



# Academic Plan for School Year 2021-22

[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. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

## HIDOE Learning Organization

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

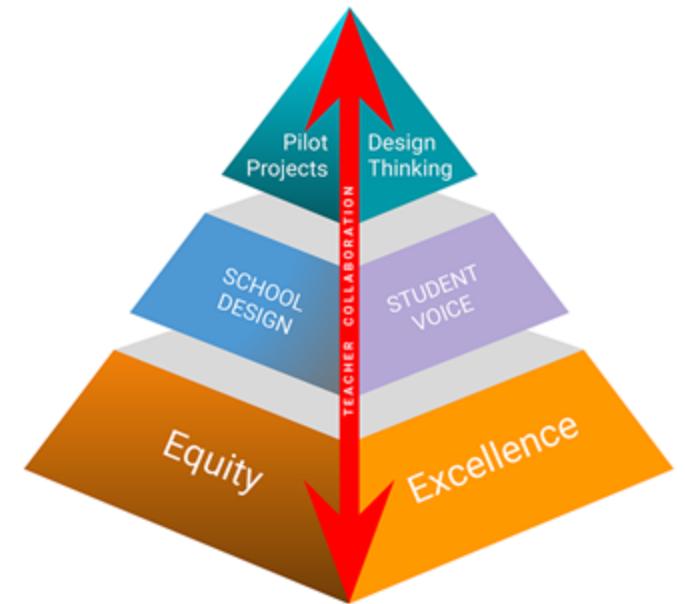
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

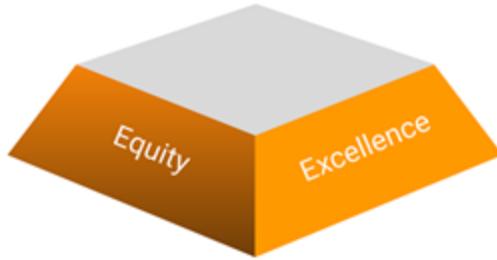
**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

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



Principal (print): Jeri Dean	
Principal's signature:	Date: 4/23/2021

Complex Area Superintendent (print): Rebecca Winkie	
Complex Area Superintendent's signature:	Date: 5/5/2021

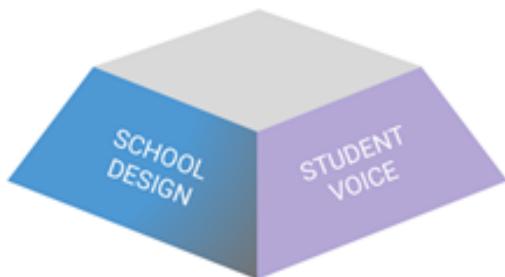


## Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity															
<p><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>	<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 increase the support for our students through response to intervention, social-emotional learning, project based learning, dual credits, industry recognized credentials and various alternative settings, then 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 to strengthen our <a href="#">Freshmen House</a> and Alternative Learning Settings' foundation (Alternative Learning Center, Special Motivation, Online Dual Credit, and Advanced placement courses).</li> <li>• School Design - Structural organization of block instructional model, community partnerships and funding for Liberal Arts Associate's Degree and Industry Recognized Credentials.</li> </ul>															
<table border="1"> <thead> <tr> <th colspan="3">Strive HI Scores</th> </tr> <tr> <th></th> <th>SY 17-18</th> <th>SY018-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>36%</td> <td>40%</td> </tr> <tr> <td>Math</td> <td>18%</td> <td>18%</td> </tr> <tr> <td>Science</td> <td>16%</td> <td>21%</td> </tr> </tbody> </table>			Strive HI Scores				SY 17-18	SY018-19	ELA	36%	40%	Math	18%	18%	Science	16%	21%
Strive HI Scores																	
			SY 17-18	SY018-19													
ELA			36%	40%													
Math	18%	18%															
Science	16%	21%															
<table border="1"> <thead> <tr> <th colspan="3">Achievement Gap</th> </tr> <tr> <th></th> <th>SY 17-18</th> <th>SY 18-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>26</td> <td>25</td> </tr> <tr> <td>Math</td> <td>15</td> <td>18</td> </tr> </tbody> </table>	Achievement Gap				SY 17-18	SY 18-19	ELA	26	25	Math	15	18					
Achievement Gap																	
	SY 17-18	SY 18-19															
ELA	26	25															
Math	15	18															

<p>Based on the StriveHI report which is integral to Lahainaluna High School’s WASC report, an identifiable achievement gap is found in the scoring abilities of the non-high need students, which is 25% in Math as compared to the high need students, which is 7%. The resulting achievement gap is 18 points between both groups.</p> <p>In addition to Math, an achievement gap is also found in the scoring abilities of the non-high need students, which is 50% in Language Arts as compared to the high need students, which is 25%. The resulting achievement gap is 25 points between both groups. The report categorizes the high need students as a composite group that includes English Language Learners (ELL), Special Education and Economically Disadvantaged Students.</p>		
--	--	--



## 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>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p>

<p>Outcomes:</p> <ul 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> </ul> <p>Design Examples:</p> <ol style="list-style-type: none"> <li>1. Collaboration Teams</li> <li>2. Department Teams</li> <li>3. School Wide Accreditation Team (SWAT)</li> <li>4. Alternative learning settings</li> </ol>	<p>Outcomes:</p> <p>Increase proficiency rate (meets growth trend in Strive HI)</p> <ul style="list-style-type: none"> <li>● 5% increase in Language Arts - current 40%</li> <li>● 3% increase in Math - current 18%</li> <li>● 3% increase in Science - current 21%</li> </ul> <p>Involve all stakeholders with the revision of our school Design and Bell Schedule. Staff will be able to connect the School Design to the school's outcomes.</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 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>WASC <u>School Wide Accreditation Team</u> (SWATs) are teams with a school-wide academic, operational, climate or cultural</p>	<p><i>Why are you implementing them?</i></p> <p>Lahainaluna High School strives to provide all students with the knowledge and principles necessary to maximize their potential as learners. The school pledges to support our students' academic achievement as well as maintaining the rich traditions and heritage that is Lahainaluna.</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>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 Freshman Houses to support our 9th grade students as they enter high school. The Freshman 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 college level courses as well as earn college and high school credits.</p>																		
<p><i>How will you know that they are causing an improvement?</i></p> <p>Throughout the year we will track student course marks, as well as the CFA data to monitor if students are showing improvement.</p> <p>We will also use SBA scores, 9th grade promotion rate, dual credit, Industry Recognized Credentials and achievement gap points to monitor the success of our school initiatives.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <table border="1" data-bbox="935 1154 1736 1425"> <thead> <tr> <th colspan="4">Strive HI Scores</th> </tr> <tr> <th></th> <th>SY 18-19</th> <th>SY 20-21</th> <th>SY 21-22</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>40%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>Math</td> <td>18%</td> <td>21%</td> <td>24%</td> </tr> </tbody> </table>	Strive HI Scores					SY 18-19	SY 20-21	SY 21-22	ELA	40%	45%	50%	Math	18%	21%	24%	<p><i>How will you know that they are causing an improvement?</i></p> <p>To be determined based on the WASC SY2022 visit, data and 2030 Promise plan.</p>
Strive HI Scores																		
	SY 18-19	SY 20-21	SY 21-22															
ELA	40%	45%	50%															
Math	18%	21%	24%															

	Science	21%	24%	27%
	Lahainaluna High School will track student data using iReady Universal screener three times a year and progress monitoring.			

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

**FOCUS ON SY 2021-2022:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals			
<ul style="list-style-type: none"> <li>5% increase in Language Arts - current 40%</li> <li>3% increase in Math - current 18%</li> <li>3% increase in Science - current 21%</li> </ul>	Teacher created Common Formative Assessments Quarterly Data Updates - D/F List, iReady, Freshman House SMART Goals <ul style="list-style-type: none"> <li>9th grade grade retention rate</li> <li>9th grade discipline referrals</li> <li>attendance</li> </ul> SPED/ELL academic data Infinite Campus (IC) Reports StriveHI data Administration walkthroughs with feedback	Strive HI Scores			
			SY 18-19	SY 20-21	SY 21-22
		ELA	40%	45%	50%
		Math	18%	21%	24%
		Science	21%	24%	27%

**Student Outcomes (SY 2021-2022)**

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)
-----------------------	-------------------	---------------------------------------	-------------------------------	----------------------------	---	---

<p>StriveHI ELA scores will increase by 5%</p> <p>StriveHI Math scores will increase by 3%</p>	<ul style="list-style-type: none"> <li>● RTI <ul style="list-style-type: none"> <li>○ Teachers to implement strategies from Solution Tree</li> <li>○ Nalu Tutoring (online)</li> <li>○ After School Tutoring PPTs</li> </ul> </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. <ul style="list-style-type: none"> <li>○ Re-Implementation of Senior Projects and continuation of PBAs</li> </ul> </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>● Teachers to develop and use Pacing Guides and Scope and Sequence that are aligned to the Common Core State Standards.</li> <li>● Introduce industry recognized credentials &amp; early college courses in CTE.</li> <li>● Virtual elective courses</li> </ul>	<p>Yearlong</p>	<p>WSF, Title I, CTE/Perkins</p>	<p>Quarterly Data Analysis and checkpoints Quarterly Grades</p> <p>CFA and RTI data collection</p> <p>PBL projects Student Showcase</p> <p>ALC Department Meeting Pacing Guides, Minutes and Agenda</p> <p>iReady scores</p> <p>Parent Informational meetings: Transition, student academic plans, student orientation.</p> <p>Published Scope and Sequence charts highlighting learning trajectory through English 9-12</p> <p>Early College offerings</p> <p>Offer industry recognized credentials for CTE pathways</p>	<p>Quarterly</p>	
--	--	-----------------	----------------------------------	---	------------------	--

	<ul style="list-style-type: none"> <li>• 1:1 Technology</li> </ul>			<p>Teacher Peer Observation / Project Tunings</p> <p>Technology plan</p> <p>Stipend for department articulation/planning outside of the school day.</p>		
StriveHI Science scores will increase by 3%	<ul style="list-style-type: none"> <li>• Teachers to develop and use Pacing Guides and Scope and Sequence that are aligned to the Next Generation Science Standards (NGSS) standards</li> <li>• 1:1 Technology <ul style="list-style-type: none"> <li>• Students will experience a rigorous and well-rounded standards-based education that covers a variety of the academic areas through Laboratory experiences and online curriculum opportunities <ul style="list-style-type: none"> <li>-utilization of Labster and sepup online learning platforms</li> </ul> </li> </ul> </li> <li>• Creating and analyzing course specific common formative assessments to be used as a tool to drive instruction and guide</li> </ul>		WSF, Title I	<p>Stipend for department articulation/planning outside of the school day.</p> <p>Department Meeting Pacing Guides, Minutes and Agenda</p> <p>Teacher Peer Observation / Project Tunings</p> <p>Technology plan</p> <p>Quarterly Data Analysis and checkpoints Quarterly Grades</p>		

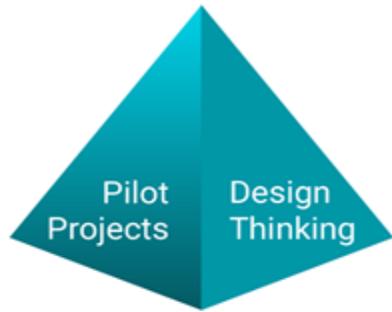
	<p>response to intervention lessons.</p> <ul style="list-style-type: none"> <li>• Classes will provide experiences and lectures that are connected to the field in which they are learning through hands-on activities and/or guest lecture experiences.</li> <li>• Whenever possible laboratory exercises and/or hands on activities will be the driving force of learning the NGSS standards for Chemistry, Biology, Physics and Physical Science</li> </ul>			<p>guest lectures/lab experiences</p>		
<p>Support students using <i>Social and emotional learning (SEL) Strategies.</i></p>	<ul style="list-style-type: none"> <li>• Student council activities, efforts, messages</li> <li>• Homecoming, Open House, Student Showcase, Grade level instagram accounts, Boarders instagram account</li> <li>• Planned out Social Media</li> <li>• Maintaining clubs</li> <li>• SEL activities through Po’okela</li> <li>• Na Hopena A’o</li> </ul>	<p>Yearlong</p>	<p>WSF, Title I</p>	<p>School Calendar</p> <p>Perceptual Surveys (schoolwide and individual classroom)</p> <p>Anticipatory Sets, Bell ringer activities, Exit Passes</p> <p>Po’okela curriculum development</p> <p>Panorama Survey</p>	<p><i>Yearlong</i></p>	
<p>Support students’ interests toward their</p>	<ul style="list-style-type: none"> <li>• Allow students voice through surveys, class and/or senior</li> </ul>	<p>Yearlong</p>	<p>WSF CTE/Perkins</p>	<p>Quarterly/Period Data Analysis and</p>	<p>Semester</p>	

<p>future occupational and academic goals.</p>	<p>projects, CTE projects and PBAs</p> <ul style="list-style-type: none"> <li>● College/Career planning parent/student meetings ongoing and active.</li> <li>● Create Associates Degree - Liberal Arts Pathway</li> <li>● Leadership Academy for 11th grade and 12th grade boarders</li> <li>● Student showcases 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>● Career &amp; Technical Student Organizations (CTSO) competitions</li> <li>● Increase internships within the community.</li> <li>● Alternative Learning Center</li> <li>● Credit Recovery/Special Motivations Class</li> </ul>		<p>Title I</p>	<p>checkpoints (<i>during and at the end of each period block</i>)</p> <p>Partnership with College, Acquisition of course offerings.</p> <p>Student Showcase participation, sign-up sheet</p> <p>Project presentation schedule</p> <p>CTE completion percentage</p> <p>Internship list, Sign Up Sheet, List of Act 242 (workplace verification) Work Based Learning forms</p>		
--	--	--	----------------	---	--	--

**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)
All teachers will have a completed Pacing guide and Standards Based Scope and Sequence.	<ul style="list-style-type: none"> <li>Provide teachers with professional development on how to properly complete a standards based scope and sequence.</li> <li>Provide teachers with professional development on how to properly complete a pacing guide.</li> <li>Embed Na Hopena A’o into curriculum</li> <li>School Design Task Force</li> </ul>	Yearlong	WSF CTE Title I	Scope and Sequence Sheet  Pacing guide format  Department Meeting Agendas and minutes  Professional development sign in sheets  Quarterly/Period progress monitoring / updates  Parent and community engagement materials related to information of school wide goals and school design	Quarterly	
All teachers will have completed academic Response To Intervention (RTI) training.	<ul style="list-style-type: none"> <li>Provide teachers with professional development on RTI.</li> <li>Time for peer observations will be embedded into the school day.</li> </ul>	Yearlong	WSF Title 1	Teacher or Department RTI Plan  Department Meeting Agendas and minutes  Professional development sign in sheets  <a href="#">Peer observation schedule</a> and <a href="#">reflection sheets</a>	Quarterly	<a href="#">Na Hopena A’o Activities</a> <a href="#">Peer Observation Reflection Sheet</a>

				Quarterly/Period progress monitoring / updates		
--	--	--	--	--	--	--



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Po‘okela - google classroom lessons and monitoring            PBL Center - \$10K Innovations Grant            Student Showcase            Internships            Title I            Industry Recognized Credentials            Early College Courses in CTE            8on8 Bell Schedule            Dual Credit            Blended teaching / learning            School Design Task Force</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Teacher training/professional development (i.e., RTI,, Project Based Learning, Scope and Sequence, Inclusion, blended teaching/learning)</p> <p>Embedded Department Planning Time during the school day and Collaboration times after school.</p> <p>Scheduled School Wide Student Learning Showcase.</p> <p>Wider community connection to encourage partnerships for internships</p> <p>Informational materials for parent and community outreach and partnerships.</p>