



Academic Plan for School Year 2022-23

Hāna 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.

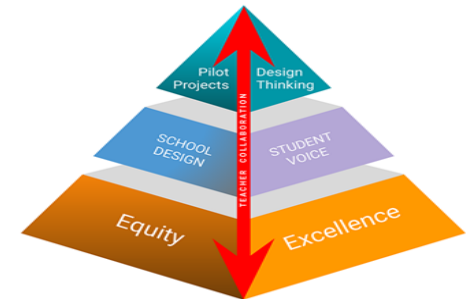
HIDOE Learning Organization

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.

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| Principal (print): Chris Sanita | |
| Principal's signature: <i>Christopher Sanita</i> | Date: 3/31/22 |
| Complex Area Superintendent (print): | |
| Complex Area Superintendent's signature: <i>Rebecca Waihi</i> | Date: 04-15-22 |





***2020 Academic Plan, School Year 2020-21
(Three Year Plan- Updated Quarterly)***

2020-2023



Hana High and Elementary School

Goal 1-Focus on bringing the community back to develop a new mission/vision and the portrait of the Hana School student.- CNA 4A3
 Visiting Committee WASC Recommendation “When health and safety concerns allow, HHES should remain focused on connecting with the community through its planned community events that include the input and leadership of kupuna in Hana.” (pg.6)

Teaching & Learning Core: Equity and Excellence (G1-Goal 1)

| Achievement Gap | Theory of Action | Enabling Activity |
|---|---|---|
| <p><i>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.</i></p> <p>-We are currently struggling to engage 'ohana/community in meaningful ways (indicated by parent surveys and lack of attendance at school events including coffee hour, athletic events, and other parent nights). This disconnect has a negative impact on student learning and achievement. Some feedback indicates lack of 'ohana/community support for current school initiatives.</p> | <p>-If we continuously develop relationships with 'ohana and community agencies and purposely invite 'ohana and partners to specific school events (while removing barriers) in an engaging and fun way then community/'ohana attendance and engagement will increase and school becomes part of the 'ohana</p> <p>-If we plan ways for the community/'ohana to share mana'o, invite kupuna for storytelling, prioritize culturally relevant curriculum and opportunities then there will be increased connection between school and home.</p> <p>-If we establish a parent advocacy group and increase communication (local media, social media, ongoing communication via phone calls and emails) with parents and community then we can develop a positive image and create more opportunities to communicate.</p> | <p>What are your Enabling Activities to improve the achievement gap?</p> <p>-Recruit and train a parent/community member to fill our PCNC position and support/work closely with this person to increase communication between school and home and to foster two way communication.</p> <p>-Plan and carry out 4 'ohana nights one a quarter sponsored by each part of the school to engage 'ohana, provide student showcases, eat together, and have entertainment to build relationships and celebrate student success together.</p> <p>-Coordinate parent and community surveys at key points in the school year to enlist feedback and data for future planning and improvement.</p> <p>-Plan and carry out the development of a new school vision/mission that is lead by the 'ohana/community. Seek and hire a "consultant" who is knowledgeable about communities like Hana. Involve kupuna, makua and students. Two dinner meetings this school year.</p> |

Innovation in Support of the Core: School Design and Student Voice (G1)

| SY 2020-21 Measurable Outcomes | SY 2021-22 Measurable Outcomes | SY 2022-23 Measurable Outcomes |
|--|--|--|
| <ol style="list-style-type: none"> 1. PCNC will be hired and work collaboratively with administration, staff and 'ohana/community to improve communication and engage 'ohana 2. Four successful (as measured by 'ohana attendance and post surveys) 'ohana nights will be completed with a student showcase, dinner and entertainment. 3. Two strategic planning nights will be completed with a consultant to engage 'ohana/community in developing school vision/mission. 4. Four surveys will be completed by 'ohana/community at key points in the school year to gather feedback and data for improvement | <p><i>Community and ohana feel better about the direction of Hana School</i></p> <p><i>Community and ohana know what is expected from students at Hana School at all levels- academically and extra curricular-wise.</i></p> | <p><i>Think through beyond year 2</i></p> <ol style="list-style-type: none"> 1. More community engagement 2. More volunteers 3. Positive attitudes toward education increases 4. ELA/Math scores increase slightly due to the community seeing the school as the hub of the community 5. Formalized new mission, vision, core values, and graduate portraits. |
| <p><i>Why you are implementing them?</i></p> <p>-Hana School will be a meaningful part of the community. To engage 'ohana in an authentic way to improve student success. To close the gap between school and home.</p> | <p><i>Why you are implementing them?</i></p> | <p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1. To increase student agency, pride, successful identity and empowerment of Hana students. |

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| <p><i>How will you know that they are causing an improvement?</i></p> <p>Hana School will become a place that the community gathers to celebrate students and education. School, ‘ohana and the community will all be partners in education. School will be representative of Hana and embody the values and culture of Hana and her people.</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>Hana School will become a place that the community gathers to celebrate students and education. School, ‘ohana and the community will all be partners in education. School will be representative of Hana and embody the values and culture of Hana and her people.</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>Hana School will become a place that the community gathers to celebrate students and education. School, ‘ohana and the community will all be partners in education. School will be representative of Hana and embody the values and culture of Hana and her people.</p> |

Innovation in Support of the Core: School Design and Student Voice (G1)

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. | Add throughout the year measurements here. | Add end of year goals here. |

Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|-----------------------|---|--|----------------------------------|-------------------------------|--|---|
| | 1. Hire Facilitator 2. Plan and sent ohana night dates 3. Hire PCNC or parse out kuleana with UST 4. Open House Ho’oike 5. Hana Education Fund 6. SCC increase members Hire Ohana Night Facilitator | 1. Fall ‘23 2. May ‘22 3. .5 May | | | | |
| | Plan and sent ohana night dates Hire Facilitator | | | | | |
| | Hire PCNC or parse out kuleana with UST | | | | | |
| | Open House Ho’oike | | | | | |
| | Hana Education Fund | | | | | |
| | Increase SCC membership | | | | | |

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| | Hana Education Fund | | | | | |
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Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|-----------------------|------------------------------------|---------------------------------------|--------------------------------------|-------------------------------|--|---|
| | Volunteer for Ohana Nights | 5 times a year | Family Engagement Funds WSF | Sign-in sheets | | |
| | Newsletter submissions | | | | | |
| | Room parents/parent class advisors | | | | | |

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (G1)

| School Ideas for Innovation and Pilot Projects | Conditions for Success |
|--|---|
| <div>G1-1Choices Conference</div> <div>G1- 2 Ho'ike of Student Academics</div> | <div>G1-1 More community volunteering on campus and more students engaged with career choices</div> <div>G1-2 Student present IBL projects to their ohana and community</div> |

2020 Academic Plan, School Year 2020-21



Hana High and Elementary School

Goal 2-Focus on future planning for Kula Kaiapuni (master plan, staffing, facilities, etc).

Teaching & Learning Core: Equity and Excellence (G2)

| Achievement Gap | Theory of Action | Enabling Activity |
|---|---|---|
| <p><i>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.</i></p> <p>Curriculum and Instruction - Continuous development of formative and summative assessments aligned with curriculum, kaiaipuni standards to improve instruction to increase student achievement</p> <p>Recognizing that language cannot live in the classroom alone, continue grass roots community based program to empower 'ohana to drive curriculum utilizing the strength of our Hana 'ohana.</p> <p>Continue to ensure Hawaiian Medium Educational path is free from English to fulfill original mission of providing an educational setting 100% in 'Olelo Hawai'i</p> <p>'Ohana express desire for their keiki to learn from their environment and kupuna outside of the classroom and provide ways for keiki to give back to the community in 'olelo Hawai'i. Teachers need funding for transportation and field trips.</p> | <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we research, develop and adopt Hawaiian based curriculum and instruction with set benchmarks and clear vertical articulation student achievement will increase.</p> <p>If the community and 'ohana are the foundation and strength of HME then student achievement will increase.</p> <p>If the 'ohana guide our planning and we stay true to goal (e ola i ka 'olelo Hawai'i) then we will be unified in all our work and student achievement will increase.</p> <p>If we ensure 'Olelo Hawai'i at school and after school programs, student language acquisition will increase.</p> <p>If we teach through a Hawaiian cultural lense and provide opportunities for place based/aina based curriculum then our keiki will be eager to learn, will be inquisitive, will strive to do their best in school and community.</p> | <p>What are your Enabling Activities to improve the achievement gap?</p> <p>Develop a comprehensive plan that addresses different subject areas and goals for each grade level along with strategies to move every child forward. Teacher trainings/ and trainers for each subject. Fund training for all of the kaiaipuni staff including teachers, EA's, support staff that olelo and work with keiki.</p> <p>Adequate funding for teaching positions. Lobby UH to provide continuation of Hawaiian language classes in Hana (if numbers drop below 10). Seek alternative routes to adults learning language outside the for credit UH system. (free community classes).</p> <p>Continue to develop and improve existing 'ohana opportunities for learning to include: Hui Kīpaepae, Video learning, family days, Aloha week, 'Aha Kalo, continued partnership with 'Aha Pūnana Leo</p> <p>Adequate facilities and staff that support HME goals (English free school day includes kumu, staff, signage, announcements, piko, performances, activities), access to outside learning areas (mala, kahua pa'ani, 'aha 'aina)</p> <p>Ensure adequate facilities for growing HME program annually and equal access to speciality classrooms like: Kitchen, Shop,</p> |

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| <p>Statewide shortage of kula kaiapuni teachers/staff - Continuous need for qualified kumu at each level as we expand to middle and high school this need for qualified kumu in subject areas increases.</p> | <p>If we mentor Hana School high school students and create opportunities for them in 'ōlelo Hawaii(in HS and UHMC) classes then we will increase the numbers of kumu at kula kaiapuni o Hāna.</p> | <p>Science lab, Art</p> <p>Provide funding for place based learning ie: busses, gas, mileage, licensing (CDL)</p> <p>Develop and foster a mentoring program for Hawaiian language students in high school to potentially become kula kaiapuni teachers (partnership between HS, UHMC, Hana Arts and Kula Kaiapuni o Hana).</p> |
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Innovation in Support of the Core: School Design and Student Voice (G2)

| SY 2020-21 Measurable Outcomes | SY 2021-22 Measurable Outcomes | SY 2022-23 Measurable Outcomes |
|---|--|--|
| <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Here is how and the measurable outcomes.</p> | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><i>Think through beyond year 1</i></p> <p>Program is fully staffed k-5 with plans for sixth with facilities</p> <p>Program is fully funded</p> <p>Program has adequate facilities- k-6 planned</p> <p>Staff involves key stake holders in planning and implementation of HME moving to middle school as keiki enter papa 6. Ensure HME setting continues.</p> <p>Curriculum, assessment, vertical articulation development is ongoing and data based. There are vertical articulation maps for all current grade levels with common assessments.</p> | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><i>Think through beyond year 2</i></p> <p>Program is fully staffed and funded and planning has begun for high school transition with students, staff and facilities</p> <p>Students and staff have solid academic language foundation to fully implement middle and high school curriculum in all subject areas through a Hana cultural lens of learning</p> <p>Curriculum, assessment, vertical articulation development is ongoing and data based. There are vertical maps for all current grade levels with common assessments.</p> |

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| | <p>Program is based on 'ohana strength and foundation</p> <p>Attendance at 'ohana events increase as we emerge from Covid</p> <p>Program enrollment is at max</p> <p>Enrollment in free community 'Olelo course is at max capacity</p> | <p>Program is based on 'ohana strength and foundation</p> <p>Attendance at 'ohana events will increase as we continuously seek avenues for 'ohana and community to interact with our keiki and staff.</p> <p>Utilize strength of place based learning to implement career and college readiness goals at all levels.</p> |
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| | | <p>Program enrollment is at max</p> <p>Enrollment at UHMC language classes (or online) is adequate for 1st, 2nd and 3rd year language</p> |
| <p><i>Why are you implementing them?</i></p> <p>Comprehensive plan is available online amongst teachers and leadership as a working document to improve upon as more data is collected and goals are set</p> <p>Staff attends Hawaiian Language classes and fluency in Hawaiian is consistently growing</p> <p>Number of parents and family members that participate in Language learning activities and classes.</p> <p>Ensure equal access to classrooms for speciality areas like CTE, Culinary, science lab.</p> <p>A solid plan of what facilities will be used each year as Kula Kaiapuni grows that is consistent with goals and values of Kaiapuni o Hāna (ensuring a 100% immersion setting - Hawaiian Medium Education).</p> <p>Increase enrollment in UH classes and increase kula kaiapuni kumu from Hāna to ensure sustainability and growth over time.</p> <p>Consistency within the program and increased positive outcomes</p> <p><i>For teachers to understand the horizontal alignment statement of the why.</i></p> | <p><i>Why are you implementing them?</i></p> <p>To continue to build on the foundation of the program (first 5 years)</p> <p>To grow a more robust program with a steady flow of haumana and kumu</p> <p><i>Think through beyond year 1</i></p> | <p><i>Why are you implementing them?</i></p> <p>To ensure graduates from Kula Kaiapuni 'o Hana have the foundation in 'ohana, aina and language to successfully navigate high school curriculum in order to enter the community as a kanaka makua.</p> |

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| <p><i>How will you know that they are causing an improvement?</i></p> <p>These will be our formative assessments- agenda, the feedback we get from participants- this isn't hard fast data, more exit ticket data.</p> <p>Enrollment data</p> <p>'Ohana Attendance data</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>Enrollment data</p> <p>'Ohana Attendance data</p> <p>UHME enrollment data</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>Enrollment data</p> <p>Graduation rate</p> <p>College/career data</p> |
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Innovation in Support of the Core: School Design and Student Voice (G2)

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

| Baseline Measurements | Formative Measures | Summative Goals |
|---|---|------------------------------------|
| <i>Add beginning of the year measurements here.</i> | <i>Add throughout the year measurements here.</i> | <i>Add end of year goals here.</i> |

Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|--|---------------------------------------|----------------------------------|-------------------------------|--|---|
| Grades 3 and 4 will complete KA'EO for the first time - this will be baseline data for future years | Provide adequate and appropriate technology to tested grades to ensure seamless testing environment. Complete and implement scope and | Annual | 42101 | | Annual | |

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| | sequence with vertical articulation Continue data team process and PLCs to develop, implement and monitor formative and summative data collection | | | | | |
| Student achievement (language acquisition, reading levels, math levels) will increase | Quarterly common assessments in reading and math are developed and implemented across all grade levels. Common curriculum themes developed and implemented Small reading and math groups at all levels are implemented and data used to inform instruction Bi-monthly data team plans | Yearlong | 42101 | Hybrid teaching lines to ensure small reading groups, common curriculum planning times and quarterly assessments. | Yearlong | |

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| Students are rooted in place based knowledge and use that knowledge in expressing themselves | Curriculum development and implementation Field trips - funding for transportation | yearlong | | | Annual | |
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Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|--|---------------------------------------|-------------------------------|--|--|---|
| Curriculum, assessment, vertical articulation | Staff uses department planning time (PLCs, Data Teams) weekly. | Yearlong Summer Ongoing | | Wednesday meeting minutes Quarterly benchmark goals met and annual review | Annual | |

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| development is ongoing and data based. There are vertical articulation maps for all current grade levels with common assessments. | Summer training to further plan | | | | | |
| There is a clear plan that includes all areas of mid-cycle WASC report for future planning to include move into MS and HS in 2 years and 5 years. | Staff uses department planning time to achieve this goal. Staff uses summer to train and conduct strategic planning for future ongoing growth of program | Yearlong Summer Ongoing | | Wednesday meeting minutes Quarterly benchmark goals met and annual review | Annual | |
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (G2)

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 |
|---|---|
| <div>1. Standardized Immersion Structured Literacy Program</div> <div>2. Free Immersion Preschool on HHES Campus</div> <div>3. All teachers are Kauawiola certified</div> | <div>1.1Better immersion fluency</div> <div>1.2Students increase Ka’eo testing results</div> <div>1.2Better common assessment results</div> <div>2.1 More student able to attend immersion earlier- ensuring better success in school</div> <div>3.1 Increase team building and excellent strategies and instruction models</div> |



2020 Academic Plan, School Year 2020-21



Hana High and Elementary School

Goal 3- At the high school level, develop more effective counseling services that stress personalization of the students' four year plans as well as career choices.

2021 Visiting Committee "HHES should remain focused on developing more effective career and college pathways incorporating the PTP process in a relevant and useful way throughout students' school." career.

Teaching & Learning Core: Equity and Excellence (G3)

| 3. At the secondary level, develop more effective counseling services that stress personalization of the students' four year plans as well as career choices. | | |
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| Achievement Gap | Theory of Action | Enabling Activity |
| <p><i>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.</i></p> <p>PTP needs a clearer, more targeted curriculum to address four year plans and post-secondary choices (based on WASC self-study) beginning in 9th grade.</p> | <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we create advisories over the course of four years in which students follow the PTP curriculum and update it annually, graduates will be prepared for their post-grad plan.</p> <p>If we have more family involvement in the creation and continued follow-up of four year plans, then students will be more successful in achieving their post-grad goals.</p> <p>If we incorporate more vertical articulation with grades 6-8, then students will already be exposed to career exploration as incoming freshmen for their PTPs.</p> <p>If we incorporate more horizontal alignment/collaboration with CTE in the high school, then students will gain more exposure to the career pathways.</p> | <p>What are your Enabling Activities to improve the achievement gap?</p> <p>Start a personal transition plan in the 9th grade and revisit monthly through advisories. This will take place on IBL days.</p> <p>Family involvement to include but not limited to: freshman orientation, bi-annual class meetings with parents to review students plan and progress, parent chaperones for College Fair, parent participation in college app process, financial aid process.</p> <p>More coordination between middle and high school regarding the transition for 8th grade and their career choices, and begin GEAR UP activities in the 6th grade.</p> <p>Work based learning, CTE courses need to be more standardized and rigorous.</p> |

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

| 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>Here is how and the measurable outcomes.</p> <p>Every student will start a portfolio that will be completed by the end of their senior year including:</p> <ul style="list-style-type: none"> • Career/Personality and Interest Inventories • Career Research • Mock Interviews • Personal Documents • Resume • Personal Statements • Job Applications • Test scores • Transcripts • College Applications and Acceptance <p>• Letters of recommendation</p> <p>Track data</p> <ul style="list-style-type: none"> • Longitudinally track data regarding career exposure in middle school and the impact from such exposure in high school. | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>Think through beyond year 1</i></p> <ul style="list-style-type: none"> • Continue looking at data and use it to adjust our programs and approach • End of year survey (quantitative/ qualitative) for seniors to determine if they followed their four year plan and how effective it was. • Senior portfolios will be showcased during a Portfolio Night with staff and parents in attendance. • Choices Conference 2022 #1 | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>Think through beyond year 2</i></p> <ul style="list-style-type: none"> • Continue looking at data and use it to adjust our programs and approach • Continue Senior surveys. • BEGIN Senior Portfolio Night -- note improvements, quality and usefulness; invite community members to be on panels to look at portfolios <p>Choices Conference #2 2023</p> |

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| <ul style="list-style-type: none"> • Survey 9th graders on interests and middle school preparation • Survey 12th graders on the effectiveness of horizontal alignment/collaboration with CTE, including whether or not parents/families participated • Use data surveys to track post graduates • Family attendance for PTP-related events, including parent-teacher conference, Ho'olaulea, Portfolio Night, personal conferences, etc. | | |
| <p><i>Why you are implementing them?</i></p> <p>For teachers to understand the horizontal alignment statement of the why.</p> | <p><i>Why you are implementing them?</i></p> <p>Think through beyond year 1</p> | <p><i>Why you are implementing them?</i></p> <p>To see the impact and growth of the program as the years progress.</p> |
| <p><i>How will you know that they are causing an improvement?</i></p> <p>These will be our formative assessments- agenda, the feedback we get from participants- this isn't hard fast data, more exit ticket data.</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>The incoming seniors will be more prepared entering their final year of highschool. All of the work put into the portfolio will assist with their career/college choices.</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>As more years are put into the program and the portfolios, seniors will have even more information guiding them into their final year. We hope to see the senior class of 2023 taking advantage of all the options provided to them through high school and feel prepared for the next steps after graduation.</p> |

Innovation in Support of the Core: School Design and Student Voice (G3)

| Baseline Measurements | Formative Measures | Summative Goals |
|--|---|--|
| <p><i>Add beginning of the year measurements here.</i></p> <p>PTP curriculum: Portfolio is a new initiative - nothing to measure yet.</p> <p>Vertical Articulation: Interest survey for incoming 6th graders.</p> <p>Horizontal Collaboration: Pre-test for incoming 9th graders measuring their knowledge of HS credits and completion.</p> <p>Family Involvement: Attendance at freshman orientation</p> | <p><i>Add throughout the year measurements here.</i></p> <p>Quarterly check-ins with HS students on portfolio contents.</p> <p>Quarterly student achievement in exploratory wheel for middle school.</p> <p>Individual credit checks at the end of each semester.</p> <p>Family Involvement: Attendance at various parent meetings throughout the year.</p> | <p><i>Add end of year goals here.</i></p> <p>Completion of grade level required assignments for portfolio</p> <p>Exit surveys for 8th graders after Exploratory Wheel will show an increase in understanding of career pathways.</p> <p>The ability to stay on track with the appropriate number of credits earned each school year. And the ability to become independent learners by monitoring their own credits and advocating for themselves.</p> <p>Family involvement increases college and career readiness.</p> |

Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|-----------------------|---|---------------------------------------|----------------------------------|-------------------------------|--|---|
| High School Portfolio | Initiate the beginning of a High School Portfolio to be completed/ presented by Senior. | Year long | Hana School | Check in with Counselors | Monthly | |
| Completer Credit | CTE Program | Year long | None | Earning Credit | 2 years | |
| MS Career Interest | Exploratory Wheel | Year long | None | Completion of Wheel | Quarter | |

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| MS Readiness for Undergraduate Programs | GEAR UP | Year long | GEAR UP | Completion Activity within program | Annual (beginning in the 6th grade) | |
| Exit Surveys | Survey seniors on the effectiveness of portfolio and CTE preparedness. | Spring | None | | Senior Year | |

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| Family Involvement | Merge 8th grade banquet and 9th grade orientation to one event | Spring | None | Attendance | Annual (at the end of 8th grade) | |
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Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|--|------------------------------------|--|---|--|---|
| MS Readiness for Undergraduate Programs | Step by Step: Middle School College Awareness and Planning | Spring (occurring now) | None | Completion of the 5-session curriculum | Annually | |
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| Usefulness of Preparedness | Senior Exit Surveys | Senior Year: Spring Semester | Survey Monkey or other program to hold information | Design the survey: Qualitative vs Quantitative | | |

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

| School Ideas for Innovation and Pilot Projects | Conditions for Success |
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| <p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Combining the 8th grade banquet with the 9th grade orientation will increase parental/family involvement from the beginning of their high school career.</p> <ul style="list-style-type: none">-Participation and attendance in the banquet are very high, on the other hand attendance at the orientation is very low.-Having a captive audience will ensure parental involvement moving from middle school to high school. <p>Hana High School will resurrect the Student Portfolio.</p> <ul style="list-style-type: none">-This body of work will highlight student's interests as well as their accomplishments throughout their high school career.-There will be monthly meetings with counselors and advisors throughout highschool to better prepare the students with the college and career options available to them after graduation. | <p><i>Please describe your conditions for Success:</i></p> <p>The captive audience at the 8th grade banquet will be used to highlight the importance of continued family involvement moving into the 9th grade and throughout highschool. Information about the move into highschool will be stressed.</p> <p>Using the current CTE program in school as well as IBL learning to educate students on the multiple pathways offered at Hana School. Accentuate the CTE/IBL importance for students and their futures.</p> <p>Have a clear outline of what should go in Portfolio, timelines/ due dates of content and how to provide grades.</p> <p>Upon senior year (completion of 1st semester) present portfolio to school and family community. The completed Portfolio will be senior student's guideline applying for college or entering the workforce.</p> |

2020 Academic Plan, School Year 2020-21



Hana High and Elementary School

Goal 4-At the high school develop more vertical articulation and communication with the middle school to increase appropriate placement and awareness of student academic achievement and needs. 3B2. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access to the Hawaii Core Standards for all students.

Visitng Committee 2021 Info “HHES should remain focused on vertical alignment and pacing guide work through effective PLCs while specifically focusing on scaffolded skills at each level.” (pg. 6)

Teaching & Learning Core: Equity and Excellence (G4)

| Achievement Gap | Theory of Action | Enabling Activity |
|--|---|--|
| <p><i>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.</i></p> <p>I. *There are no yearly common assessments at the high school level which means there is no research based information to articulate academic achievement or placement.</p> <hr/> <p>II. <i>*Pacing Guides created by teachers for all content and elective areas grades 6-12 to better articulate horizontally and awareness of curriculum being provided to students.</i></p> | <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>*Use a common assessment in every grade level yearly at the high school level in math and ELA. The assessment must be similar to the SBAC /essential standards and or I-Ready testing used for grades 6, 7 and 8 in the middle school in order to create a baseline for every secondary grade level.</p> <hr/> <p>*Teachers use essential standards to design a pacing guide and share with team. Elective teachers collaborate with content teachers to choose essential standards that can be applied to the elective area. Standards should be tiered, compound and become more complex.</p> <p>*Secondary teachers meet, bring pacing guide for each quarter. Review with team.</p> <p>*Secondary teachers meet bringing graded formative assessments with rubric and review with team</p> <p>*Secondary teachers meet bring ungraded formative assessments and collaboratively grade.</p> | <p>What are your Enabling Activities to improve the achievement gap?</p> <p>*Provide common assessments at every grade level to make sure teachers are aware of student academic achievement and appropriate placement.</p> <hr/> <p>*Requiring pacing guides *Provide time to share them and refine *Share rubrics</p> |

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| <p>III. (Effective, differentiated, evidenced-based instructional strategies)</p> <p><i>*Participate in academic research on the developmental level and best teaching and learning practices for grades 6-12.</i></p> | <p>*Choose one essential standard with a growth level for every grade 6-12. Teach, practice and review as a team. Share practices and products. Discuss</p> <hr/> <p>*Students have specific learning abilities and styles represented by developmental levels. Developmental levels change over time, the more we are aware of age related developmental levels the better we can provide differentiated strategies and practices to provide equitable access to the Hawai'i Common Core Standards.</p> | <hr/> <p>*Monthly team research on developmental levels *Create class expectations accordingly *Use teaching strategies appropriate to developmental levels</p> |
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Innovation in Support of the Core: School Design and Student Voice (G4)

| SY 2020-21 Measurable Outcomes | SY 2021-22 Measurable Outcomes | SY 2022-23 Measurable Outcomes |
|---|--|--|
| <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Here is how and the measurable outcomes.</p> <p>I.</p> <p>*Decide on the common assessment: SBAC practice tests for not-tested grade levels. I-Ready for all grade levels. End of course exams, but a standardized version</p> | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Think through beyond year 1</p> <p>*Continue year 2- compare the baseline and the 2nd year, evaluate placement and academic achievement. Begin using for articulation from grades 6-12.</p> | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Think through beyond year 2</p> <p>*Continue yearly. Compare horizontal data. Base master schedule on academic achievement and best placement for specific students needs. Include students in choices.</p> |

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| <p>II. *Standards on pacing guide will be taught in class and measured on formative, summative and common assessments.</p> <p>*Improved task strategies and expectations will enhance the learning, quality and engagement in products which equals higher scores.</p> | <p><i>*Year 2 look at pacing guides, review, refine according to assessments, products, projects, engagement.</i></p> <p><i>*Consistent strategies and expectation amongst teachers. *Documentation of research</i></p> <p><i>*Library of resources</i></p> | <p><i>*Continue forever***Make sure teachers leave a copy of pacing guides if they vacate the position.</i></p> <p><i>New Study PLC- Vote on book topics.</i></p> |
| <p>Why you are implementing them?</p> <p>I.</p> <p><i>*To have accurate data on learning horizontally and to make sure</i></p> <p><i>*To be secure in the knowledge that students receive the essential standards and their education moves forward with each year.</i></p> <p><i>*To ensure practices, expectations and strategies meet the student's needs.</i></p> | <p>Why you are implementing them?</p> <p><i>*students are placed in the best learning environment __</i></p> <p><i>*Making sure students are placed according to data and that classes are offered according to accurate data.</i></p> <p><i>*To encourage appropriate student voice</i></p> | <p>Why you are implementing them?</p> <p><i>And.....so teachers are aware of their students needs</i></p> <p><i>Better PA</i></p> <p><i>*Change the school structure from schedule to how students learn in order to create the best possible learning environment.</i></p> <p><i>*To expect high achievement and learning behaviors</i></p> |

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| <p><i>How will you know that they are causing an improvement? I.</i></p> <p><i>*Secondary teachers meet with assessment results, including questions missed, answered correctly and review data.</i></p> <hr/> | <p><i>How will you know that they are causing an improvement?</i></p> <p><i>*Secondary teachers meet with assessment results and compare to previous assessment. Review placement and achievement</i></p> <hr/> | <p><i>How will you know that they are causing an improvement? *Continue forever</i></p> <hr/> |
| <p><i>__ II.</i></p> <p><i>*Improved student learning on formative and summative assessments</i></p> <p><i>*Learning happens in all classes</i></p> <hr/> | <p><i>*Differentiate the type of classes</i></p> <p><i>*Recognize and teach to student needs and wants</i></p> <hr/> | <p><i>__ *Students review pacing guides and reorder in some areas</i></p> <hr/> |
| <p><i>__ III.</i></p> <p><i>*Students will be more able to access learning and achievement of tasks.</i></p> | <p><i>__ *Students will take more responsibility for their learning</i></p> | <p><i>__ *Students will request specific types of tasks to show their learning.</i></p> |

Innovation in Support of the Core: School Design and Student Voice (G4)

| Baseline Measurements | Formative Measures | Summative Goals |
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| <i>Add beginning of the year measurements here.</i> | <i>Add throughout the year measurements here.</i> | <i>Add end of year goals here.</i> |

Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|---|--|--------------------------------------|-----------------------------------|---|--|
| I. Common assessments Secondary= 6-12 *Elementary 3,4 and 5 will attend during 4th quarter. | <p>Determine what the common assessment will be for grades 9-12 during the beginning of the year work days. Initiate them grades 6-12</p> <p>A. CAAC- Content Assessment Cycles</p> <ul style="list-style-type: none"> *Common Assess. given quarterly (IReady, STAR) *Team meets, reviews data *Discuss standards met/not *Review scaffolding *Discuss teaching strategies *Discuss expectations <p>*Complete and submit Data Analysis Template</p> <p>B. VASA- (Vertical Articulation in the subject areas- VASA)</p> <ul style="list-style-type: none"> *Secondary team meets monthly- bring required student work, graded or ungraded depending on meeting focus *Collaborate in subject areas *Review anchor/ essential standards *Discuss reteaching *Strategies and methods *Assignments and tasks | fall / spring | Hana School | Dept. Meetings / 21 hrs | fall and spring | |

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| | <p>*Complete and submit Vertical Articulation Form</p> <p>C. LACA- Literacy across the curriculum</p> <p>*CCSS.ELA-LITERACY.CCRA.R.1 (Current common standard)- Read closely to determine what the text says explicitly, make logical inferences, cite specific textual evidences to support conclusions drawn.</p> <p>*2 per quarter</p> <p>*Common rubric</p> <p>*Bring graded student writing samples that support CCSS, or when requested ungraded, and rubric used and passage used for tas.</p> <p>*Discuss grading according to rubric.</p> <p>*Review skills and scaffolding needed to complete task successfully</p> <p>*Research strategies and methods that support teaching the skills necessary for this task.</p> <p>*Complete and submit the LACA Template</p> | | | | | |
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| II. Pacing Guides | <p>Make them for every class, beginning of the year work days. *Teachers who have many content classes get help from those who don't and elective teachers. (Find online pacing guides)</p> <p>A. Anchor / Essential standards for each quarter</p> <ul style="list-style-type: none"> *Assessments / tasks *Materials used *Strategies and methods used *Time increments = monthly | Yearlong | None | Dept. Meetings/ 21 hrs. | Monthly secondary meetings | |
| III. Academic research on developmental levels and best practices | <p>Initiate research at beginning of the year work days.</p> <p>A. Focused meeting bi-monthly</p> <ul style="list-style-type: none"> *Research current articles/ books on developmental levels *Form common agreements *Use research and common agreements to plan and revise schedules, expectations and student tasks. | Yearlong | Hana School | Dept. Meetings/ 21 hrs | Monthly secondary meetings | |

Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---------------------------|------------------------|---------------------------------------|----------------------------------|-------------------------------|--|---|
| Foster Collegiality | Vote on PLC Book Topic | Bi Monlth | WSF | Schoology | | |
| Empower Teachers to share | Key Note on PLC Wed. | Bi Montly | WSF | Schoology-Google Drive | | |

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| content and ideas that impact their teacher | | | | | | |
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (G4)

| 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>1.1 LEARNING RX at Hana School 2.1 IBL Whole School MAP</p> | <p>1.1 Build the latent weaknesses in auditory visual process and dyslexia in all students. Even Immersion. 1.2 Funding by grants 1.3 Individual sessions for Teir 3 students on WoodCock 2.1 Whole school student voice and choice constructivist big ideas foster love of learning 2.2 Ho'ikes showcasing student learning/talent, inquiry solutions.</p> |



2020 Academic Plan, School Year 2020-21



Hana High and Elementary School

Goal 5-*The administration to be more thoughtful in their hiring and mentoring practices, taking into account the location and the size of the school and for the support of the existing teachers in their course assignments (teachers need to teach in their credentialed areas), and accountability of their instructional performance. 2021 Visiting Committee Report “HHES should continue to develop teacher-mentoring within departments and across the school to improve student achievement, teacher practice, and cultural competency.” (pg. 6)*

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| <p><i>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.</i></p> <p>CNA 2A1. Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.</p> <ul style="list-style-type: none"> • Rated Minimal by HS and Kula Kaiapuni • <i>Hires don't always engage in best practices and are unable to apply them due to lack of exposure/training/qualifications. Students are not receiving the best education they could be, and thus aren't always as successful as they could be.</i> <p>CNA 2A2. Principal consistently matches candidate competencies with school priorities and needs.</p> <ul style="list-style-type: none"> • Rated Partial by Elementary and High School • <i>Admin will put student needs first by justifying new hires and making sure the budget will support student needs / teacher requirements for classroom needs.</i> <p>Panorama Survey Results for grades 6-12</p> <ul style="list-style-type: none"> • Classroom Engagement 32% • Teacher Student Relationships 47% • School Belonging 37% • Valuing of School 46% • <i>Some of our new teachers realize that the position they find themselves in is not what they imagined it would be and they struggle and are unhappy in their position; student success is negatively impacted</i> | <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <ul style="list-style-type: none"> • If we create an Interview Team, Then the Team will help select individuals who will do well at our school. • If Emergency Hires go through the same hiring process with the Interview Team, Then we could ensure that the best qualified employees are in those positions and promote student growth. • If new teachers are given a reasonable schedule load within their qualified subject area, scheduled mentoring time, and opportunities to learn new teaching strategies Then future Panorama Surveys will show improved results • If new teachers/staff at Hana School understand all the responsibility that comes with their position when being hired, Then their teaching experience will be successful and effective for students. • If areas are identified that new/emerging teachers and staff need support in according to Panorama Survey results, Then the administration can support those teachers and staff appropriately with mentoring and training | <p>What are your Enabling Activities to improve the achievement gap?</p> <ul style="list-style-type: none"> • Create an Interview Team at the beginning of each year, be sure they will be able to interview in summer as well. • There shall be a pool of 10 identified staff members to pull from for the Interview Team in case someone is unable to serve at the time of an interview. • For each interview there will be a minimum of 5 Interview Team members including at least one from the department that the prospective employee is applying for. • The Interview Team will also be part of the hiring process for emergency hires to ensure the best fit for the needs at Hana High and Elementary. • Interview and Hiring Procedures will follow published DOE guidelines. <ul style="list-style-type: none"> • Set up a mentoring schedule for each new teacher. • Provide substitutes at least once per quarter so teachers can observe other classes. Include time to debrief • Expert mentor teachers will share ideas with new teachers for motivating learners, supporting emerging students, and promoting socio-emotional well-being. • Cultural competency training and working with high need students training will be provided • Fill positions in-house to allow Hana High and Elementary to build longevity instead of training new teachers every year. |
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Innovation in Support of the Core: School Design and Student Voice

| 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>Select at least 10 staff members to be part of the Interview Team pool.</p> <p>Increase number of members of the Interview Team from 3 to 5, which shall include at least one representative from the department the candidate is being hired for.</p> <p>Increase the % of certified teachers who are highly qualified for their positions</p> <p>Increase Panoramic Survey Results</p> | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>Think through beyond year 1</i></p> <p>Make sure the Interview Team member pool of 10 are selected for this year.</p> <p>Continue practice of a 5 member Interview Team which shall include at least one representative from the department the candidate is being hired for.</p> <p>Continue to Increase the % of certified teachers who are highly qualified for their positions</p> <p>Continue to increase Panoramic Survey Results</p> <p>Aukakui is full staffed and there are monthly meetings with representatives from every Hana School Department.</p> | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>Think through beyond year 2</i></p> <p>Make sure the Interview Team member pool of 10 are selected for this year.</p> <p>Continue practice of a 5 member Interview Team which shall include at least one representative from the department the candidate is being hired for.</p> <p>Continue to Increase the % of certified teachers who are highly qualified for their positions</p> <p>Continue to increase Panoramic Survey Results</p> <p>Fund and support teachers shadowing other teachers to better their practices</p> <p>Increase mentoring to all senior teachers</p> |

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| <p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • Empower teachers with new tools and methods, thereby improving student success <ul style="list-style-type: none"> • Keep the ratio of staff expenditure to the total school budget to the state recommended percentages. • Emergency hires will have a clear understanding of the position and its expectations. • To increase student success and to increase Panorama Survey results. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> • Empower teachers with new tools and methods, thereby improving student success <ul style="list-style-type: none"> • Keep the ratio of staff expenditure to the total school budget to the state recommended percentages. • Emergency hires will have a clear understanding of the position and its expectations. • To increase student success and to increase Panorama Survey results. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> • Empower teachers with new tools and methods, thereby improving student success <ul style="list-style-type: none"> • Keep the ratio of staff expenditure to the total school budget to the state recommended percentages. • Emergency hires will have a clear understanding of the position and its expectations. • To increase student success and to increase Panorama Survey results. |
| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Teachers will feel challenged and energized in their position rather than frustrated, angry, or depressed and helpless. • Panorama Survey scores will increase. • Mentoring for new teachers is a regularly scheduled block of the day. • A designated variety of mentors are available depending on the needs of the teacher. | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Teachers will feel challenged and energized in their position rather than frustrated, angry, or depressed and helpless. • Panorama Survey scores will increase. • Mentoring for new teachers is a regularly scheduled block of the day. • A designated variety of mentors are available depending on the needs of the teacher. | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Teachers will feel challenged and energized in their position rather than frustrated, angry, or depressed and helpless. • Panorama Survey scores will increase. • Mentoring for new teachers is a regularly scheduled block of the day. • A designated variety of mentors are available depending on the needs of the teacher. |

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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

| Baseline Measurements | Formative Measures | Summative Goals |
|---|---|------------------------------------|
| <i>Add beginning of the year measurements here.</i> | <i>Add throughout the year measurements here.</i> | <i>Add end of year goals here.</i> |

Student Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|-----------------------|---|---------------------------------------|----------------------------------|-------------------------------|--|---|
| | <ul style="list-style-type: none">● Mentoring program<ul style="list-style-type: none">○ Shadow teachers○ School visits○ Best practices | | | | | |

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| Increase percentages on Student Panorama Survey | <ul style="list-style-type: none">• Set up a mentoring schedule for each new teacher.• Provide substitutes at least once per quarter so teachers can observe other classes. Include time to debrief• Expert mentor teachers will share ideas with new teachers for motivating learners, supporting emerging students, and promoting socio-emotional well-being.• Cultural competency training and working with high need students training will be provided | yearlong | | | | |
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Staff Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
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| Select at least 10 staff members to be part of the Interview Team pool. | <ul style="list-style-type: none"> • Create an Interview Team at the beginning of each year, be sure they will be able to interview in summer as well. • There shall be a pool of 10 identified staff members to pull from for the Interview Team in case someone is unable to serve at the time of an interview. • At least one member from each department | yearlong | | | | |
| Interview Teams of 5 for all hires | <ul style="list-style-type: none"> • For each interview there will be a minimum of 5 Interview Team members including at least one from the department that the prospective employee is applying for. • The Interview Team will also be part of the hiring process for emergency hires to ensure the best fit for the needs | yearlong | | | | |
| Increase the % of certified teachers who are highly qualified for their positions | <ul style="list-style-type: none"> • Fill positions in-house to allow Hana High and Elementary to build longevity instead of training new teachers every year. • The Interview Team will also be part of the hiring process for emergency hires to ensure the best fit for the needs at Hana High and Elementary. • Interview and Hiring Procedures will follow published DOE guidelines. | yearlong | | | | |

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

| School Ideas for Innovation and Pilot Projects | Conditions for Success |
|--|---|
| <p><i>G5- 1 Teacher PD on staying in rural schools</i></p> <p><i>2 Shadow days with other content area teachers</i></p> <p><i>3 Teacher volunteer video methods best practices- close reading, meaning making strategies</i></p> | <p><i>G5- 1,2, 3 Teachers build competencies in their craft and learn to love their profession even more.</i></p> |

2020 Academic Plan, School Year 2020-21

Hana High and Elementary School

Goal 6-*Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.*

Teaching & Learning Core: Equity and Excellence

| Achievement Gap | Theory of Action | Enabling Activity |
|-----------------|------------------|-------------------|
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| <p><i>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.</i></p> <p>1. 82 Discipline incidents in SY18/19 20 incidents in 15/16 18 incidents in 16/17 27 incidents in 17/18 Reduce the number of discipline referrals- 82 in SY 2019-2020,</p> <p>2.Improve how safe our students feel when at school: School safety Elem 52% (state ave 60%) School Belonging Elem 62% (State ave 71%) Mid/Hi 37% (44%)</p> <p>3. Improve our elementary wide "skill building" plan and consistency: Classroom Climate Elem 67% (75%) Mid/Hi 55% (71%), Value of School Elem 69% (73%) Mid/Hi 46% (60%), Classroom Engagement mid/hi 32% (47%) It's a systemic problem. We need to change the system: Disrespectful to others (3-5): 55 out of 63 students said sometimes to almost always</p> | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>1. If we implement a school-wide Social-Emotional Learning (SEL) Program our referrals and discipline occurrences will decrease.</p> <p>2. If we implement a schoolwide SEL, our students will feel safer at school and can focus on learning. 2.1 If we have a consistent homeroom class, students will grow in trust and have their basic needs met so they can learn</p> <p>3. If we implement a schoolwide SEL, teachers will have a systemic "skill building" plan and students can expect consistency</p> | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>1.0.Research SEL program 1.1 Implement SEL time per teacher per grade level. 1.2 All Staff participate in SEL Training 1.3 Establish a base-line per grade-level 1.4 Establish an SEL schedule.</p> <p>2.0 Develop a baseline survey for Preschool-12 that focuses on how students feel (trust, safety, joy, valued, etc.) in each particular area of school 2.1 Dedicate 15-20 minutes at the beginning of each day for small groups run by faculty, staff, admin, etc. focusing on SEL so that students can be ready to focus on learning.</p> <p>3.0 systemic consistent responses to negative behaviors. Build the skill so that it won't happen again. Discipline doesn't build skills i.e. recess should not be taken away, students should not be punished if their HW is not done. 3.1 Dedicate 15-20 minutes at the beginning of each day for small groups run by faculty, staff, admin, etc. focusing on SEL so that students can be ready to focus on learning.</p> |
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| <p>4. Teachers teach and reinforce positive social skills, self-respect, responsibility, etc through teaching, beginning with the very young k-3, by fostering positive learning attitudes. Math K-8: 40% of students are Tier 3; 40% of students are Tier 2; 20% of students Tier 1</p> <p>5. Transition from a punitive system to one of nurturing to close the achievement gap for students who feel unsuccessful and, therefore, unwilling to do any work: Classroom Engagement 32%,</p> | <p>4. If struggling and potential at-risk students are targeted for RTI and one-on-one at the start of the school year in k-3 classes (especially k-1), then those students will be more successful and not feel isolated.</p> <p>5.0 If students are not able to complete assignments without help in school, then they will not be able to complete homework and be expected to turn it in for a grade.</p> <p>5.1 If all teachers agree to not hold students in for recess who haven't completed homework, then students will feel more successful.</p> | <p>4. RTI one-on-one beginning at the kindergarten level, targeting specific students, and working with the student(s) both in and out of the whole group at specific times every day.</p> <p>5.0 Students need a scheduled study hall period and homework should be assigned out of necessity and not mandatory. There is an incentive to complete the assignment during class time and not have to take the work home.</p> <p>5.1 Teachers could let student complete it in class with support from teacher or peer (This could be during library time/free choice)</p> <p>5.2 Teachers agree to a set amount of homework depending on age of students or come up with common homework across grade levels. For example K-5, 6-8, 9-12, or SEL activities for homework.</p> |
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Innovation in Support of the Core: School Design and Student Voice

| 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><i>Here is how and the measurable outcomes.</i></p> <p>By implementing a school wide social emotional learning program, student referrals will decrease, based on school data</p> <p>Student attitudes about school will increase- panorama survey, choose love survey, school created survey</p> | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>By implementing a school wide social emotional learning program, student referrals will decrease, based on school data</p> <p>Student attitudes about school will increase- panorama survey, choose love survey, school created survey</p> <p>Students will be motivated to learn, they will persevere on problems and scores will improve on academic tests (sbac...)</p> | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>By implementing a school wide social emotional learning program, student referrals will decrease, based on school data</p> <p>Student attitudes about school will increase- panorama survey, choose love survey, school created survey</p> <p>Students will be motivated to learn, they will persevere on problems and scores will improve on academic tests (sbac...)</p> <p>Students will take ownership of their learning, motivate peers to do well. Hana School's overall scores on Sbac will increase.</p> |
| <p><i>Why are you implementing them?</i></p> <p>For teachers to effectively teach the whole child, we need to teach the soft skills, the social emotional skills, so our students can be successful in school and beyond.</p> | <p><i>Why are you implementing them?</i></p> <p><i>Think through beyond year 1</i></p> <p>Students need to manage themselves before they can learn new content. They need to learn in an environment that is safe to make mistakes and where being smart is cool. They can't be afraid to try new things, even if they fail, they will have learned from their mistakes. This is how we grow.</p> | <p><i>Why are you implementing them?</i></p> <p>Once students have intrinsic motivation for learning, they are better prepared to take charge of their educational paths. They can have more voice in projects and school design. Students can be teachers of other students, their families, and the community.</p> <p>Students can be the change they want to see in the world. Making good choices in their lives and choosing compassion to help others around them.</p> |
| <p><i>How will you know that they are causing an improvement?</i></p> <p><i>These will be our formative assessments- agenda, the feedback we get from participants- this isn't hard fast data, more exit ticket</i></p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>School data will show a decrease in student behavior referrals. Panorama survey will show an increase in student attitudes about</p> | <p><i>How will you know that they are causing an improvement?</i></p> <p>School data will show a decrease in student behavior referrals. Panorama survey will show an increase in student attitudes about</p> |

| | | |
|---|--|--|
| <p><i>data.</i></p> <p>School data will show a decrease in student behavior referrals. Panorama survey will show an increase in student attitudes about school, as will other survey methods.</p> | <p>school, as will other survey methods- School level (self created) Choose love pre and post survey.</p> <p>Scores on sbac will increase.</p> | <p>school, as will other survey methods</p> <p>Scores on sbac will increase.</p> <p>Student leaders will emerge. Higher percentage going to college?</p> |
|---|--|--|

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

FOCUS ON SY 2022-23:

| Baseline Measurements | Formative Measures | Summative Goals |
|---|--|---|
| <p><i>Add beginning of the year measurements here.</i></p> <p>2020 Panorama scores 2020 # of student referrals (82)</p> | <p><i>Add throughout the year measurements here.</i></p> <p>School climate surveys 3x a year, track # of student referrals</p> | <p><i>Add end of year goals here.</i></p> <p>2021 Panorama scores- Students will like school better, have better attitudes, be kind and compassionate to others 2021 # of student referrals- less than 82</p> |

Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|--|--|--|--------------------------------------|--|---|--|
| By implementing a school wide social emotional learning program, student referrals will decrease, based on school data Student attitudes about school will increase | Implement SEL program School-wide, students and teachers will spend time daily learning and practicing soft skills. | yearlong | 42112 | school climate surveys Panorama Spring SEL survey | 2 times a year (beginning/ end) | SEL committee (group 6 team) |

| | | | | | | |
|--|--|-------------------|-------|---|------------------------------|--|
| panorama survey, choose love survey, school created survey | | | 42112 | | | |
| More Secondary Student Engagement | Research and implement department level SEL that builds upon SEL writing and Choose Love | Year Long '22-'23 | WSF | PLC team updates and department updates. Leadership team collaboration | Once a month/quarter updates | |
| | | | | | | |

Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|------------------------------|--------------------------|--|--------------------------------------|-----------------------------------|---|--|
|------------------------------|--------------------------|--|--------------------------------------|-----------------------------------|---|--|

| | | | | | | |
|---|--|----------|-------|--|---------------------------------|------------------------------|
| Choose Love is taught in all classrooms pre-12. | Teachers will implement daily SEL lessons. | yearlong | 42112 | school surveys Observations School wide common writing prompts on Choose Love values | 2 times a year (beginning/ end) | SEL committee (group 6 team) |
| Disruptive student behavior will decrease | Teachers will use SEL framework as behavior plans in classrooms, | yearlong | 42112 | school surveys Number of behavior referrals | | SEL committee (group 6 team) |
| Clear and consistent school wide expectations | Hana school will develop a consistent homework policy (within each school- elem, middle, high) | Not yet | 42112 | school surveys Grades Scores on SBAC Panorama SEL Survey | | SEL committee (group 6 team) |

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

| School Ideas for Innovation and Pilot Projects | Conditions for Success |
|---|---|
| <i>Secondary Students develop the curriculum themselves</i> | <i>Student voice and choice explored through developing student lead and drive SEL themes- bullying, depression, ohana, teen preasures, and other themes.</i> |

