2022 Academic Plan, School Year 2022-23

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 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.

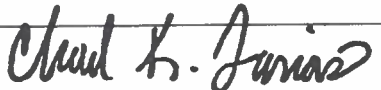- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).
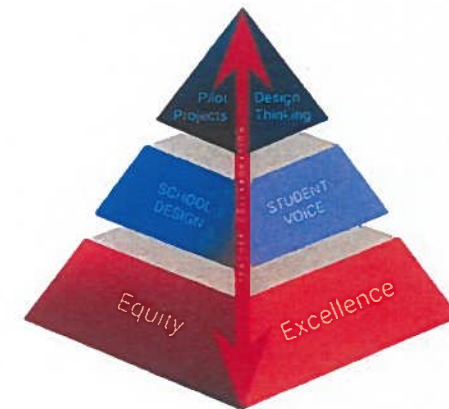
Principal (print):		
Principal's signature:		Date: 2/4/22
Complex Area Superintendent (print):		
Complex Area Superintendent's signature:		Date: 4/13/22

[School Name], [Version 1], [Date]
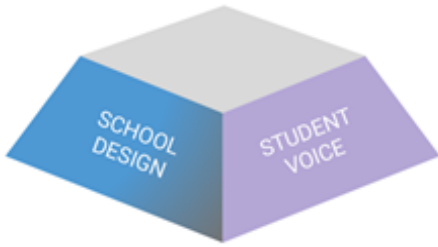
Teaching & Learning Core: Equity and Excellence

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 (SW6)

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.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your _Enabling Activities_ to improve the achievement gap?
Academic Challenges: 1) Students are experiencing difficulty engaging with grade level content across all curriculum areas due to skill deficits from a variety of sources (pandemic, lack of attendance, community perceptions of school, etc) 2) 43% of students in language arts, 18% of students in math and 15% of students in science are currently performing at or above standards for the 2021 Smarter Balanced Assessment. 3) Currently, 5% of EL students are on track to English Language proficiency 4) No students in the Special Education Sub group met standards in English, mathematics or science. 5) Daily average attendance for 20-21 was at 85.4% and for 21-22 it currently is at 73.9% 6) On time graduation for 20-21 was 88% (SW1)	_If we can increase our graduation rate by 7%, we will be at the state's goal of 95% on time graduation._ 1) If we provide examples that are on the Smarter Balanced Assessment in all core and elective courses then students will achieve higher scores.(GAP #2) 2) If we meet the EL requirements of professional development for teachers and establish avenues for collaboration, then we can provide unified instructional support for all EL students. (GAP #3) 3) If teachers use more sheltered instruction and communicative language instruction strategies in all classes (core and electives) then: more EL students will make progress toward English language proficiency; and more students will make gains in ELA, math, and science assessments. (GAP #3) 4) If we establish a schoolwide vocabulary for each week based on Smarter Balanced Assessment terms, and students are receiving learning opportunities to solidify those words and meanings in all of their classes, then more students will make gains. 5) If we set rigorous,explicit, scaffolded and learning targets for content and academic language, based on content standards, we will see an improvement in SBA data and student engagement. 6) If we offer appropriate support (EL workshop course, EL support in all content classes, EL counseling support) for all EL identified students, we will see an improvement in our ACCESS data. 7) If we offer appropriate SPED supports (pull out class if appropriate, inclusion supports with co-teacher or EA, SPED support for mainstreamed SPED students), we will see an improvement in our SPED SBA data. 8) If we can increase our graduation rate by 7% then we should be at the state's goal of 95% of students	_1) Teachers' will use communicative instruction strategies in all settings, e.g.: teacher v. student talk; pair and small group speaking; number of students asking/answering questions; volunteer v. non-volunteer questions; think-discuss-share-write-revise protocols. (TOA #4, #5, #12)_ _2) Teachers will use quarterly CFA assessments in core classes developed from released Smarter Balanced Assessment questions. CFAs in non-core classes will be developed and modeled after specific types of tasks from Smarter Balanced assessment._ _3) Staff will continue to attend professional development regarding special education strategies and inclusive practices. Included in this will be once weekly co-teacher meetings during collaboration time._ _a. IEP meetings are held in a timely manner and meet completion criteria. Care Coordinators will conduct observations of students before meetings and gen ed teachers will coordinate with SPED teachers prior to meetings. IEPs goals will be finite, focused and meet SMART criteria._ _4) Bi-weekly Achievement Team meetings to include achievement team cycles and the development of focus goals and strategies within each department. Focus goals will be based on deficit areas identified through iReady, DIBELS, and SBA scores._ _5) Counselors will meet with 100% of their grade level students to create and monitor their graduation plans. Counseling staff will notify teachers of parent contacts for students at risk for failure quarterly. (TOA#15)_

	graduating. 9) If we can provide an alternative program after school that provides remediation to students who are credit deficient then we should be at the state's graduation goal of 95% on time graduation.. 10) If we can compile individual student data (SBA language arts, math and science), we can adapt instruction and support to address their deficits and increase their scores. 11) If communities and businesses and outside programs like CLIMB HIGH were involved in some of the classes on campus, student engagement, involvement (and buy-in) would increase. 12) If teachers accessed and promoted the virtual library and increased access, student involvement and reading scores would increase. 13) If we have place-based or project-based learning opportunities, students will be more motivated and engaged in the learning process 14) If 100% of our 9th grade students have a graduation plan created by the end of their 8th grade year, then 95% of our students will graduate on time. (GAP #6)	

Behavior Challenges:
1) School climate at PHIS is a contributing factor to a lack of progress in achievement and regular school attendance.
2) Students are showing a lack of motivation and engagement in the learning process.
3) In the Fall 2021 Panorama survey, 64% of students gave a favorable impression of social and learning climate in the classroom, a decline of 7% from the previous year.
4) In the Fall 2021 Panorama survey, 58% of students responded favorably regarding their social connection between teachers and students, a decline of 7% from the previous year.
5) Class A and B offenses are declining, but there are still high numbers in the areas of fighting and disorderly conduct.

1) If we engage in a positive teacher-student relationship then student attendance and class participation will increase, and tardiness/classroom disruptions will decrease.
2) If we focus on community and culture building with students/caregivers/community then attendance should increase.
3) If we adopt more differentiation strategies for teaching and more alternative options to demonstrate learning, students would feel included and make greater gains.
4) If we have more structured recess activities, extracurricular activities, and ways for students to express themselves positively that involve both students and staff, then students will be motivated to attend school and therefore make progress in achievement.
5) If we implement restorative justice practices, the frequency of fights and disorderly conduct will reduce.
6) If we set shared,visible, and rigorous expectations for all students in all classes, consistently hold students to these expectations, and help students see the relevance of their education, then students will have a higher level of motivation and engagement.
7) If we improve/increase positive and productive student-to-student interactions while learning the content, the school climate will improve.
8) If we provide clear policies and procedures with follow up for monitoring attendance issues then attendance will increase.
9) If we have school wide expectations made visible throughout campus, then students will know and understand what our values and expectations are.

1) *Implement specific high leverage relationship building strategies school wide such as greeting students at the door, common school-wide agreed upon classroom rules, etc.*
2) *Develop community partnerships with various social service and culturally relevant groups to come on campus and provide both guidance but also lessons for students and staff.*
3) *Schoolwide signage and posters updated and created to emphasize positive behavior, inclusivity, and expectations.*
4) *Continue through both teacher committees, clubs, and SBG with school wide events that include community partners.*
5) *Provide students and staff opportunities for volunteer opportunities on campus, e.g. helping custodians, beautification projects, new-student greeters and mentors*
6) *Continue to expand student clubs, recess activities, and extra curricular activities such as athletics to provide structured activities for students during recess and after school.*
7) *Continue to acknowledge positive student behaviors through Dagger of the Week, Dagger of the Month, and honor roll with prizes and recognition.*
8) *Develop attendance monitoring team to provide additional student and family support prior to court involvement.* (SW7)
9) *Continue to implement SEL activities at both the middle and high school levels.*
10) *Bi-weekly behavior support meetings to include cross discipline teams to build individual and group support plans for student success.*

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.

Describe here your current and continuing initiatives that will further advance your 2022-23 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.

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.

SY 2022-23 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?

School Design

Academic

1. 90% of teachers will use communicative instruction strategies in all settings. For example, teacher v. student talk, pair and small group speaking; inclusive sharing strategies for asking and answering questions for students, volunteer versus non-volunteer questions and think-discuss-share-write-revise protocols.
2. All teachers will use quarterly common formative assessments in core classes developed from released Smarter Balanced Assessment questions or, in the case of non-core classes, teachers will develop questions modeled after specific types of tasks that students will see in state benchmark assessments.
3. Staff will continue to attend professional development regarding special education strategies and inclusive practices. Included in this will be once weekly co-teacher meetings during collaboration time.
    a. IEP meetings are held in a timely manner and meet completion criteria. Care Coordinators will conduct observations of students before meetings and gen ed teachers will coordinate with SPED teachers prior to meetings. IEPs goals will be finite, focused and meet SMART criteria.
4. Bi-weekly Achievement Team meetings to include achievement team cycles and the development of focus goals and strategies within each department. Focus goals will be based on deficit

areas identified through iReady, DIBELS, and SBA scores.

Behavior
1. Implement specific high leverage relationship building strategies school wide such as greeting students at the door, common school-wide agreed upon classroom rules, etc.
2. Develop community partnerships with various social service and culturally relevant groups to come on campus and provide both guidance but also lessons for students and staff.
3. Schoolwide signage and posters updated and created to emphasize positive behavior, inclusivity, and expectations.
4. Continue through both teacher committees, clubs, and SBG with school wide events that include community partners.
5. Develop attendance monitoring team to provide additional student and family support prior to court involvement.
6. Continue to implement SEL activities at both the middle and high school levels.
7. Bi-weekly behavior support meetings to include cross discipline teams to build individual and group support plans for student success.

Student Voice

Academic

1. Counselors will meet with 100% of their grade level students to create and monitor their graduation plans. Counseling staff will notify teachers of parent contacts for students at risk for failure quarterly. (TOA#15)

Behavior

1. Continue to acknowledge positive student behaviors through Dagger of the Week, Dagger of the Month, and honor roll with prizes and recognition.
2. Provide students and staff opportunities for volunteer opportunities on campus, e.g. helping custodians, beautification projects, new-student greeters and mentors
3. Continue to expand student clubs, recess activities, and extra curricular activities such as athletics to provide structured activities for students during recess and after school.

Why are you implementing them?

Each of the enabling activities were chosen because they were identified by the staff as high leverage areas that could move the school forward. When considering each area, they involve multiple stakeholders and will impact the highest number of students for greatest success. These enabling activities also overlap with each other, allowing success in one area to bring success in another area

How will you know that they are causing an improvement?

We will begin to see improvement in both academic performance and fewer negative behaviors in our students. We will also see an increase in morale amongst students and staff.
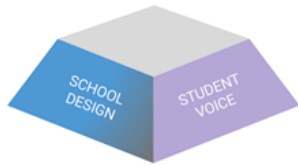
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. ● *Language Arts - 43%* ● *Math - 18%* ● *Science - 15%* ● *High Needs vs Non-High Needs = 40% vs 53%* ● *8% of students on-track for English Language proficiency* ● *Chronic Absenteeism- 35%* ● *88% on-time graduation rate* ● *78% of 8th graders read near, at or above grade level.*	*Add throughout the year measurements here.* Academic Measures 1. 5% increase in the number of students in high risk categories (SpEd, EL) passing core classes each quarter. 2. Quarterly CFA monitoring with 3% improvement each quarter. 3. 1 year growth for all students in iReady and DIBELS score. 4. 3-5% increase of students achieving at least a 2.0 GPA each quarter. Behavior Measures 1. 5% reduction each quarter in class A and B offenses 2. Quarterly recognition for positive behaviors 3. 5% positive increase in Panorama surveys regarding feelings about the school, safety, and community. 4. 5% increase in SQS survey results. 5. 50% of students will participate in an extracurricular activity.	*Add end of year goals here.* Academic 1. Meet statewide goals for ELA and Math on SBA 2. Increase Science scores to 25% meeting or exceeding on state assessment 3. Increase EL students on track to English language proficiency to 30%. 4. Increase on time graduation rate to 95% 5. 50% of students will be enrolled in postsecondary institution. 6. Special education students will make 25% gains in the difference between their prior scaled score and next level cut score. For example if an 8th grade student scored 2450 (level 1) on the math test last year and the level 2 minimum score is 2504, the difference would be 54 points. The student would be expected to make at least 25% gain on that difference, which would be roughly 14 points or more. Behavior 1. Reduce chronic absenteeism to less than 30% 2. Increase internal safety survey data to 70% or better of teachers and staff feeling safe at school. 3. Every student will have a significant adult they can name on campus. 4. Improve professional relationships amongst staff on campus to improve culture and climate through planned activities.

Formative Measures (SY 2022-23)

Measurable Outcome(s)	Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW5)	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
5% increase in the number of students in high risk categories (SpEd, EL) passing core classes each quarter.	**EA 3, EA 4, EA 5, EA 7** *I*	Yearlong	42101 17101	Bi-weekly Achievement Teams Counseling Team Coaches/Admin Team	Mid Quarter and Quarter	
Quarterly CFA monitoring with 3% improvement each quarter.	**EA 2, EA 4, EA 7**	Yearlong	42101	Bi-weekly Achievement Teams Coaches/Admin Team	Quarter	
1 year growth for all students in iReady and DIBELS score.	**EA 1, EA2, EA 3, EA 4, EA 7**	Yearlong	42101 17101	Bi-weekly Achievement Teams Coaches/Admin Team SpEd Department	Quarter	
3-5% increase of students achieving at least a 2.0 GPA each quarter.	**EA 5,** EA6, EA 7	Yearlong	42101	Bi-weekly Achievement Teams Coaches/Admin Team	Quarter	
5% reduction each quarter in class A and B offenses	**EA 1, EA 2, EA 3, EA 4, EA 6, EA 7, EA 9, EA 10**	Yearlong	42101	Coaches Counselors Admin	Monthly	
Quarterly recognition for positive behaviors	**EA 7, EA 9, EA 8, EA 10** (SW7)	Yearlong	42101	Committee		

| Measurable Outcome	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity
5% positive increase in Panorama surveys regarding feelings about the school, safety, and community.	EA1-10	Yearlong	42101	Coaches Admin Staff	Monthly	
5% increase in SQS survey results.	EA1-10	Yearlong	42101	Coaches Admin Staff	Quarter	
50% of students will participate in an extracurricular activity.	EA 1, EA 2, EA4, EA6	Yearlong	42101	Coaches SAC Admin Counselor	Quarter	

Summative Goals (SY 2021-22)

Measurable Outcome(s)	Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW5)	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Meet statewide goals for ELA and Math on SBA	EA1-5	Yearlong	42101 17101	Coaches DH Admin	Quarter	To be filled in by the complex team
Increase Science scores to 25% meeting or exceeding on state assessment	EA1-5	Yearlong	42101	Coaches DH Admin	Monthly, Quarterly	
Increase EL students on track to English language	EA1, EA2, EA 4, EA 5	Yearlong	42101	Coaches DH	Quarter	

proficiency to 30%.				Admin		
Increase on time graduation rate to 95%	**EA 5, EA 10**	Yearlong	42101	Coaches DH Admin	Monthly	
50% of students will be enrolled in postsecondary institution.	**EA 1, EA1-5**	Yearlong	42101	Counselors	Quarter	
Special education students will make 25% gains in the difference between their prior scaled score and next level cut score. For example if an 8th grade student scored 2450 (level 1) on the math test last year and the level 2 minimum score is 2504, the difference would be 54 points. The student would be expected to make at least 25% gain on that difference, which would be roughly 14 points or more.	**EA1-5; EA 6-10**	Yearlong	42101	Coaches DH Admin	Quarter	
Reduce chronic absenteeism to less than 30%	**EA 4-10; EA 5**	Yearlong	42101	Attendance Team	Quarter	
Increase internal safety survey data to 70% or better of teachers and staff feeling safe at school.	**EA1-10**	Yearlong	18902	Admin	Quarter	

Every student will have a significant adult they can name on campus.	EA1-10	Yearlong	18902	Counselor Coaches	Monthly, Quarterly, Semester, year	
Improve professional relationships amongst staff on campus to improve culture and climate through planned activities.	EA1-10	Yearlong	18902	Admin	Quarter	
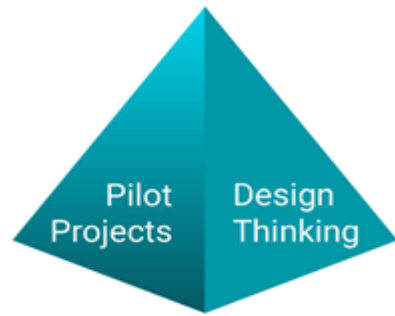
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. Develop a dual credit program that includes both college credits as well as internship opportunities for our students.	*Please describe your conditions for Success:* ■ Increased attendance across all campus areas. ■ 95% on time graduation rate ■ Reduction in A and B offenses by 25%

Develop more place based/multidisciplinary activities for students to engage in through internal collaboration meetings. Build opportunities for students to demonstrate mastery in multiple content areas through cross curricular activities. For those who are teaching outside their license, outline plans and support for those teachers to complete the requirements to become highly qualified. Create opportunities for students to share positive news about each other and for each other. Continue to develop tiered supports for students who need additional support in the areas of academics and behavior. Continue improving upon our ALPS program.	■ An increase in staff morale and feelings of safety.