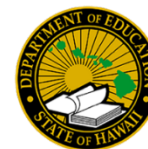


2020 Academic Plan, School Year 2020-21



School: Molokai 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 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.

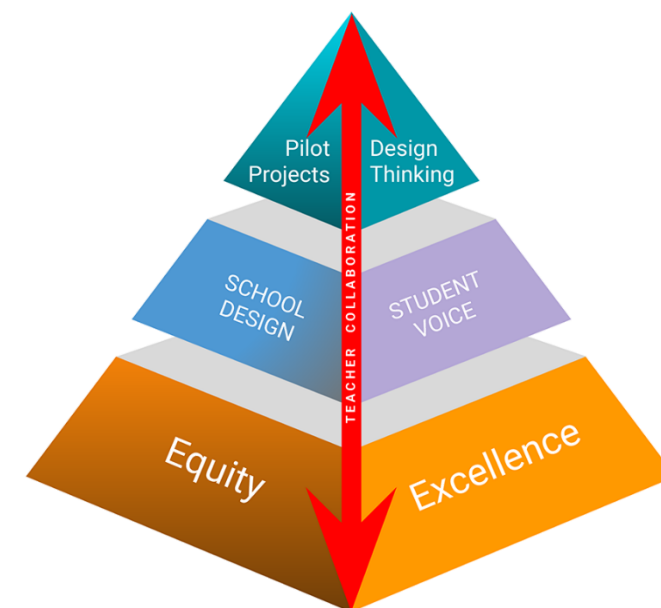
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).



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): Katina Soares	
Principal's signature: 	Date: June 1, 2020
Complex Area Superintendent (print): Lindsay Ball	
Complex Area Superintendent's signature: 	Date: June 3, 2020



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><i>What are your Enabling Activities to improve the achievement gap?</i></p>
SEE BELOW		
<p>Molokai High is a Title I school with nearly 80% free-reduced and Native Hawaiian students, and nearly 20% of students with special needs. While as a school we recognize there are cultural differences and multiple intelligences, current metrics for school improvement use both demographic and academic measures. The Achievement GAP was reduced in 2018 for both ELA and Math from 36 to 8 and 20 to 7 respectively. In 2019, the Achievement Gap was not noted in the 2019 Strive HI report because it was so minimal. Students with high needs continue to grow at a higher rate than non-high-needs students, reducing the Achievement Gap. Our previous and continued academic plan is based on various data sources, WASC recommendations and the previous strategic plan. This plan will further be revised based on the 2030 Promise Plan and our WASC Mid-Cycle Report/Visit in Spring 2021. In the duration, Molokai High will continue to hold a steady course in the previously identified focus areas aligned here.</p> <p>MHS Academic Plan 5.2020 for SY 20-21 Revision: This plan includes a Theory of Action as well as Enabling Activities that address the needs of all learners. A summary of the areas of focus are outlined below.</p> <p>The focus areas outlined below in this revised academic plan are guided by the following four WASC recommendations and drive the needs and priorities of the school.</p> <p>1. To ensure that students have access to <u>high quality instruction</u> in every classroom, resources should be allocated for teachers who need additional support. Use data to identify areas where students are underperforming.</p> <ul style="list-style-type: none"> • ILT will provide PD to review Targeted Instructional Area (TIA) and Powerful Instructional Practices (PIPs) • Provide training for Tier 1 & 2 strategies and interventions • Prioritize school wide behavior expectations - i.e. 3 		

2. Faculty teams should use quantitative and qualitative data to assess and share the effectiveness of their work. Incorporate teacher training in data collection, analysis, and use of data to inform instruction.

- Train all teachers data collection, analysis, dissemination and protocols.
- Provide time during faculty meetings to reflect on and give feedback on data.

3. Consider opportunities for students to participate in real-world experiences through integrating hands-on application. This includes looking at industry standards and facilities needed in order to integrate appropriately and effectively.

- Incorporate more project-based curriculum.
- Introduce test prep and tests for trade and apprenticeships.
- Develop process and plan of action to improve facilities for real-world experiences i.e. Certified kitchen. (Gym or Kill Room)

4. Consider ways to creatively utilize CCR for intervention and enrichment.

- Continue to re-organize CCR SWAT to more be effective and efficient by exploring other means of student engagement, i.e. intramurals, incentives/grades
- Utilize CCR as a required intervention time for skills and grade recovery
- Determine alternative career options for students i.e. County Fire and Police, Parks & Rec., Road Crew

The HIDOE Implementation Plan, the Comprehensive Needs Assessment (Fall 2018), Strive HI reports, the Molokai High School Mission and Vision, the review of multiple data sources, and input from stakeholders informed the following additional areas of focus outlined below:

1. Math Literacy

- While reading achievement has gradually improved, math achievement has remained low in comparison to the state achievement levels. This will be the focus for instructional leadership teams and targeted professional development.

2. Na Hopena A‘o

- With approximately 80% of our students of Hawaiian ancestry, adopting the Na Hopena A‘o (HĀ framework) allows us to engage community support and partnerships while instilling Hawaiian values through place-based education. This will also support improvement in student discipline and school climate.

3. Behavior Expectations

- Clear expectations for student behavior is foundational in building a safe, secure learning environment that supports student achievement. Molokai High School has lacked this foundational piece for almost eight years and will work to create a comprehensive school-wide behavior plan to meet Chapter 19 requirements of proactive strategies (PBIS/MTSS/SEL) and clear expectations (discipline plan).



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 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>Outcomes</p> <ol style="list-style-type: none"> 1. 5% increase in green (meets proficiency according to Dashboard) by the end of the year. 2. 5% improvement in Panorama (student voice) Dimensions: SQS Safety (55%), School Belonging (38%), Relationships (51%), Engagement (39%) (Official and unofficial formative) <p>Design Examples:</p> <ol style="list-style-type: none"> 1. Molokai Advisory Program 2. School Wide Accreditation Teams 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</p>
<p>Why are you implementing them?</p> <p>The <u>Molokai Advisory Program</u> (MAP) is a group intervention system designed to give each student a significant adult on campus, provide time for school spirit activities, the Personal Transition Plan, social-emotional curriculum, dual credit classes, and remediation opportunities for students. In this structure, every teacher on campus is utilized as an interventionist. The innovation is not only in the content of the advisory program but the structures (e.g bell schedule) in place to support it.</p> <p><u>School Wide Accreditation Teams</u> (SWATs) are teams with a school-wide academic, operational, climate or cultural focus. They</p>	<p>Why are you implementing them?</p> <p>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</p>	<p>Why are you implementing them?</p> <p>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</p>

serve several purposes including data analysis, academic plan action items and distributed leadership. Each classroom teacher is on one team, while several support teachers are on more than one team.		
<p><i>How will you know that they are causing an improvement?</i></p> <p>MAP and SWAT address areas outlined in the Dashboard. Evidence of improvement in the school dashboard (updated Fall, Winter, and Spring) will show increasing numbers of students successful in Tier 1, and decreasing numbers of students in Tier 2 and 3 (based on Achieve 3000, STAR Math, GPAs, and KidTalk R,Y,G).</p> <p>In addition to the once-per-year student survey (currently Panorama), the school conducts two additional internal student perception surveys to extract formative data on school safety, climate and learning.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>To Be Determined Based on WASC SY2021 Visit, Data and 2030 Promise Plan</i></p>



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
<p><i>Data Sources:</i></p> <p>Dashboard SY 2019-20</p> <p>Panorama - Molokai High Deck</p> <p>WASC Midterm Data</p>	<p><i>Increase by measures:</i></p> <p><i>Dashboard SY 2020-21 - Semester</i></p> <p><i>Panorama - School-Level Survey</i></p> <p><i>Quarterly Data Updates - GPA, STAR Math, Kidtalk, Achieve 3000</i></p>	<p><i>Increase by 5% on measures:</i></p> <p><i>Dashboard SY SY 2020-21</i></p> <p><i>Panorama - School-Level Survey</i></p> <p><i>EOY Data Updates - GPA, STAR Math, Kidtalk, Achieve 3000</i></p>

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)
Increase in Reading: Students will improve Lexile levels indicated with a 5% growth in school-wide reading assessment data by end of school year	Teacher and Student Use of: <ul style="list-style-type: none"> • Achieve 3000 • AR books • SpringBoard curriculum • LitPro - Reading Comprehension Departmental: Common Formative Assessments Schoolwide: <ul style="list-style-type: none"> • Professional development in Achieve 3000 	Yearlong	WSF/Title I	Quarterly Data Analysis and Checkpoints Common Formative Assessments (Interdisciplinary Units)	Quarter Monthly	
Increase in Math: Students will improve in Mathematical Practice #1, “making sense of problems and persevere in solving them,” indicated with a 5% growth in school-wide math assessments by end of school year	Math Department: <ul style="list-style-type: none"> • Professional development with Judy Keeney Departmental: Common Formative Assessments Schoolwide: <ul style="list-style-type: none"> • METACOGNITIVE MARKINGS - Students will make sense of a problem and persevere in solving the problem • ARITHMETIC PRACTICE - Students will use Khan Academy lessons during Advisory to review and practice basic arithmetic skills 	Yearlong	WSF/Title I	Quarterly Data Analysis and Checkpoints	Quarter	
Increase Panorama (student voice) Dimensions: SQS Safety (55%), School	Student Voice in: <ul style="list-style-type: none"> • Advisory - student planning • Conferences - IEP, PTC • Kldtalk 	Yearlong	WSF/Title I	Quarterly Data Analysis and Checkpoints	3x Annually	

Belonging (38%), Relationships (51%), Engagement (39%) by 5%	<ul style="list-style-type: none"> SEL Curriculum 					
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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)
Increase school wide use Achieve 3000 from 54% to 75%	Teacher and Student Use of: <ul style="list-style-type: none"> Achieve 3000 Schoolwide: <ul style="list-style-type: none"> Professional development in Achieve 3000 	Year-long	WSF/Title I	Quarterly Data Analysis and Checkpoints: Schoolwide Data Goal Tracker	Quarter	
PBL: Improve Project-Based Learning by 100% of teachers implementing at least 1 Gold-Standard project per year	PBL Works training and planning time on 4 waiver days.	Year-long	WSF/Title I	Quarterly Waiver Day Check-Ins: Schoolwide PBL Tracker	Quarter	
AVID: By the end of the year, 100% of teachers will be implementing AVID strategies.	AVID Schoolwide training for all teachers (summer or on-site) ILT will monitor AVID implementation Schoolwide AVID strategy agreed across content	Year-long	WSF/Title I	Monthly ILT meeting for AVID Quarterly Data Analysis and Checkpoints	Quarter	
Improve School Wide Panorama Data by 5% in SQS Safety (55%), School Belonging (38%), Relationships (51%), Engagement (39%)	Schoolwide: <ul style="list-style-type: none"> Complete all advisory activities including parent communication, Kldtalk interviews and SEL Curriculum 	Year-long	WSF/Title I	Quarterly Data Analysis and Checkpoints	3x Annually	

100% of teachers will use math interventions (e.g. Khan Academy, Cognitive Tutor etc) and perseverance strategy at least weekly	<p>Schoolwide:</p> <ul style="list-style-type: none">• Support and track usage of Khan Academy by advisory students <p>Math Department:</p> <ul style="list-style-type: none">• Professional development with Judy Keeney <p>ILT:</p> <ul style="list-style-type: none">• Revise math target and strategy as needed per cycle	Year-long	WSF/Title I	<p>Quarterly Data Analysis and Checkpoints</p> <p>Monthly ILT meeting for math achievement</p>	Quarter	
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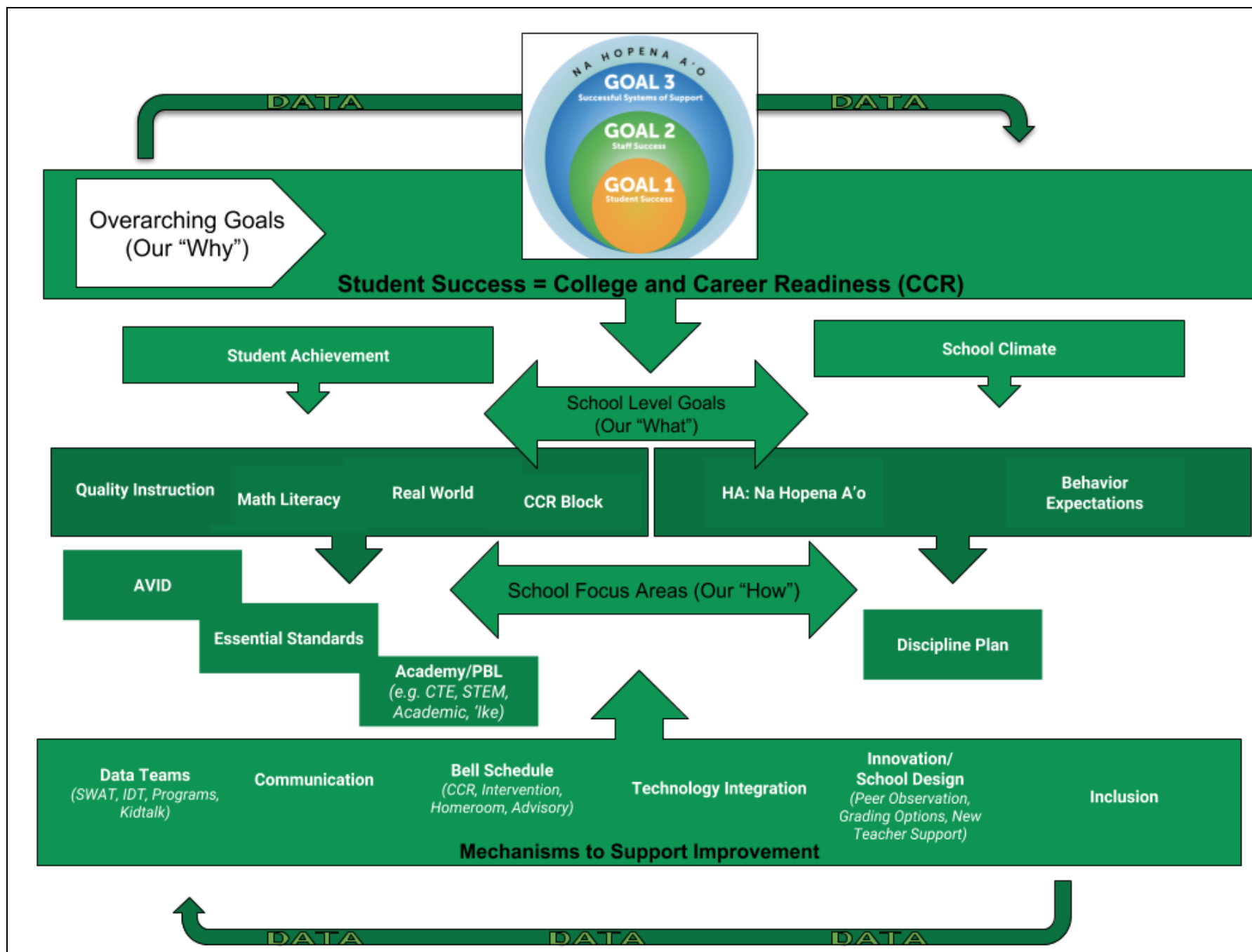


Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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>In addition to the graphic below, here are some of the pilot projects we are currently implementing:</p> <p>Student Achievement:</p> <ul style="list-style-type: none"> • DimensionU (Math/Gaming Software) • Achieve 3000 Incentive Program <p>School Climate:</p> <ul style="list-style-type: none"> • LiveSchool (Electronic PBIS Tool) • Innovation Grants for Ka’ana Like & STEAM • ‘Aha ‘Opio o Molokai (HĀ Convening) <p>School/Community (Real World Learning)</p> <ul style="list-style-type: none"> • Future Fest • Internships • Molokai Youth Fellows Program • Student Certificate Programs (CPR, AED, Food Handler’s Safety) • Walking Tours/Art Tours on Campus <p>Mechanism to Support Improvement:</p> <ul style="list-style-type: none"> • Advisory Program (MAP) • Kidtalk • Molokai Library Services Cadre • 1:1 Devices 	<p><i>Please describe your conditions for Success:</i></p> <p><i>Funding to support collaboration needed to plan, review and revise each pilot project.</i></p> <p>School/Community (Real World Learning)</p> <ul style="list-style-type: none"> • Future Fest - OHA Grant / 15849 (Travel & Supplies funding - \$5000) • Made in Maui Internships - Maui Office of Economic Development / 15849 (Travel/Lodging @ Made in Maui \$2500) • Molokai Youth Fellows Program - Molokai Visitors Association (Transportation funding from MVA) • Student Certificate Programs (CPR, AED, Food Handler’s Safety) - OHA Grant funds cost of certificates) • Walking Tours/Art Tours on Campus (Student ambassadors leading the tours...)



Details of Focus Areas Continued from 2019-20 Academic Plan

<div>2019-2021</div> <div>Targeted Activities, Actions and Supports</div> <div>(informed by school-level data, Strive HI, CNA, WASC and State Strategic Plan)</div>				
Focus Area	Department /Program/ Team	Student Success (Student Achievement)	Staff Success (Supports/Actions Needed to Achieve SA and SC)	Successful Systems (School Climate)
Funding/Source		Enabling Actions/Activities	Enabling Actions/Activities	Enabling Actions/Activities
QUALITY INSTRUCTION				
<div>WSF/Title I/ HCF Grant</div> <div>Title I</div> <div>WSF</div>	Schoolwide	<div>AVID</div> <ul style="list-style-type: none"> Offer classes 9-12 Exposure to strategies schoolwide <div>Inclusion</div> <ul style="list-style-type: none"> Co-teaching support 	<div>AVID</div> <ul style="list-style-type: none"> Training for all staff Consultant services <div>Essential Standards</div> <ul style="list-style-type: none"> Identify for each content area <div>Inclusion</div> <ul style="list-style-type: none"> Training for all staff Consultant services 	<div>AVID</div> <ul style="list-style-type: none"> None <div>Essential Standards</div> <ul style="list-style-type: none"> Analyze Curriculum/Review <div>Data Teams</div> <ul style="list-style-type: none"> Utilize universal screeners to support student learning and data teaming (Achieve 3000, Math) <div>Inclusion</div> <ul style="list-style-type: none"> Master schedule supporting inclusive practices <div>Staffing</div> <ul style="list-style-type: none"> Additional Instructional Positions

				<ul style="list-style-type: none"> ○ .5 FTE Math ○ .5 FTE Science ○ .5 FTE Social Studies
<i>Title I</i>	ELA	<ul style="list-style-type: none"> ● Common Formative Assessment (CFA) <ul style="list-style-type: none"> ○ Math standard 3: constructing viable argument ○ Shared discussion and reflection ○ Follow up instruction 	<ul style="list-style-type: none"> ● Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ● Common Formative Assessment (CFA)
<i>Title I</i>	FACTE	<ul style="list-style-type: none"> ● Department wide-quality rubric 	<ul style="list-style-type: none"> ● Department wide-quality rubric 	<ul style="list-style-type: none"> ● Department wide-quality rubric ● Department PBL system: Introduction of a concept, exercise for practice, student choice in project. Project requires planning, sketching, experimenting, testing, then producing, editing and revising for quality, presentation, and reflection.
<i>None</i>	SpED	<ul style="list-style-type: none"> ● CBI: Develop individualized instruction according to IEP goals and objectives ● CBI: More life skills and work readiness instruction/opportunities ● ILC/ILP: Offer opportunities credit (recovery) classes through flexible scheduling ● Increase student-centered (involved) IEP's 		
CCR BLOCK: Intervention and Enrichment				
<i>WSF/Title I</i>	Student			Bell Schedule

	Support			Review and refine time/structure: <ul style="list-style-type: none"> • CCR • Intervention period • Homeroom • Advisory • Data Teams (IDT/SWAT)
<i>Title I/21st Century Grant</i>	9th Grade CCR/ Advisory Teachers	Tracking 9th Grade promotion <ul style="list-style-type: none"> • Identifying at-risk students early • Arranging parent/teacher conferences • Providing extra academic assistance for at-risk students (21st Century tutoring/intersession) • Promoting Achieve 3000 progress • Making consistent efforts to keep parents informed 	Tracking 9th grade promotion <ul style="list-style-type: none"> • Meetings held with content area teachers to clarify upcoming projects 	Tracking 9th grade promotion <ul style="list-style-type: none"> • Bi-weekly advisor/CCR teacher meetings • Midterm and Quarter grade reviews
REAL WORLD EXPERIENCES				
<i>WSF/Title I</i>	Schoolwide	Project-Based Learning (PBL) <ul style="list-style-type: none"> • Authentic Assessment • Purpose-driven learning • Opportunities for service learning off-campus for all students Technology Integration <ul style="list-style-type: none"> • Available 1-1 	PBL <ul style="list-style-type: none"> • Training for all staff • Consultant services • PD time for planning PBL integration Technology Integration <ul style="list-style-type: none"> • Training on GAFE • Updated Technology 	PBL/Academics <ul style="list-style-type: none"> • Research and training on framework • Integrate with HLIP, service learning, school-wide events (e.g. E Hui Pu, HĀ Summit) Technology Integration <ul style="list-style-type: none"> • Tech Support System
<i>WSF/Perkins</i>	FACTE	<ul style="list-style-type: none"> • Industry-standard software and sublimation equipment to produce quality products for school and community • Internship opportunities 		

MATH LITERACY				
<i>Title I/WSF</i>	Schoolwide	Instructional Leadership Team <ul style="list-style-type: none"> Targeted Instructional Area (TIA - math focus) 	Instructional Leadership Team (ILT) <ul style="list-style-type: none"> Professional Instructional Practice (PIP - math focus) Professional Reading (math focus) Professional development (math focus) 	Instructional Leadership Team (ILT) and other Data Teams <ul style="list-style-type: none"> Data Analysis to improve academic success Star Math to track progress Staffing <ul style="list-style-type: none"> Additional .5 FTE Math Teacher Position
<i>None</i>	FACTE	Integration of various mathematical concepts with a focus on students mathematical reasoning in curriculum		
HĀ (NA HOPENA A'O)				
<i>WSF/Title I/Supplemental (OHE)</i>	School Wide	Expand opportunities for students to strengthen their HĀ (e.g. piko, protocol, songs, cultural practices/'ike Hawai'i) Student representatives added to the HĀ Design Team Involve students (voice) with construction of Papahana Hale Ho'omalū (near HLIP)	Learning Environment SWAT support of HĀ Participate in HĀ PD/conferences	Partner with Molokai HĀ Design Team/Schools Maintain Theme: Kō Kakou Mo'olelo Assess School-Wide HĀ Initiatives/Implementation Consider integration of HĀ into other school activities (e.g. E Hui Pu) Expand piko as a regularly practiced school wide activity
BEHAVIOR EXPECTATIONS				
<i>WSF/Title I</i>		Discipline Plan <ul style="list-style-type: none"> Students trained on the new 	Discipline Plan <ul style="list-style-type: none"> Staff trained on the new 	Discipline Plan <ul style="list-style-type: none"> New school-wide discipline plan will

		<p>discipline plan in 2019</p> <p>Kidtalk</p> <ul style="list-style-type: none"> • Revise to be more student-centered <p>Social Emotional Learning (SEL) Curriculum</p> <ul style="list-style-type: none"> • Student lead curriculum 	discipline plan in 2019	<p>be implemented</p> <p>Kidtalk</p> <ul style="list-style-type: none"> • Revise to be more efficient and measurably effective <p>SEL Curriculum</p> <ul style="list-style-type: none"> • Implemented school-wide through advisory/CCR <p>Positive Behavior Support Intervention System (PBIS)</p> <ul style="list-style-type: none"> • Continue to develop PBIS system <p>Staffing</p> <ul style="list-style-type: none"> • Additional .5 FTE Support Position
COMMUNICATION				
<i>None</i>	Schoolwide	<p>Infinite Campus (grade) updates regularly to students</p> <p>Update reminders via Messenger text to parents</p>	Time provided for communications (CCR “prep”)	CCR Block
<i>Title I</i>	Special Education	Students involved in IEP meeting planning	<p>Meeting notices to teachers two weeks prior</p> <p>In-service on student needs beginning of year</p> <p>IEP/MP/Student Plans to staff beginning of the year</p>	<p>Care Coordinators (CC)</p> <ul style="list-style-type: none"> • Timely communication with parents/guardians • Tracking CC students’ progress
<i>Title I/ Supplemental OHE</i>	HLIP			Network with Ke Aukahi (and community) for program vision (long-term planning for sustainability)