

# 2020 Academic Plan, School Year 2020-21



## School: Lahainaluna High 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 forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

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

## HIDOE Learning Organization

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



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

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

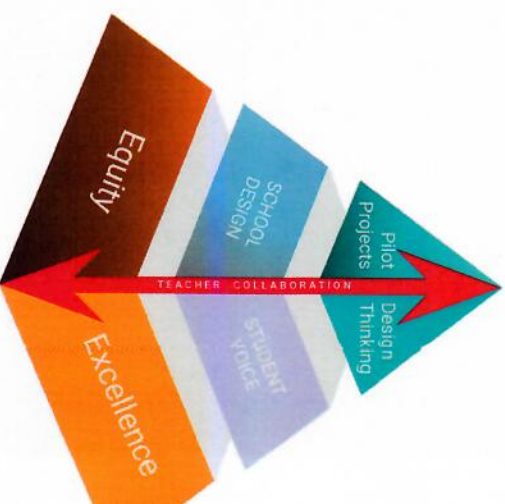
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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

Principal (print): Jeri Dean	Date:
Principal's signature: 	June 5, 2020
Complex Area Superintendent (print):	Date:
Complex Area Superintendent's signature: 	06/05/2020

[School Name], [Version 1], [Date]





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[School: [Lahainaluna High School](#)]

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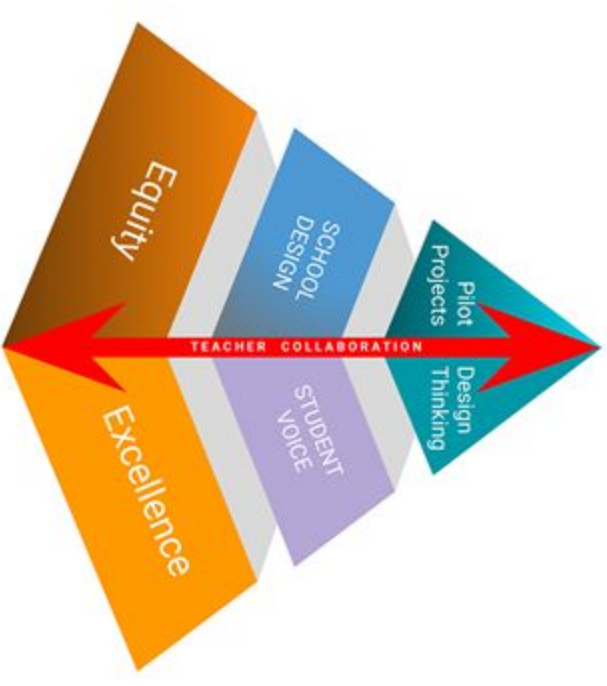
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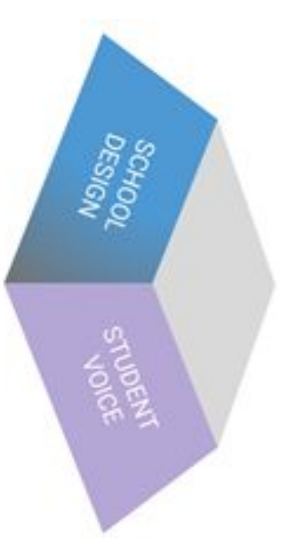




# Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we create a structure that is driven by data to drive our schoolwide decisions to increase the support of all of our students through response to intervention, social-emotional learning, project based learning, and various alternative settings, our achievement gap, and overall academic achievement at Lahainaluna will improve.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <ul style="list-style-type: none"><li>Students will experience Project Based Learning. All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic areas.</li><li>Department Team periods embedded in the school day will be used to improve data analysis of student work to drive instructional practices and meet individual student needs. Focus: Scope/Sequence, RTI</li><li>Continue providing teachers with Professional Development in Project Based Learning, student engagement and inclusive instructional strategies for all students.</li><li>Continue to strengthen our Freshmen House and Alternative Learning Settings (Alternative Learning Center, Special Motivation, Online Dual Credit, and Advanced placement courses).</li><li>Implementation of Na Hopena A'o</li></ul>



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

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

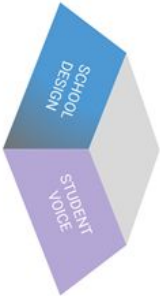
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

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

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Outcomes:</p> <ol style="list-style-type: none"><li>5% increase in Language Arts (meets growth trend in Strive HI)</li><li>3% increase in Math</li><li>6% increase in Inclusion Rate</li></ol> <p>Design Examples:</p> <ol style="list-style-type: none"><li>Collaboration Teams</li><li>Department Teams</li><li>School Wide Accreditation Team (SWAT)</li><li>Alternative learning settings</li></ol>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>
<p><i>Why are you implementing them?</i></p> <p><u>Collaboration Teams:</u> The collaboration teams at Lahainaluna will consist of teachers of different disciplines who will work together to address various Schoolwide and State initiatives like the DOE 5 promises (equity, empowerment, innovation, school design, and Hawaii), Senior Project, Graduation, Freshmen House, and SPED. Including teachers from various disciplines allows us to ensure that we</p>	<p><i>Why are you implementing them?</i></p> <p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>	<p><i>Why are you implementing them?</i></p> <p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>

<p>are capturing all voices and ideas when making decisions that will affect our entire school community.</p> <p><u>Department Teams:</u> The department teams consist of teachers that teach within the same content or program (Math, English, Social Studies, Science, CTE, WL/ART/PE/MUSIC) will meet 3-4 times per week. During these times departments will work to create a scope and sequence and a structure to provide students with RTI, which will include common formative assessments and data driven instruction.</p>		
<p><u>School Wide Accreditation Team (SWATs)</u> are teams with a school-wide academic, operational, climate or cultural focus. They serve several purposes including data analysis, academic plan action items and distributed leadership. Each SWAT team consists of both certificated and classified employees, as well as students, parents and community members. This is necessary as we prepare for our WASC visit in SY 21/22</p>		
<p><u>Alternative Learning Setting:</u> At Lahainaluna, we support our students by offering various types of learning settings to address the needs of our students ranging from high-risk to advanced students. We have created two Freshmen Houses to support our 9th grade students as they enter high school. The Freshmen Houses provides a foundation of skills and relationships that will help our 9th graders succeed throughout their years at LHS. Our ALC and Special Motivation programs provide an alternative setting for success for our high risk students. These programs allow students alternative options toward earning high school credits using a work-study approach. Lastly, to support our advanced students we offer both Advanced Placement and Dual Credit courses that will help our students prepare for</p>		

college level courses as well as earn college and high school credits.		
<i>How will you know that they are causing an improvement?</i>	<i>How will you know that they are causing an improvement?</i>	<i>How will you know that they are causing an improvement?</i>
Throughout the year we will track student course marks, as well as the CFA data to monitor if students are showing improvement. We will also use SBA scores, 9th grade promotion rate, and achievement gap points to monitor the success of our school initiatives.	To be determined based on WASC SY2022 visit, data and 2030 Promise plan.	To be determined based on WASC SY2022 visit, data and 2030 Promise plan.



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

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

Baseline Measurements	Formative Measures	Summative Goals
ELA: 40% Math: 18% Inclusion Rate: 69%	Teacher created Common Formative Assessments Quarterly Data Updates - GPA, iReady, Math PLC Freshman House SMART Goals <ul style="list-style-type: none"> <li>9th grade retention rate</li> <li>9th grade discipline referrals</li> <li>attendance</li> </ul> SPED/ELL academic data eCCSS Reports StriveHI data	ELA: 45% Math: 21% Inclusion Rate: 75%

### Student Outcomes (SY 2020-21)

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)
StriveHI ELA scores will increase by 5%	<ul style="list-style-type: none"> <li>● Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students’ voices and Na Hopena A’o. Students will apply their learning through life experiences, questionings, and challenges. Students will practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impacts them locally and globally.</li> <li>● Creating and analyzing course specific common formative assessments to be used as a tool to drive instruction and guide response to intervention lessons.</li> <li>● Students will experience a rigorous and well-rounded standards-based education that covers a variety of the academic areas through Project Based Learning.</li> </ul>	Yearlong	WSF	Quarterly Data Analysis and checkpoints Quarterly Grades CFA and RTI data collection PBL projects iReady scores	Quarterly	

StriveHI Math scores will increase by 3%	<ul style="list-style-type: none"> <li>● Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students’ voices and Na Hopena A’o. Students will apply their learning through life experiences, questionings, and challenges. Students will practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impacts them locally and globally.</li> <li>● Creating and analyzing course specific common formative assessments to be used as a tool to drive instruction and guide response to intervention lessons.</li> <li>● Students will experience a rigorous and well-rounded standards-based education that covers a variety of the academic areas through Project Based Learning.</li> <li>● Implementation of strategies that were introduced during the Algebra PLC with Judy Keeney and Heidi Jenkins. All Algebra teachers will attend monthly Algebra PLC’s.</li> </ul>	Yearlong	WSF	Quarterly Data Analysis and checkpoints Quarterly Grades CFA and RTI data collection Quarterly school walkthrough provided through the Algebra PLC PBL projects iReady scores	Quarterly	
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Support students' interests toward their future occupational and academic goals.	<ul style="list-style-type: none"> <li>● Allow students voice through surveys, class and/or senior projects, CTE projects and PBA's.</li> <li>● Life Skills/Innovation Class</li> <li>● Student showcase will be held twice a year as a platform for our students to celebrate and share what they have been learning in the classroom.</li> <li>● Implementation of Na Hopena A'o</li> </ul>	Yearlong	WSF CTE	Quarterly Data Analysis and checkpoints  Student Showcase participation, sign-up sheet  Project presentation schedule  CTE completion percentage	Semester	
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**Staff Outcomes (SY 2020-21)**

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)
100% of teachers will have a completed Standards Based Scope and Sequence	<ul style="list-style-type: none"> <li>● Teachers will participate in department meetings 3-4 times a week.</li> <li>● Provide teachers with professional development on how to properly complete a standards based scope and sequence.</li> <li>● Implementation of Na Hopena A'o</li> </ul>	Yearlong	WSF CTE	Scope and Sequence Sheet  Department Meeting Agendas and minutes  Professional development sign in sheets  Quarterly Data Updates	Quarterly	
100% of teachers will have an imbedded	<ul style="list-style-type: none"> <li>● Teachers will participate in department meetings 3-4 times a</li> </ul>	Yearlong	WSF CTE	Teacher or Department RTI Plan	Quarterly	

academic Response To Intervention program	<p>week.</p> <ul style="list-style-type: none"> <li>● Professional development in response to intervention, student engagement and inclusive instructional strategies for all students, data analysis and data driven strategies.</li> <li>● Time for peer observations will be embedded into the school day.</li> <li>● Implementation of Na Hopena A'o</li> </ul>			<p>Department Meeting Agendas and minutes</p> <p>Professional development sign in sheets</p> <p>Peer observation schedule and reflection sheets</p> <p>Quarterly Data Updates</p>		
All students will be included in regular education classes at least 80% of the time.	<ul style="list-style-type: none"> <li>● Provide professional development for educators to increase knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.</li> <li>● Continue to strengthen and expand implementation of inclusion classes.</li> <li>● Increase ELL staffing by 1.5 positions</li> <li>● Implementation of Na Hopena A'o</li> </ul>	Yearlong	WSF	<p>Strive HI data</p> <p>Professional development sign-in sheets</p> <p>Special Education and ELL registration process with registrar</p> <p>SPED/ELL inclusion classes (master schedule)</p> <p>SPED/ELL student roster</p>	Quarterly	



# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDEO 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
<i>Please describe your school's ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>
Alternative Learning Center	Effective criteria based student referral system for ALC and SMC.
Special Motivations Class	Effective system of support for 9th grade students through Freshmen house concept.
Freshman House	Teacher training/professional development (i.e., RTI,, Project Based Learning, Scope and Sequence, Inclusion)
Life Skills	Embedded Department Planning Time during the school day and Collaboration times after school.
Transitions	
Po'okela	
PBL Center - \$10K Innovations Grant	Scheduled School Wide Student Learning Showcase.