW7)	Yearlong		Attendance team will monitor the effectiveness by comparing last year's attendance to this year's attendance. (SW3)	Monthly	
Our behavior referrals, suspensions, and repeat offenders will decrease by 5%	Behavior TOA 1 Enabling Activities (SY 2020-2021) a. Student expectations, interventions and consequences will be posted in all classrooms and shared with families during events such as parent/teacher conferences, open house etc.	Yearlong		Behavior team will support posting student expectations. (SW3)	Beginning of the school year	
Our behavior referrals, suspensions, and repeat offenders will decrease by 5%	Behavior TOA 2 Enabling Activities (SY 2020-2021) b. School will ensure that consequence is clear and honored consistently and <u>students</u> will clearly know their choices will result in a consequence.	Yearlong		Behavior team will monitor student consequences by analyzing discipline data. (SW3)	Monthly	

SQS survey will increase by 5% Student Voice 1. 100% of all students will be surveyed quarterly questions promoting student voice.	Climate and Culture TOA 1 Enabling Activities (SY 2020-2021) a. The school will provide multiple opportunities/ events/assemblies to recognize <u>student achievement, behavior, and attendance</u> .	Yearlong		Climate and Culture team will review student surveys, grades, achievement, behavior and attendance data. (SW3)	Quarter	
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Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.	Academic TOA 1 Enabling Activities (SY 2020-2021) a. Teachers will incorporate Culture- Base/ Place-Base/Problem-Based activities and lessons in the classroom including essential questions that push students' thinking processes.	Yearlong		Administration and faculty walkthroughs will be collected and analyzed. (SW3)	Quarter	To be filled in by the complex team
SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.	Academic TOA 1 Enabling Activities (SY 2020-2021) b. Staff will give encouragement, positive praise, constructive criticism in order for students to feel their own success.	Yearlong		Data teams will monitor student progress in daily assignments, assessments, grades and summative statewide assessments. (SW3)	Monthly, Quarterly	

<p>SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.</p>	<p>Academic TOA 1 Enabling Activities (SY 2020-2021)</p> <p>c. Teachers will provide tasks based on a rubric which guides thinking skills to higher levels of cognitive understanding.</p>	Yearlong		Faculty will monitor students progress from baseline rubric measurement to the next step quarterly. (SW3)	Quarter	
<p>SPED subgroup and our overall scores on SBA ELA and Math will increase by 5%. EOC, HSA Science and our graduation rate will also increase by 5%.</p> <p>School Design</p> <p>1. 100% of teachers will attend PD on Visible Learning.</p> <p>2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom.</p> <p>3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy.</p>	<p>Academic TOA 2 Enabling Activities (SY 2020-2021)</p> <p>a. Providing training for teachers on inclusion and differentiation strategies relating to students' various learning abilities such as the incorporation of online (Google Classroom) and Hands-on projects to provide a variety of instructional strategies such as Newsella, memes, jigsaw method, feedback, etc.</p>	Yearlong		ART will monitor completion of PDs. (SW3)	Quarter	
<p>WIDA ELL scores will increase by 5% proficiency</p> <p>School Design</p>	<p>ELL TOA 1 Enabling Activities (SY 2020-2021)</p> <p>a. Teachers will be provided at least one or more ELL best practices strategies workshops such as data</p>	Yearlong		ART will monitor completion of PDs. (SW3)	Quarter	

<p>1. 100% of teachers will attend PD on Visible Learning.</p> <p>2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom.</p> <p>3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy.</p>	<p>teams, PDs during staff meetings or workshops to assist students in all settings.</p>					
<p>WIDA ELL scores will increase by 5% proficiency</p> <p>School Design</p> <p>1. 100% of teachers will attend PD on Visible Learning.</p> <p>2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom.</p> <p>3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy.</p>	<p>ELL TOA 1 Enabling Activities (SY 2020-2021)</p> <p>b. Staff needs more one-to-one strategies to support students in ELL with various language barriers and difficulties in all core/elective classes.</p>	Yearlong		ART will monitor completion of PDs. (SW3)	Quarter	
<p>WIDA ELL scores will increase by 5% proficiency</p>	<p>ELL TOA 1 Enabling Activities (SY 2020-2021)</p> <p>c. Teachers share</p>	Yearlong		Documented in data team agenda and notes. (SW3)	Quarter	

	collaborative techniques to best enhance the learning for ELL students					
Our behavior referrals, suspensions, and repeat offenders will decrease by 5%	Behavior TOA 1 Enabling Activities (SY 2020-2021) b. Admin will have clear, consistent expectations, interventions and consequences.	Yearlong		Behavior team will monitor student behavior data by analyzing discipline data and SQS surveys. (SW3)	Quarter	
Our behavior referrals, suspensions, and repeat offenders will decrease by 5%	Behavior TOA 1 Enabling Activities (SY 2020-2021) c. If Admin and Teachers agree upon clear, posted, repetitive, and consistent schoolwide rules and expectations then Teachers will be able to enforce them daily and students will follow more consistently and fairly.	Yearlong		Behavior team will monitor student behavior by analyzing discipline data. (SW3)	Monthly	
Our behavior referrals, suspensions, and repeat offenders will decrease by 5% School Design 1. 100% of teachers will attend PD on Visible Learning. 2. 100% of all teachers will select two Visible Learning strategies this school year implementing it in the classroom.	Behavior TOA 2 Enabling Activities (SY 2020-2021) a. Using restorative practices and PBIS systems, <u>teachers</u> will provide concrete choices for students to correct their behavior.	Yearlong		Administration and faculty walkthroughs will be collected and analyzed. (SW3)	Quarter	

3. 100% of PHIS faculty and staff will learn about the Visible Learning strategy Collective Efficacy.						
Our behavior referrals, suspensions, and repeat offenders will decrease by 5%	Behavior TOA 2 Enabling Activities (SY 2020-2021) c. Restorative Practices type training for all staff.	Yearlong		ART will monitor completion of PDs. (SW3)	Quarter	
SQS survey will increase by 5%	Climate and Culture TOA 1 Enabling Activities (SY 2020-2021) b. There should be ways to improve professional relationships amongst staff on campus to improve climate and culture. When staff on campus feels respected and valued it will reflect on students. Therefore developing proper protocol such as mediation teams and PDs on effective communication etc. will allow everyone to feel “safe” to voice their concerns, hence improve climate and culture.	Yearlong		Climate and Culture team will monitor through created surveys and the quarterly SQS survey. (SW3)		



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>1) During the school year 2019-2020, we began an Alternative Learning Program Services and Supports (ALPSS) to support students in the areas of both academics and behavior. The ALPSS took place off campus at a community church. This program was made available for up to 12 students in grades nine to twelve. Qualifying students demonstrated all three areas of need: social/emotional support, academic support and attendance support. What we learned from our pilot program this school year was that not only did this program benefit the 12 individuals that participated, teachers on campus noted it made a remarkable difference with student engagement, student focus and student behavior in all classes. The removal of students who were in need of tier 3 supports changed the entire class dynamics throughout campus. In addition to starting the ALPSS, we also began implementing collective efficacy school wide. Collective efficacy has strengthened the implementation of our ALPSS.</p> <p>2) Ramp Up - HCC</p> <p>1) During the school year 2020-2021, Hawaii Community College (HCC), in a joint effort with Pahoa High and Intermediate School, will begin to revise and change our Career Pathway in order to create a dual credit program for students entering the construction industry. During this school year, HCC instructors will be working with HIDOE staff to revamp parts of the Industrial Arts and Engineering Pathway Core Class to align with community college standards, specifically in the areas of workplace math and skills readiness. The ultimate goal is to create a cohort of students who will, by the end of their high school career, have one year of college credits that can be applied to the construction certification through HCC. (SW5)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>1) The ALPSS program will be successful if provided</p> <ul style="list-style-type: none"> ■ Funding ■ Additional staff to facilitate classes ■ Community Partners ■ Technology ■ Counselors <p>2) The HCC Ramp Up program will be successful if provided</p> <ul style="list-style-type: none"> ■ Funding ■ Additional staff to facilitate classes ■ Community Partners ■ Technology ■ Counselors