2023 Academic Plan, School Year 2023-24

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.

State Theme: Ne‘epapa - To move as a whole unit; moving or working together in unison; combined, united.

State of Hawaii Public Education Strategic Plan

Priorities and Goals

Priority I: High Quality Learning for All
- Goal 1.1: All students experience rigorous, high quality learning that results in equitable outcomes for all learners.
- Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.
- Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Priority II: High-Quality Educator Workforce in All Schools
- Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

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Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.
Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.
Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

Priority III: Effective and Efficient Operations at All Levels

Goal 3.1: All school facilities are safe, well maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.
Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
Goal 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Ka'u-Kea'au-Pāhoa Complex Area Vision and Mission:
Vision: Mahalo i ka wai kamaka o ka pua - Flowers thrive where there is water, as thriving people are found where living conditions are good.
Mission: No na keiki mau a mau - For the children forever and ever
Theme: Ho'okahi wai 'o ka like - We are all made of the same water
Our Intentions:
1. Improve educational outcomes.
2. Create thriving learning environments.
3. Connect school to community and beyond.

Pāhoa High and Intermediate School Vision and Mission:
Awa - a port, harbor, or cove; a channel or passage, as through a reef.
We are a place where our students, staff, and community can seek refuge, to learn, and to prepare for the voyages ahead.
Vision - PHIS is a place students, staff, and the community want to be and is both physically and emotionally safe.
Mission: Pāhoa High and Intermediate School is a place where students engage with the community and world, striving to care for themselves, their families, and communities through growth and a clear vision of what each of them can bring to the world.

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<tr>
<th>Principal (print): Kim Williamson</th>
<th>Date: 4/12/23</th>
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<tr>
<td>Principal's signature:</td>
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<tr>
<td>Complex Area Superintendent (print): Stacey Ballo</td>
<td>Date: 4/12/2023</td>
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<td>Complex Area Superintendent's signature:</td>
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Priority I: High Quality Learning for All
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

Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup. 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.

1. PHIS SBA achievement results:
   a. Whole school, 34% met or exceeded in ELA; 17% met or exceeded in math; 16% met or exceeded in science.
   b. Special Education 4% of students tested met proficiency in math, 6% in ELA, and 0% in Science.
   c. Disadvantaged 14% students tested met proficiency in math, 31% for ELA, and 12% in Science.
   d. In statewide assessments, 87% of students participated in ELA, 88% in math, and 77% in science.
2. 65 students (8%) of students qualify for EL. Only 7% of these students are on track to English proficiency in the standard four years. For SBA, 3/25 met or exceeded for ELA, 1/24 met or exceeded for math, 0/7 met or exceeded for Science.
3. 41% of students feel that they have a sense of belonging at PHIS, 50% of students feel positively about school, and 46% of students believe that they have the ability to adapt to change (growth mindset)
4. 49% of our students are chronically absent.
5. In the CNA, 45% of staff identified improved schoolwide communication and coherence in school improvement efforts as their first or second priority for focus (SW1)

Theory of Action

What is your Theory of Action (if-then) to improve the achievement gap?

1. When we collaborate to plan and deliver rigorous, evidence-based instruction through the use of adopted curriculum in all classrooms, this will lead to better learning outcomes and teachers will develop collective efficacy. (TA1)
2. When students see personal and cultural relevance reflected in the school experience, then students will be more engaged in class, ultimately leading to better learning outcomes. (TA2)
3. When instruction is planned at the level of the standard (with necessary scaffolds to support success for all students), then students will rise to the challenge, be more engaged, and learn more. (TA3)
4. When we have coherent systems, including a comprehensive communication plan, all linked explicitly to our mission and values, then we reduce ambiguity and increase collective efficacy and stakeholder support. (TA4)

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Enabling Activities (SW6)

What are your Enabling Activities to improve the achievement gap?

E.A1 - Rigorous instruction (TA1, TA3)
Adopt, engage in professional learning, and implement a set of common evidence-based teaching practices in all classes across the school, not limited to, but including:
- Practices that result in learning tasks that are student communications centered
- Explicit and intentional strategies to support students in learning content and academic vocabulary
- Practices implemented in Spring 2023

Professional learning in support of planning for learning that incorporates learning tasks and instruction that scaffolds to the level of the standard and addresses needs for both accuracy and conceptual understanding and level of mastery

E.A2 - Common assessments (TA1, TA3)
Two quality data points per quarter from common assessments that provide data about student learning of content-specific vocabulary, accuracy of learning, and conceptual understanding of content

E.A3 - Data practices (TA1, TA3)
Teachers will examine the summative assessments in comparison to screeners and state standardized test scores and adjust teaching practice to build accommodations and modifications.

E.A4 - Aligned Curriculum (TA2)
Teachers will utilize adopted curriculum and pacing guides.

Eighth grade students will create a high school/college plan, allowing students to explore and understand career and life plans.

E.A5 - Communication systems (TA1, TA2, TA3, TA4)
Refine the communication structure developed by the administration team to facilitate inclusive communications both internally and externally.

Students provide feedback on both school and classroom level experiences through surveys.
- Quarterly meeting with SBG
- Quarterly surveys - what is going well/not so well in class, what is going well/not so well outside of class in the school.

Regularly celebrate the accomplishments of both students and staff via the newsletter and morning announcements. Areas for celebration: academic, attendance, athletics, and community.

Regularly (at least monthly) communicate progress to staff in person on specific measurable goals centered around:

Pahoa High and Intermediate School, Draft 1, 3/14/23
- Attendance goals and progress toward
- Behavior goals in terms of suspensions and non-vaping related visits to Onward
- Progress of achievement teams in creating and assessing their two quality data points during the quarter
- Observable teaching practices and percentage of faculty observed using those strategies during walkthroughs
- Practice focus between now and next meeting
- Format of this communication would be the same each time and would appear in monthly communication to staff from principal as well.

**EA6 - Systems alignment (TA4)**
Organizing Metaphor (awa - safe harbor, safe passage)(kipuka)
staff responsibility - kuleana
community responsibility - ohana
student responsibility -

Build a cohesive graphic that illustrates connections between the various initiatives and partners in order to better leverage resources and maintain focus on improvement and success.

**EA7 - Continuous SEL guidance and practice (TA2,TA4)**
Empower all students and staff through positive relationships.
Continue to build and support relationships with students and staff for improved attendance and participation.
Practice consistent positive reinforcement for school and community based behaviors.
All students identify at least one significant adult on campus.
School-level Alignment with Complex Area and State Strategic Plan

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes

1.1.3. All students make significant progress (more than one grade level per year) toward algebra readiness by the end of ninth grade, and those who are not proficient receive necessary and timely support to become proficient.
1.1.4. All student groups show continued academic growth without increasing achievement gaps, irrespective of background and circumstances.
1.1.5. All students transition successfully at critical points, from elementary to middle school.

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcomes

1.2.1. All students desire to and attend school regularly.
1.2.2. All students demonstrate positive behaviors at school.
1.2.3. All students experience a learning environment based on student voices and the values of …

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcomes

1.3.3. All students will finish 8th grade with a written high school graduation plan and graduate high school with a personal plan for their future.

PHIS Specific Measurable Goals

**Goal 1**: Improved Assessment Outcomes and Participation

**Goal 2**: Improved Instructional Rigor and Outcomes

**Goal 3**: Improved Climate and Culture
Academic Plan Goals 2023-2024

Goal 1: Improved Assessment Outcomes and Participation

Rationale: In order to positively impact student achievement and participation in the SBA, PHIS will adopt the below enabling activities and track measurable outcomes accordingly. This goal aligns our system of instruction with the impact in terms of expected testing outcomes. As part of this measure, it is assumed that creating value in coming to school and better school attendance is a necessary component for academic success.

Summative Measurable Outcome(s):
- 40% of students school-wide will score proficient or above in ELA, 25% in math, and 25% in science, without increasing the achievement gap for English learners.
- At least 90% of students in each measured subgroup will participate in the SBA assessments.
- Weekly student attendance percentage of at least 75% by the end of the year

Formative Measurable Outcome(s):
- i-Ready benchmark data (taken 1/3, 2/3, and EOY) will demonstrate greater than one year progress for those students who are more than one grade level behind in ELA and/or math.
- All data teams for core subjects will use common data monitoring spreadsheets to track and respond to student progress in vocabulary, conceptual understanding, and accuracy.
- By Q4 80% of teachers will have two quality data points per quarter measuring progress in the above mentioned three areas using scaffolded curriculum assessments.
- The adopted instructional practices are observed in 90% of classroom observations
- All teachers will receive walkthrough feedback at least monthly
- All teachers will receive professional development on instructional practices each quarter

Funding Source(s) (SW5): 42101, 17101, 18902, etc.

Monitoring Activities and Frequency (SW3):
- Benchmark taken by all students October, February, and May
- Data teams meetings bi-weekly, data recorded in common spreadsheets
- Monthly staff meeting presentations celebrating wins, noting progress toward academic goals, and highlighting next steps.

Related Enabling Activities (SW6):
- Regularly (at least monthly) communicate progress to staff in person on specific measurable goals (EA5)
- Regularly celebrate the accomplishments of both students and staff via the newsletter and morning announcements. Areas for celebration: academic, attendance, athletics, and community (EA5)
Goal 2: Improved Instructional Rigor and Outcomes

**Rationale:** In order to improve instructional rigor and outcomes, PHIS is adopting updated curriculum across core content areas and using these adoptions as assessment measures for collecting quality data points across the school. To support this goal, teachers will participate in facilitated data teams meetings in order to help align data recording, monitoring, and action planning processes. Additional supports for improving instructional rigor will be focused professional development for observable instructional practices and walkthrough supports from administrative and coaching staff. This goal helps to support Goal 1 Assessment Outcomes and is supported by the communication structures within Goal 3.

**Summative Measurable Outcome(s):**
- Adopted instructional practices are observed in 90% of classroom observations
- All data teams for core subjects will use common data monitoring spreadsheets to track and respond to student progress in vocabulary, conceptual understanding, and accuracy.
- By Q4 80% of teachers will have two quality data points per quarter measuring progress in the above mentioned three areas using scaffolded curriculum assessments.
- All teachers will receive walkthrough feedback at least monthly.
- All 8th grade students will create a high school success and graduation plan.

**Formative Measurable Outcome(s):**
- Quarterly monitoring of teachers indicating 50%+ during Q1, 65%+ during Q2, 80%+ during Q3, and 90%+ during Q4 observed using adopted instructional strategies
- Quarterly monitoring of teachers indicating at least 1 quality data point during Q1, 2+ quality data points by Q2, 4+ data points by the end of Q3, and 6+ by the end of Q4
- Monthly admin and coaches meeting to ensure fidelity of at least 100% of classroom teachers receiving walkthrough feedback monthly by end of Q2.
- All data teams for core subjects using common data monitoring spreadsheet by end of Q1
- All teachers will receive professional development on instructional practices each quarter
- Quarterly teacher survey data regarding the value of professional development helping to inform/support classroom instructional practices
- Teachers provide evidence or it is observable that they are on track/following the pacing guides for the adopted curriculum.

**Funding Source(s) (SW5):** 42101, 17101, 18902, etc.

**Monitoring Activities and Frequency (SW3):**
- Quarterly for use of adopted strategies and quality data points for vocab, accuracy, and conceptual understanding.
- Monthly for fidelity checks on walkthroughs
- Bi-weekly for checks of common data monitoring spreadsheet

**Related Enabling Activities (SW6):**
- Regularly (at least monthly) communicate progress to staff in person on specific measurable goals *(EA5)*
- Teachers will utilize adopted curriculum and pacing guides. *(EA4)*
- Teachers will examine the summative assessments in comparison to screeners and state standardized test scores and adjust teaching practice to build accommodations and modifications. *(EA3)*
- Two quality data points per quarter from common assessments that provide data about student learning of content-specific vocabulary, accuracy of learning, and conceptual understanding of content *(EA2)*
- Professional learning in support of planning for learning that incorporates learning tasks and instruction that scaffolds to the level of the standard and addresses needs for both accuracy and conceptual understanding and level of mastery *(EA1)*
- Adopt, engage in professional learning, and implement a set of common evidence-based teaching practices in all classes across the school, not limited to, but including: *(EA1)*
  - Practices that result in learning tasks that are student communications centered
  - Explicit and intentional strategies to support students in learning content and academic vocabulary
  - Practices implemented in Spring 2023
Goal 3: Improved Climate and Culture

**Rationale:** In order to continue to improve climate and culture at PHIS, the supports and outcomes below intend to create more visible channels for student voice to be reflected in the school experience. Added to the increased student voice, the supports and outcomes are designed to center the communication systems at the school around student achievement and the measurement of ongoing successes at PHIS, while at the same time building teacher efficacy. This goal directly supports the outcomes and activities of Goals 1 and 2 through continuing to create value in the work being done at the school and continuing to find the most effective ways to communicate the progress and successes of that work.

**Summative Measurable Outcome(s):**
- Quarterly student survey data indicate positive experiences related to teacher practice as noted by 75% or more of students reporting more positive class and school experiences than negative ones.
- Quarterly student survey data indicate 75% or more of students report teachers and school being responsive to student needs as noted in the survey.
- Close the gap in the Panorama Survey student perception data between PHIS and the State.
- Teachers’ perception of collective efficacy will increase across all subscales from Spring 2023 to Spring 2024.
- Administer parent perception survey regarding the value of types and frequency of communication from school and/or teachers to establish baseline perception data.
- Weekly off-campus suspension rate not to exceed 4 students on average.

**Formative Measurable Outcome(s):**
- Quarterly student survey data indicating 50%+ during Q1, 60%+ during Q2, 70%+ during Q3, and 75%+ during Q4 positive experiences with teacher practices.
- Quarterly student survey data indicating 50%+ during Q1, 60%+ during Q2, 70%+ during Q3, and 75%+ during Q4 school responsive to student needs.
- Quarterly teacher survey data regarding the value of professional development helping to inform/support classroom instructional practices.
- Monthly analysis of use of communication systems by user type for talking points, website, social media, and other as applicable.

**Funding Source(s) (SW5):** 42101, 17101, 18902, etc.

**Monitoring Activities and Frequency (SW3):**
- Quarterly for student survey perceptual data.
- Quarterly for teacher data to inform professional development.
- Monthly statistics regarding teacher to parent communications through call log and TalkingPoints

**Related Enabling Activities (SW6):**
- Refine the communication structure developed by the administration team to facilitate inclusive communications both internally and externally. (EA5)
- Students provide feedback on both school and classroom level experiences through surveys. (EA5)
- Quarterly meeting with SBG
  - Quarterly surveys - what is going well/not so well in class, what is going well/not so well outside of class in the school.
- Regularly celebrate the accomplishments of both students and staff via the newsletter and morning announcements. Areas for celebration: academic, attendance, athletics, and community. (EA5)
- Regularly (at least monthly) communicate progress to staff in person on specific measurable goals centered around: (EA5)
  - Attendance goals and progress toward
  - Behavior goals in terms of suspensions and non-vaping related visits to Onward
  - Progress of achievement teams in creating and assessing their two quality data points during the quarter
  - Observable teaching practices and percentage of faculty observed using those strategies during walkthroughs
  - Practice focus between now and next meeting
- Format of this communication would be the same each time and would appear in monthly communication to staff from principal as well. (EA5)
- Develop with student, teacher and community input, organizing values and metaphor for the school (awa - safe harbor, safe passage) (EA6)
  - Vision
    - awa- safe harbor, safe passage
  - Values
    - staff responsibility- kuleana
    - community responsibility - ohana
    - student responsibility -
    - collective responsibility-
- Build a cohesive graphic that illustrates connections between the various initiatives and partners in order to better leverage resources and maintain focus on improvement and success. (EA6)
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<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
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<tbody>
<tr>
<td>Please describe your school's ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>- Adoption of Academy Model for school</td>
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<td>- Adoption of Community School Model</td>
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<td>- Sources of Strength</td>
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<td>- New Bell Schedule and advisory</td>
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<tr>
<td>- FSC (Both work place readiness and ED) adoption of Math 180, Read180, and System 44 to increase both reading and math proficiencies in SpEd populations.</td>
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