



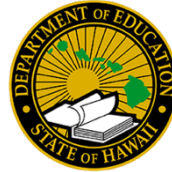
# Academic Plan School Year 2021-2022

## Waimea High School

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	3/22/2021

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	4-15-21



# Waimea High School

## Academic Plan School Year 2021-22

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 the 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.

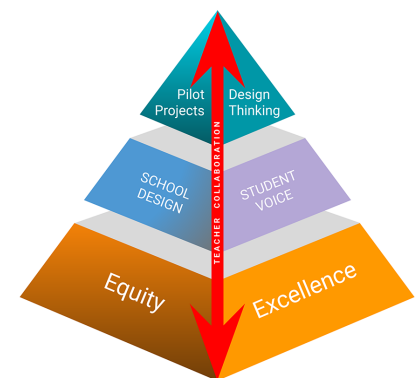
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

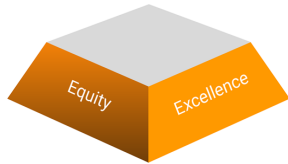
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 through 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** (Section 1).



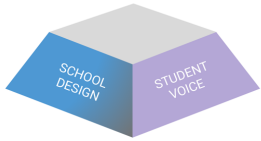


## Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gap	Theory of Action	Enabling Activity
<p><b>Student Proficiency</b> Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 45%</li> <li><input type="checkbox"/> Math - 23%</li> <li><input type="checkbox"/> Science - 13%</li> </ul> <p><b>High Needs Students Achievement Gaps</b> The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 SBA High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 29 pts.</li> <li><input type="checkbox"/> Math - 24 pts.</li> </ul> <p><b>Low SES</b> - Students of low socio economic status currently make up 53% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> <li>● ELA:                     <ul style="list-style-type: none"> <li>○ Non-Low SES - 56%</li> <li>○ Low SES - 32% - (24 pt. gap)</li> </ul> </li> <li>● Math:                     <ul style="list-style-type: none"> <li>○ Non-Low SES - 35%</li> <li>○ Low SES - 10% - (25 pt. gap)</li> </ul> </li> <li>● Science:                     <ul style="list-style-type: none"> <li>○ Non-Low SES - 17%</li> <li>○ Low SES - 8% - (9 pt. gap)</li> </ul> </li> </ul>	<p>If we provide teachers with the appropriate professional development, then teachers will use effective, differentiated, evidence-based instructional strategies and practices in every classroom, and our low SES and special education students will develop the skills they need to achieve academically and the achievement gap will decrease.</p> <p>If we systematize programs and supports for all students to be successful during and after high school, then teachers/staff can provide students the support they need, and the achievement gap for our low SES and special education students will decrease.</p>	<p><b>EA 6 - Best Instructional Practices</b> WHS will implement curriculum utilizing a variety of instructional practices to increase student proficiency and growth, while reducing the achievement gap.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a) Leadership will provide PD to teachers/staff on a variety of instructional strategies (e.g. differentiation, scaffolding curriculum, inclusion, vocabulary acquisition) that will address the needs of struggling students (e.g. Low SES, ELL, SpEd, Males, Native Hawaiian). (Dave Holden, Wes Yuu) (WASC CA #3)</li> <li>b) Leadership will provide time for teacher collaboration on a variety of Curriculum, Instruction, and Assessment (CIA) needs, including the use of student data to drive instruction. (WASC CA #4)</li> <li>c) Teachers will participate in peer observations to expand their toolbox of instructional strategies and improve their practice.</li> <li>d) Teachers will participate and receive ongoing support in AVID training; teachers will consistently implement AVID strategies by Academies.</li> <li>e) Students will utilize AVID strategies schoolwide.</li> <li>f) Leadership will provide teachers with PD on the use of IABs for instruction and formative assessment.</li> <li>g) Teachers will use the IABs for instruction and formative assessment (e.g. use questions from the IABs as warm-ups and assignments). (WASC CA #2)</li> <li>h) Students will complete IABs as a learning tool and for independent practice.</li> </ol> <p><b>EA 7 - College and Career Readiness</b> WHS will prepare all students for post high school success.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a) Leadership and teachers/staff will provide students with multiple systems of support for academic study and college &amp; career preparation (e.g. tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, dedicated Academy counselors).</li> <li>b) Freshmen students will participate in a Career Fair; Sophomore through Senior students will have the opportunity to attend College Fair.</li> </ol>

<p><b>ELL</b> - English Language Learner students currently make up 4% of our student population. A few ELL students demonstrated proficiency on 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>● ELA - 33% (2 proficient)</li> <li>● Math - 33% (2 proficient)</li> <li>● Science - 0%</li> </ul> <p><b>SpEd (IDEA)</b> - Students receiving special education services currently make up 11% of our student population. One SpEd (IDEA) student demonstrated proficiency on a 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>● ELA - 10% (1 proficient)</li> <li>● Math - 0%</li> <li>● Science - 0%</li> </ul>		<ul style="list-style-type: none"> <li>c) Leadership and teachers/staff will provide students with opportunities to take face-to-face and online Early College Classes that are aligned with Pathways.</li> <li>d) All Junior/Senior students will have the opportunity to participate in Life After High School events.</li> <li>e) Leadership and teachers/staff will provide parents with multiple opportunities to support their child through high school and post high school via training sessions, events and workshops (e.g. PCNC &amp; MEP staff, Ohana Engagement Nights, Scholarship Night, tutoring, FAFSA Night, IC, Social Media, GCR, PTP). (WASC CA #1) \$</li> <li>f) All students will participate in an Interview Skills and Communication course and have opportunities to experience work study programs or internships in their chosen pathway (in person or virtual).</li> <li>g) Academy teachers will be trained in how to create/implement Senior Capstone projects.</li> <li>h) Academy Seniors will complete an Academy Senior Capstone project.</li> </ul>
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## Innovation in Support of the Core: School Design and Student Voice

**School Design:** The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

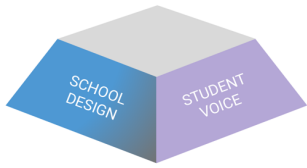
Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	Context	Conditions for Success
<p><b>Initiative 1: Resilient and Purposeful</b></p> <p>This initiative will focus on purposefully lining up our processes, procedures and practices with our values of being student-centered and aligned to the National Standards of Practice (NSOP) from National Career Academies Coalition (NCAC).</p> <p>Waimea High School teachers and staff will work to refine and implement Academy agreements such as student support protocols and will collaborate with our feeder schools to ensure smoother student transitions.</p>	<p>At Waimea High School, we are continuing implementation of the career Academy school design model. If we purposefully and consistently line up our processes, procedures and practices schoolwide, then the school will maintain a positive, encouraging climate where students, parents, and staff will feel supported.</p> <p>We currently have inconsistent implementation of agreed upon schoolwide procedures and processes across the three academies. We also have varied levels of standards-based instruction, assessment, and grading practices across the three academies. There is a lack of teacher and administrative collaboration with our feeder schools, and inconsistent understanding and implementation of the NCAC standards of practice across the three academies.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● WASC Critical Area #5 (Prioritize the horizontal alignment and vertical articulation within departments; Collaboratively develop common assessments and regularly analyze student work.)</li> <li>● Student Learning Needs #1-3 (ELA/Literacy, Math, Science)</li> <li>● Contributing Causes #1A-C and #2</li> <li>● Achievement Gaps (Low SES, SpEd)</li> <li>● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Parent Engagement and/or Community Partnerships</li> <li>● Promise 2: Equity</li> <li>● Promise 3: School Design</li> </ul>	<ul style="list-style-type: none"> <li>● Time and scheduling will need to be considered in order to provide staff with the professional development and collaboration time to successfully implement the initiatives.</li> <li>● We will need flexibility in the master schedule and bell schedule to implement innovative programs and systems of support.</li> <li>● Funding will be needed to support the necessary PD, staffing and identified programs/initiatives.</li> <li>● Quality data will need to be gathered in order to analyze baseline, formative and summative data and to make adjustments as needed.</li> </ul>
<p><b>Initiative 2: Technology Proficient</b></p> <p>This initiative will focus on how Waimea High School provides and uses technology to collaborate, communicate, and engage students and teachers in digital teaching and learning. It will also help to move our school model</p>	<p>As a small, rural, Neighbor Island school, Waimea High uses technology to bridge the physical and logistical divide for students, their families, and our teachers. Online material is free or greatly discounted when compared to the cost of textbooks, so many of our teachers use digital material. We need to provide students with access to Chromebooks in all classrooms throughout the day and allow students to borrow them if none is available at home. Also next year due to budget cuts at the post HS level, many of our Early College courses will move to after school hours via an online platform. We need to provide students with the tools and strategies needed to successfully engage in digital learning</p>	<ul style="list-style-type: none"> <li>● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</li> </ul>

<p>from traditional to a hybrid that offers multiple opportunities to extend learning beyond the physical classroom.</p>	<p>and provide teachers/staff with professional development on effective online instruction and assessment.</p> <p>We currently have varied levels of teacher implementation and comfort with using technology in the classroom. There are also inconsistencies in teacher implementation of successful strategies to engage students in digital learning.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● Contributing Causes #3A-B</li> <li>● Student Learning Need #4 (GLO #6 - Effective and Ethical User of Technology)</li> <li>● Student Voice, Choice, Collaboration, and/or Agency</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Promise 2: Equity</li> <li>● Promise 3: School Design</li> <li>● Promise 5: Innovation</li> </ul>	
<p><b>Initiative 3: Culturally and Community-Minded</b></p> <p>This initiative will focus on Waimea High School students and staff building a strong sense of community and school pride. New teachers/staff, students and parents will be immersed in Waimea culture through a comprehensive onboarding process that will be later maintained via personal contact as well as multiple media and third party apps.</p> <p>We will also provide multiple opportunities for students to build their sense of responsibility, aloha and belonging by learning relevant, industry-valued skills through project and place-based learning at off campus sites. Teachers will be supported in this effort via professional development in creating interdisciplinary learning experiences that result in these culminating projects.</p>	<p>Our lowest score in the recent Panorama student surveys was engagement; students are not excited about their classes nor do they find relevance in them. In the last three years we have also lost four new teachers who left before the school year ended. We need to build a strong sense of community and school pride at Waimea and find ways to engage our students in culturally and community-based projects that help to their sense of responsibility, aloha, and belonging as well as build skills that will be valued by future employers. We need to successfully onboard our new staff members so they choose to stay at Waimea HS.</p> <p>There is a lack of Waimea school and community pride, sense of responsibility, aloha, and belonging by teachers, students, and parents. There are varied levels of opportunities across academies for students to experience projects and placed-based learning at off campus sites to learn industry-valued skills. Additionally, there are varied levels of opportunities across academies for students to engage in interdisciplinary learning experiences that result in a culminating project.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● WASC Critical Area #4 (Continue to address SEL and academic needs of At-risk subgroups, including special education, economically disadvantaged, ELL, Native Hawaiians, males, and the homeless population; school must ensure all students feel valued by staff.)</li> <li>● WASC Critical Area #6 (Continue to explore the GLOs and the crosswalk linking them to the Na Hopena Ao' framework.)</li> <li>● Student Learning Needs #4 (GLO #2 - Community Contributor) and #5 (Social-Emotional Learning)</li> <li>● Contributing Causes #4-5</li> <li>● Student Voice, Choice, Collaboration, and/or Agency</li> <li>● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Parent Engagement and/or Community Partnerships</li> <li>● Promise 1: Hawaii</li> <li>● Promise 2: Equity</li> <li>● Promise 3: School Design</li> <li>● Promise 4: Empowerment</li> <li>● Promise 5: Innovation</li> </ul>	
<p><b>Initiative 4: College and Career Ready</b></p> <p>This initiative will focus on ensuring Waimea High School teachers and staff will be trained in a wide variety of online and in-person instructional practices to increase student proficiency, engagement, academic growth and reduce our achievement gaps. We will use a variety of programs and methods to support struggling students and we will also collaborate with parents/guardians to prepare every student for post high school success.</p>	<p>We need to train teachers/staff in a variety of online and in-person effective instructional practices and utilize a variety of programs and methods, especially to support our struggling students - males, SPED, 504, ELL, low SES students. As a Title 1 school, with a community demographic of low college attendance and completion, it is imperative that we collaborate with parents/guardians to prepare each student for post high school success by providing them with multiple systems of support along the way.</p> <p>Currently we have inconsistent instructional practices across all three academies. There are also inconsistencies and gaps in our support and offerings of available programs to successfully prepare students for post high school success (e.g. relevant, rigorous, work-based learning opportunities, SEL).</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● Student Voice, Choice, Collaboration, and/or Agency</li> <li>● WASC Critical Area #1 (Continue to foster a culture of parent participation where families are seen as educational partners in the learning process.)</li> <li>● WASC Critical Area #2 (Increase reading and math achievement scores as measured by the Smarter Balanced Assessment.)</li> <li>● WASC Critical Area #3 (Move forward with plans to ensure all students receive learning experiences consisting of differentiated instruction, rigorous learning expectations, and high-level strategies of engagement.)</li> <li>● WASC Critical Area #4 (Continue to address SEL and academic needs of At-risk subgroups, including special education, economically disadvantaged, ELL, Native Hawaiians, males, and the homeless population; school must ensure all students feel valued by staff.)</li> <li>● Student Learning Needs #1-3 (ELA/Literacy, Math, Science)</li> <li>● Contributing Causes #6-7</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Parent Engagement and Community Partnerships</li> <li>● Promise 2: Equity</li> <li>● Promise 3: School Design</li> <li>● Promise 5: Innovation</li> </ul>	

Section 3: MEASURABLE OUTCOMES		
2020-21	2021-22	2022-23
<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Desired outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for 2020-21:</b> (2018-19 baseline)</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase from 45% to 50%, as measured by SBA.                             <ul style="list-style-type: none"> <li>○ ELA high-needs achievement gap will decrease from 29 pts. to 25 pts.</li> </ul> </li> <li>❑ Math proficiency will increase from 23% to 30%, as measured by SBA.                             <ul style="list-style-type: none"> <li>○ Math high-needs achievement gap will decrease from 24 pts. to 21 pts.</li> </ul> </li> <li>❑ Science Proficiency will increase from 13% to 20%, as measured by Biology I EOC Exam.</li> <li>❑ ELL On Track (Growth to Target) will increase from 22% to 25%, as measured by WIDA. (2019-20: 13%)</li> <li>❑ Chronic Absenteeism will decrease from 19% to 17%, as measured by 15 or more absences. (2019-20: 14%)</li> <li>❑ School Climate will increase from 74% to 77%, as measured by Panorama student survey. (2019-20: 61%)</li> <li>❑ On Time 9th Grade Promotion will remain at 99%. (2019-20: 96%)</li> <li>❑ On Time Graduation will increase from 84% to 86%. (2019-20: 84%)</li> <li>❑ CTE Completers will increase from 78% to 80%. (2019-20: 79%)</li> <li>❑ Post-Secondary Enrollment will increase from 59% to 63%. (2019-20: 60%)</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Desired outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2021-22:</b> (projected 2020-21 baseline)</p> <p>We will regain/maintain our 2018-19 baseline or higher in 2021-22...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 48%.                             <ul style="list-style-type: none"> <li>○ ELA high-needs achievement gap will decrease to 26 pts.</li> </ul> </li> <li>❑ Math proficiency will increase to 26%.                             <ul style="list-style-type: none"> <li>○ Math high-needs achievement gap will decrease to 21 pts.</li> </ul> </li> <li>❑ Science proficiency will increase to 16%.</li> <li>❑ ELL On Track will increase to 16%.</li> <li>❑ Chronic Absenteeism will decrease to 14%.</li> <li>❑ School Climate measure will increase to 65%.</li> <li>❑ On Time 9th Grade Promotion will remain at 97%.</li> <li>❑ On Time Graduation will increase to 86%.</li> <li>❑ CTE Completers will increase to 82%.</li> <li>❑ Post-Secondary Enrollment will increase to 63%.</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Desired outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2022-23:</b> (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 51%.                             <ul style="list-style-type: none"> <li>○ ELA high-needs achievement gap will decrease to 17 pts.</li> </ul> </li> <li>❑ Math proficiency will increase to 30%.                             <ul style="list-style-type: none"> <li>○ Math high-needs achievement gap will decrease to 18 pts.</li> </ul> </li> <li>❑ Science proficiency will increase to 20%</li> <li>❑ ELL On-Track will increase to 20%.</li> <li>❑ Chronic Absenteeism will decrease to 13%.</li> <li>❑ School Climate will increase to 70%.</li> <li>❑ On Time 9th Grade Promotion will remain at 98%.</li> <li>❑ On time Graduation will increase to 88%.</li> <li>❑ CTE Completers will increase to 84%.</li> <li>❑ Post-Secondary Enrollment will increase to 66%.</li> </ul>





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

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

<b>Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING</b>		
<b>Baseline Measurements</b>	<b>Formative Measures for Monitoring</b>	<b>2021-22 Summative Goals</b>
<p><b>2018-19 Strive HI Data:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA Proficiency - 45%                             <ul style="list-style-type: none"> <li>○ ELA High Needs Gap - 29 points</li> </ul> </li> <li>● SBA Math Proficiency - 23%                             <ul style="list-style-type: none"> <li>○ Math High Needs Gap - 24 points</li> </ul> </li> <li>● Biology I EOC - 13%</li> <li>● ELL On Track - 22% (2019-20: 13%)</li> <li>● Chronic Absenteeism 19% (2019-20: 14%)</li> <li>● School Climate - 74% (2019-20: 61%)</li> <li>● On Time 9th Grade Promotion - 99% (2019-20: 96%)</li> <li>● On Time Graduation - 84% (2019-20: 84%)</li> <li>● CTE Completers - 78% (2019-20: 79%)</li> <li>● Post-Secondary Enrollment - 59% (2019-20: 60%)</li> </ul> <p><b>2020-21 Panorama Student Survey Data:</b></p> <ul style="list-style-type: none"> <li>● Classroom Engagement - 41%</li> <li>● Classroom Climate - 73%</li> <li>● Classroom Rigorous Expectations - 69%</li> <li>● Classroom Teacher-Student Relationships - 62%</li> <li>● Pedagogical Effectiveness - 71%</li> <li>● School Belonging - 39%</li> <li>● Valuing of School - 50%</li> <li>● School Safety - 70%</li> <li>● SQS Safety - 69%</li> </ul> <p><b>2019-20 School Quality Survey Data:</b></p> <ul style="list-style-type: none"> <li>● Parent Involvement/Engagement - 59%</li> <li>● Parent Satisfaction - 70%</li> <li>● Teacher Satisfaction - 80%</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Universal Screener (STAR)</li> <li><input type="checkbox"/> Common Formative Assessments (SBA Interim Assessment Block assessments)</li> <li><input type="checkbox"/> Student Behavior Data (Infinite Campus)</li> <li><input type="checkbox"/> Student Report Card Grades</li> <li><input type="checkbox"/> Panorama Student Survey Data</li> <li><input type="checkbox"/> School Quality Survey (SQS) Results</li> <li><input type="checkbox"/> Student Attendance Data</li> <li><input type="checkbox"/> Qualitative Evidence of Implementation</li> </ul>	<p><b>2021-22 Strive HI Goals:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA Proficiency - 48%                             <ul style="list-style-type: none"> <li>○ ELA High Needs Gap - 26 points</li> </ul> </li> <li>● SBA Math Proficiency - 26%                             <ul style="list-style-type: none"> <li>○ Math High Needs Gap - 21 points</li> </ul> </li> <li>● Biology I EOC - 16%</li> <li>● ELL On Track - 16%</li> <li>● Chronic Absenteeism 14%</li> <li>● School Climate - 65%</li> <li>● On Time 9th Grade Promotion - 97%</li> <li>● On Time Graduation - 86%</li> <li>● CTE Completers - 82%</li> <li>● Post-Secondary Enrollment - 65%</li> </ul> <p><b>2021-22 Panorama Student Survey Goals:</b></p> <ul style="list-style-type: none"> <li>● Classroom Engagement - 44%</li> <li>● Classroom Climate - 76%</li> <li>● Classroom Rigorous Expectations - 72%</li> <li>● Classroom Teacher-Student Relationships - 65%</li> <li>● Pedagogical Effectiveness - 74%</li> <li>● School Belonging - 42%</li> <li>● Valuing of School - 53%</li> <li>● School Safety - 73%</li> <li>● SQS Safety - 72%</li> </ul> <p><b>2021-22 School Quality Survey Goals:</b></p> <ul style="list-style-type: none"> <li>● Parent Involvement/Engagement - 62%</li> <li>● Parent Satisfaction - 73%</li> <li>● Teacher Satisfaction - 83%</li> </ul>

Initiative 1: RESILIENT AND PURPOSEFUL <i>"Ambition is the path to success." — Bill Bradley</i>					
Initiative 1 Enabling Activity 1 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p><b>EA 1. Core Values and Agreements</b></p> <p>WHS will implement schoolwide agreements based on NCAC NSOPs and HA to guide our work in the best interest of all students.</p> <p><u>1A. Common Schoolwide Procedures and Processes</u></p> <p>WHS will develop, communicate, and implement purposeful alignment of schoolwide procedures and processes across Academies.</p> <p>Action Steps:</p> <p>a. Teachers/staff will continue to refine and implement their common Academy processes in alignment with schoolwide expectations.</p> <p>b. Core and CTE teachers will work together to plan and implement Culminating Projects with students beginning in their Junior year.</p> <p>c. Academies will continue to refine and implement a consistent process for student support and follow through.</p> <p>d. Academies will conduct quarterly Award Ceremonies to celebrate student growth in the characteristics of the Profile of a Graduate and HA.</p> <p>e. Students will demonstrate the characteristics of the Profile of a Graduate and HA.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>Teachers/staff will refine and implement their common Academy agreements in alignment with schoolwide expectations.</li> <li>Each Academy will conduct one student Award Ceremony each quarter.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will attend at least one student Award Ceremony each quarter.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 61% in 2019-20 to 65% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. Report Card Grades), and the review of qualitative evidence, when available.</p> <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ <b>WSF</b> <b>42101</b> <b>462564</b> <b>B - 3006</b> Student Recognition Quarterly Award Ceremonies x 3 Academies <b>\$1,200</b></p> <p><b>42101</b> <b>462564</b> <b>B - 3006</b> Visual representation banners <b>\$3,000</b></p>	<p>☑ <b>Title I</b></p>
<p><u>1B. Rigorous, Standards-based Instruction and Assessment</u></p> <p>WHS will implement clear, schoolwide standards-based instructional strategies, assessment, and grading practices that develop student resilience.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will participate in at least one PD on standards-based assessment and grading practices.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p>☑ <b>WSF</b> <b>42106</b> <b>A1 - 2769</b> 30 sub days for standards-based assessment &amp;</p>	<p>☑ <b>Title I</b> <b>18902</b> <b>B - 7104/07</b> Dave Holden, AAIS PD on standards-based assessment and</p>

<p>Action Steps:</p> <p>a. Leadership will provide teachers with PD on standards-based instruction, assessment, and grading practices and dedicated time to collaborate.</p> <p>b. Teachers will collaborate and calibrate assessment and utilize common rubrics and grading practices in all classes.</p> <p>c. Teachers will implement standards-based instruction, assessment, and grading practices, including the use of a common grading scale and rubrics so students and parents have clarity regarding how grades are determined.</p> <p>d. Teachers will provide multiple opportunities for students to demonstrate proficiency.</p> <p>e. Students will demonstrate proficiency and/or growth.</p>	<ul style="list-style-type: none"> <li>All teachers will participate in at least one collaboration session to calibrate assessment and grading practices.</li> <li>All teachers will implement standards-based assessment and grading practices to determine report card grades, including the use of a common grading scale.</li> <li>All teachers will provide students with multiple opportunities to demonstrate proficiency in a variety of ways.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will utilize multiple opportunities to demonstrate proficiency in a variety of ways .</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>9th graders promoted to 10th grade on time will remain at 97% in 2021-22.</li> <li>On-time graduation will increase from 84% in 2019-20 to 86% in 2021-22.</li> </ul>			<p>grading 30 x \$184.66 <b>\$5,540</b></p> <p><b>42106</b> <b>A1 - 2802</b> Summer stipends for Academy Leads &amp; Counselors 24 x \$184.66 <b>\$4,432</b></p>	<p>grading practices 18 days @ \$1,500 <b>\$27,000</b></p>
<p><u>1C. Student Transitions</u></p> <p>WHS will collaborate with feeder schools and post-HS institutions for smoother student transitions.</p> <p>Action Steps:</p> <p>a. Administration, Academy teachers, counselors, and staff will collaborate and articulate with our three feeder schools to develop student and parent awareness of the rigors of high school and the WHS Academy structure .</p> <p>b. Administration and Academy teachers/all staff will participate in</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>Representatives from administration, teachers, counselors, and other staff will conduct at least one meeting/event with each of our three feeder schools to develop awareness of our Academy structure and strengthen Academy readiness.</li> <li>Representatives from administration and teachers/staff will participate in at least one content vertical articulation meeting with our three feeder</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> <b>WSF</b></p>	<p><input checked="" type="checkbox"/> <b>Gear-up 17922 B - 4801</b> Bus for student transitions <b>\$3,000</b></p>

<p>content vertical articulation meetings with our feeder schools to discuss and plan for academic alignment and successful student transitions for all students but especially for our at-risk populations (i.e. SPED, 504, ELL, MVA, low SEL). (WASC CA #5)</p> <p>c. Administration, will conduct meetings/events with a range of post-HS institutions and community partners in which all Seniors, Academy teachers and staff will be able to participate.</p> <p>d. Leadership will provide Academy teachers and parents with training and professional development on digital learning.</p> <p>(SW6)</p>	<p>schools to discuss and plan for academic alignment.</p> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students from our feeder schools will enroll in WHS with an awareness and readiness to enter the Academy structure.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>CTE Completers will increase from 79% in 2019-20 to 82% in 2021-22. (Note: the 2020-21 8th grade class will impact the CTE Completers percentage in 2024-25.)</li> </ul>				
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 2. Academy Structure Refinements</b></p> <p>WHS will continue to modify our practices to align with the National Career Academy Coalition’s (NCAC) National Standards of Practice (NSOP).</p> <p>Action Steps:</p> <p>a. Leadership will continue to provide PD as outlined in our Academy Action Plan.</p> <p>b. Administration and Academy teachers will participate in Hawaii Academy and NCAC events, online or in person (e.g. National Conference, Waipahu HS, onsite visitation to other campus sites).</p> <p>c. All students will work towards completion of a CTE Pathway.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All Teachers/Staff will participate in PD as outlined in our Academy Action Plan.</li> <li>Representative admin/ teachers will participate in NCAC events.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will choose an Academy and work towards completion of a CTE Pathway.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>CTE Completers will increase from 79% in 2019-20 to 82% in 2021-22.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF 42101</b> Freshman Academy Budget <b>462565</b> <b>B - 3006</b> <b>\$3,000</b></p> <p>Tech &amp; Design Academy Budget <b>462566</b> <b>B - 3006</b> <b>\$3,000</b></p> <p>HNRHS Academy Budget <b>462567</b> <b>B - 3006</b> <b>\$3,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902</b> <b>A1 - 2769/2702</b> Subs for teachers to attend PD/conference/workshop on Academy Structure 8 teachers x 3 days x \$184.66 = <b>\$4,432 + \$404</b> (9.12% fringe) = <b>\$4,836</b></p> <p><b>B - 7203</b> Registration for virtual PD/conference/workshop <b>\$3,500</b></p>

Initiative 2: TECHNOLOGY PROFICIENT <i>"If we teach today as we taught yesterday, we rob our children of tomorrow." — John Dewey</i>					
Initiative 2 Enabling Activity 3 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p><b>EA 3. Use of Technology</b></p> <p>WHS will utilize a variety of technology devices, tools, and strategies for digital learning to ensure digital equity.</p> <p><b>3A. Technology Devices</b></p> <p>WHS will use technology to collaborate, communicate, and enhance teaching and learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide staff with devices, applications, and peripherals to support learning.</li> <li>Leadership will provide all students access to computers and will provide students in need with computers to use at home.</li> <li>Teachers will integrate technology daily to develop and deliver instruction, as well as to collaborate and communicate with others.</li> <li>Students will utilize Chromebooks as an essential learning/engagement tool in all Academies.</li> </ol> <p>(SW3)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All classroom teachers will use technology daily to develop and deliver instruction.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will utilize Chromebooks daily.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>Classroom Engagement will increase from 41% in 2020-21 to 44% in 2021-22, as measured by the Panorama student survey.</li> </ul>	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. STAR Universal Screener, GLO #1-2 Report Card Grades), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101 462448 B - 3006</b> Computer science curriculum <b>\$2,000</b></p> <p><b>462046 B - 3006</b> JROTC support Robotics &amp; Cyber Security <b>\$2,000</b></p> <p><b>462035 B-3502</b> GIZMOS for Biology <b>\$914</b></p> <p>BioChem online curriculum <b>\$1,000</b></p> <p><b>462448 B-3502</b> Pear Deck schoolwide license <b>\$1,000</b></p> <p>Adobe suite <b>\$2,500</b></p> <p>Zoom school license <b>\$3,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902 C - 7708</b> School wide Tech support, new computers for teachers and students, &amp; support staff computers <b>\$115,730</b></p> <p><b>B - 3501</b> AVID Membership Subscription <b>\$560</b></p> <p><b>B - 3502</b> AVID Weekly <b>\$2,495</b></p> <p>Edgenuity for school year &amp; summer <b>\$22,225</b></p> <p>STAR Renaissance <b>\$8,042</b></p> <p>Bulb <b>\$1,950</b></p> <p>Kami <b>\$600</b></p> <p><b>A1-2744/2702</b> Summer PTT for Tech Coordinator to prepare teachers/students</p>

					<p>/staff for SY21-22 roll-out 35 hours x 2 weeks x \$22.43 =  <b>\$1,571 + \$46</b>          (2.92% fringe) =  <b>\$1,617</b></p>
<p><b>3B. Digital Learning</b>          WHS will provide students, staff, and our families with the tools, strategies and professional development needed to successfully deliver, engage students in Digital Learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide Academy teachers and parents with training and professional development on digital teaching and learning.</li> <li>Teachers will train students how to effectively use the digital platforms and use them to share/demonstrate learning.</li> <li>Students will use the digital platforms to learn content and share/demonstrate their learning.</li> <li>Students will be offered distance learning opportunities in their schedule to include Early College classes.</li> </ol> <p>(SW3)</p>	<p><b>Staff Outcomes</b></p> <ul style="list-style-type: none"> <li>All classroom teachers will teach students reading comprehension and study strategies for digital content/text integrated into their content area instruction.</li> </ul> <p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>At least 20 students will successfully complete an online Early College Class.</li> </ul> <p><b>Summative Goals</b></p> <ul style="list-style-type: none"> <li>9th graders promoted to 10th grade on time will remain at 97% in 2021-22.</li> <li>On-time graduation will increase from 84% in 2018-19 to 86% in 2020-21.</li> <li>Students enrolled in post-secondary institutions after graduation will increase from 60% in 2019-20 to 63% in 2021-22.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>Early College</b>  <b>16817</b>  <b>462000</b>  <b>B - 2901</b>          KCC on-line Early College classes  <b>\$12,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I</b></p>

Initiative 3: CULTURALLY AND COMMUNITY-MINDED "A'ohe hana nui ke alu 'ia." — Unknown					
Initiative 3 Enabling Activity 4 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p><b>EA 4. Building School Community</b></p> <p>WHS will develop and strengthen a sense of community and promote school pride.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will update, maintain, and use our school Website, social media, and third party apps as modes of communication and to foster school pride.</li> <li>Leadership will provide new families and transfer students with an introduction to the school that includes a welcome packet with resources and an orientation tour by Student Academy</li> <li>Leadership will provide new teachers to WHS with a teacher mentor, orientation and resources.</li> <li>Leadership will continue to provide student leadership training to Student Academy Ambassadors.</li> <li>Students will participate in beautification of school through student designed and created spaces/murals, attached to the academies.</li> <li>Students will attend and receive recognition for improved grades, attendance, and GLOs at Award Ceremonies.</li> </ol> <p>(SW2, SW4, and SW7)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All new teachers will engage with a mentor to receive support at least once a month.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 30 students will serve as Academy Ambassadors throughout the school year.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>Parent Satisfaction will increase from 70% in 2019-20 to 73% in 2021-22, as measured by the School Quality Survey.</li> <li>Teacher Satisfaction will increase from 80% in 2019-20 to 83% in 2021-22, as measured by the School Quality Survey.</li> <li>Valuing of School will increase from 50% in 2020-21 to 53% in 2021-22, as measured by the Panorama student survey.</li> </ul>	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g attendance, GLO #1-2), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results, School Quality Survey results, and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results, School Quality Survey results, and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 A1 - 2802</b> 12 stipend days for teacher mentor, orientation and resources x \$184.66 <b>\$2,216</b></p> <p><b>42101 462564 B - 3401</b> Student Ambassador uniforms <b>\$1,200</b></p> <p><b>B - 3301</b> Food and Refreshments for incoming 9th, new student Orientation <b>\$1,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902 B - 3502</b> Educational Networks Website, social media, and third party apps as modes of communication and to foster school pride <b>\$3,570</b></p>
Initiative 3 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 5. Relevant Learning</b></p> <p>WHS will work in partnership with community agencies and businesses to engage students in relevant learning</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will design at least one Pathway relevant project/place-based learning experience for their students.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> <b>WSF</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902 B - 7104/07</b> Dave Holden, AAIS</p>

<p>activities and experiences through their programs of study within their academies. (SW6)</p> <p><b>5A. Project/Place-Based Learning</b></p> <p>WHS will provide opportunities for students to experience project/place-based learning at on and off campus sites to learn industry-valued skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide systems and PD for project/place-based learning to take place (e.g. Na Kilo Aina).</li> <li>Academy teachers will design Pathway relevant project/place-based learning experiences.</li> <li>The Academy Director will coordinate with business and community partners to plan off campus learning experiences, externships, and internships.</li> <li>Students will participate in a variety of project/place-based learning opportunities (e.g. garden, river project).</li> <li>All students will have an opportunity to earn industry-vetted Certifications through their Academies.</li> </ol> <p>(SW5)</p>	<p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will participate in at least one project/place-based learning activity per semester.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>CTE Completers will increase from 79% in 2019-20 to 82% in 2021-22.</li> <li>Valuing of School will increase from 50% in 2020-21 to 53% in 2021-22, as measured by the Panorama student survey.</li> </ul>				<p>project/place-based learning opportunities (e.g. garden, river project \$1,500 x 5 days <b>\$7,500</b></p> <p><input checked="" type="checkbox"/> <b>Gear-up 17922 B-3502</b> Industry Certifications for students <b>\$10,000</b></p>
<p><b>5B. Sense of Responsibility, Aloha, and Belonging</b></p> <p>WHS will continue to develop a sense of responsibility, Aloha, and belonging amongst students, teachers, and staff.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide teachers and staff with HA training and opportunities to connect with culturally-based programs on Kauai.</li> </ol>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All Pathway teachers will integrate GLO #1 Self-Directed Learner and the HA Sense of Responsibility into instruction.</li> <li>All Pathway teachers will integrate GLO #2 Community Contributor and the HA Sense of Aloha into instruction.</li> </ul> <p><u>Student Outcomes</u></p>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 B-7104/07</b> PD and training on HĀ and SEL for all teachers <b>\$1,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18935 B-7104/07</b> Ohana Engagement Nights family training on HĀ and GLO #1&amp;2 <b>\$1,000</b></p>



<p>b. Leadership/Academy teachers will make connections between GLO #1 Self-Directed Learner and the HA Sense of Responsibility, with an emphasis on how these are applied in industry settings.</p> <p>c. Leadership/Academy teachers will make connections between GLO #2 Community Contributor and the HA Sense of Aloha and Belonging, with an emphasis on how these are applied in industry settings. (WASC CA #4, #6)</p> <p>d. Students will develop a sense of belonging.</p>	<ul style="list-style-type: none"> <li>At least 42% of students will respond favorably to School Belonging questions on the Panorama student survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 73% in 2019-20 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>				
<p><b>5C. Interdisciplinary Learning Experiences</b></p> <p>WHS Academy teachers will provide students with interdisciplinary learning experiences that result in a culminating project.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers with PD on the development of Interdisciplinary Units (IDU) (e.g. Dave Holden, Wes Yuu).</p> <p>b. Leadership will provide teachers with release time to work with business and community partners to develop IDU.</p> <p>c. CTE Pathway teachers will develop and lead at least one IDU in their Academy.</p> <p>d. Students will complete at least one IDU by Academy/Pathway.</p> <p>e. Leadership will host an Academic Showcase for each Academy. (SW5)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>Teachers will develop at least one IDU by Academy/Pathway.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>Students will complete at least one IDU by Academy/Pathway.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>Classroom Engagement will increase from 41% in 2020-21 to 44% in 2021-22, as measured by the Panorama student survey.</li> <li>Classroom Rigorous Expectations will increase from 69% in 2020-21 to 72% in 2021-22, as measured by the Panorama student survey.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 A1 - 2769</b> Subs for PD and externship planning to develop Interdisciplinary Units 40 days x \$184.66 <b>\$7,386</b></p> <p><b>42101 462565 B - 3006</b> Freshman Academy Showcase supplies <b>\$1,000</b></p> <p><b>462566 B - 3006</b> Tech &amp; Design Academy Showcase supplies <b>\$1,000</b></p> <p><b>462567 B - 3006</b> HNRHS Academy Showcase supplies <b>\$1,000</b></p>	<p><input checked="" type="checkbox"/> <b>Title I</b></p>

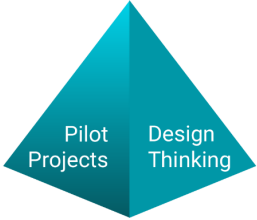
Initiative 4: COLLEGE AND CAREER READY <i>"He who is not courageous enough to take risks will accomplish nothing in life. — Muhammad Ali</i>					
Initiative 4 Enabling Activity 6 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p><b>EA 6. Best Instructional Practices</b></p> <p>WHS will implement curriculum utilizing a variety of instructional practices, programs and methods to increase student proficiency and growth, while reducing the achievement gap.</p> <p>Action Steps:</p> <p>a. Leadership will provide PD to teachers/staff on a variety of instructional strategies (e.g. differentiation, scaffolding curriculum, inclusion, vocabulary acquisition) that will address the needs of struggling students (e.g. Low SES, ELL, SpEd, Males, Native Hawaiian). (WASC CA #3)</p> <p>b. Leadership will provide time for teacher collaboration on a variety of Curriculum, Instruction, and Assessment (CIA) needs, including the use of student data to drive instruction. (WASC CA #4)</p> <p>c. Teachers will participate in peer observations to expand their toolbox of instructional strategies and improve their practice.</p> <p>d. Teachers will participate and receive ongoing support in AVID training; teachers will consistently implement AVID strategies by Academies.</p> <p>e. Students will utilize AVID strategies schoolwide.</p> <p>f. Leadership will provide teachers with PD on the use of IABs for instruction and formative assessment.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All classroom teachers will implement AVID strategies.</li> <li>All teachers will use student data to drive and modify instruction.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will use AVID strategies in all content area classes.</li> <li>All students will complete at least one IAB in Math/English as a learning tool and for independent practice.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 45% in 2018-19 to 48% in 2021-22. (Strive HI)</li> <li>ELA high-needs achievement gap will decrease by 4 pts. in 2018-19 to 26 pts. in 2021-22. (SBA-Strive HI)</li> <li>SBA Math proficiency will increase from 23% in 2018-19 to 26% in 2021-22. (SBA-Strive HI)</li> <li>Math high-needs achievement gap will decrease by 3 pts. in 2018-19 to 21 pts. in 2021-22. (SBA-Strive HI)</li> <li>Science Proficiency will increase from 13% in 2018-2019 to 16% in 2021-22, as measured by Biology I EOC exam. (Strive HI)</li> </ul>	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. STAR Universal Screener, Interim Assessment Blocks), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the School Quality Survey results and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's School Quality Survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> <b>WSF 42106</b>  <b>A1 - 2769</b>                      40 sub days for teacher collaboration                      \$184.66 x 40 days  <b>\$7,386</b></p> <p><b>A1 - 2802</b>                      Stipend for Summer onboarding for new staff                      12 x \$184.66  <b>\$2,216</b></p> <p><b>A1 - 2802</b>                      Stipend for Summer curriculum collaboration                      20 x \$184.66  <b>\$3,693</b></p> <p><b>A1 - 2769</b>                      Subs for 2 AVID teacher training x 4 days x \$184.66  <b>\$1,477</b></p> <p>Subs for Math Summit                      3 teachers x 1 day x \$184.66  <b>\$554</b></p> <p><b>B - 7203</b>                      AVID training registration  <b>\$1,200</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B - 7104/07</b>                      Wes Yuu to provide PD to teachers/staff on a variety of instructional strategies  <b>\$21,875</b></p> <p><b>B - 3006</b>                      760 Student Planners  <b>\$3,800</b></p> <p><b>7104/07</b>                      Specific PD on supporting and teaching high risk, low SES students  <b>\$1,500</b></p>

<p>g. Teachers will use the IABs for instruction and formative assessment (e.g. use questions from the IABs as warm-ups and assignments). (WASC CA #2)</p> <p>h. Students will complete IABs as a learning tool and for independent practice. (SW5, SW6)</p>	<ul style="list-style-type: none"> <li>ELL On Track (Growth to Target) will increase from 13% in 2019-20 to 16% in 2021-22, as measured by WIDA. (Strive HI)</li> </ul>			<p><input checked="" type="checkbox"/> <b>WSF 42101 B - 3006</b> State Curriculum materials &amp; other curriculum support</p> <p><b>462034</b> Math <b>\$2,000</b></p> <p><b>462035</b> Science <b>\$2,000</b></p> <p><b>462037</b> ELA <b>\$2,000</b></p> <p><b>462036</b> Social Science <b>\$2,000</b></p> <p><b>42115</b> CTE <b>\$2,000</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42106 A1 - 2802</b> Summer Stipend for teachers to attend PD on supporting and teaching high-risk, low SES students 10 teachers x 2 days x 184.66 <b>\$3,693</b></p>	
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Initiative 4 Enabling Activity 7	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 7. College and Career Readiness</b>                      WHS will prepare all students for post high school success.</p> <p>Action Steps:</p> <p>a. Leadership and teachers/staff will provide students with multiple systems of support for academic study and college and career preparation (e.g. tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, dedicated Academy counselors).</p> <p>b. Freshmen students will participate in a Career Fair; Sophomore through Senior students will have the opportunity to attend College Fair.</p> <p>c. Leadership and teachers/staff will provide students with opportunities to take face-to-face and online Early College Classes that are aligned with Pathways.</p> <p>d. All Junior/Senior students will have the opportunity to participate in Life After High School events.</p> <p>e. Leadership and teachers/staff will provide parents with multiple opportunities to support their child through high school and post high school via training sessions, events and workshops (e.g. Ohana Engagement Nights, Scholarship Night, tutoring, FAFSA Night, IC, Social Media, GCR, PTP). (WASC CA #1)</p> <p>f. All students will participate in an Interview Skills and Communication course and have opportunities to experience work study programs or</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will provide their students with opportunities for tutoring at least once a week.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All freshmen students will participate in a Career Fair.</li> <li>All Junior/Senior students will participate in Life After High School events.</li> <li>All Senior students will participate in an Interview Skills and Communication course.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>Parent Involvement/Engagement will increase from 59% in 2019-20 to 62% in 2021-22, as measured by the School Quality Survey.</li> <li>On-time Graduation will increase from 84% in 2019-20 to 86% in 2021-22.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42101</b>  <b>A1 - 2721</b>                      AVID PPT - 5 hrs per wk x 30 wks = 150 x \$13.88  <b>\$2,082</b></p> <p><b>A1 - 2744</b>                      Evening Tutors at LRC - 3 PTT x 4 hrs per wk x 38 wks = 456 hrs x \$22.43  <b>\$10,228</b></p> <p><input checked="" type="checkbox"/> <b>WSF</b>  <b>Restoration</b>  <b>A1 - 2741</b>                      Tech PPE                      17 hrs per week x 40 wks = 680 hr x \$20.67 (note: Budgeted \$15,253)  <b>\$14,056</b></p> <p><input checked="" type="checkbox"/> <b>WSF</b>  <b>Restoration</b>  <b>A1 - 2744</b>                      ELL PPE - 19 hrs per wk x 40 wks = 760 hrs x \$19.89 (note: Budgeted \$15,253)  <b>\$15,116</b></p> <p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42102</b>  <b>A1 - 2769</b>                      3 Sub days for ELL to attend KCA meetings &amp; workshops  <b>\$554</b></p>	<p><input checked="" type="checkbox"/> <b>Title I</b>  <b>18935</b>  <b>B - 3301</b>                      Food &amp; Refreshments for Ohana Events  <b>\$700</b></p> <p><b>B - 3401</b>                      Supplies for Ohana Events including paper goods  <b>\$139</b></p> <p><b>B - 5501</b>                      Theatre rental for College &amp; Career parent events  <b>\$510</b></p>

<p>internships in their chosen pathway (in person or virtual).</p> <p>g. Academy teachers will be trained in how to create/implement Senior Capstone projects.</p> <p>h. Academy Seniors will complete an Academy Senior Capstone project. (SW4, SW7)</p>				<p><b>A1 - 2744</b> ELL Interpreters for 10 NEP students x 4 hrs per = 40 hrs <b>\$897</b></p> <p><input checked="" type="checkbox"/> <b>WSF Restoration</b> <b>A1 - 2744</b> Academic Support PTT 17 hrs/wk x 40 wks <b>\$15,253</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42104</b> <b>A1 - 2741</b> PCNC 145 hrs x \$20.67 <b>\$2,997</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42101</b> <b>462564</b> <b>B - 2901</b> Early College <b>\$12,000</b></p> <p><b>B - 3006</b> Life After High <b>\$500</b></p> <p><b>B - 3401</b> Senior Capstone materials for presentations and refreshment/supplies for committee and business partners <b>\$1,200</b></p> <p><b>B - 3502</b> Student Interview and communication</p>	<p><input checked="" type="checkbox"/> <b>WSF 42107</b> <b>A1 - 2744</b> Summer Bridge 5 PTT x 4 hrs/day x 11 days = 220 hrs x \$22.43 <b>\$4,935</b></p> <p><b>B - 4801</b> Buses for Summer Bridge <b>\$600</b></p> <p><b>B - 3006</b> Supplies for Summer Bridge <b>\$926</b></p>
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				course and certification <b>\$1,200</b>	
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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.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
<p>In order to allow our students authentic learning experiences, we would like to hold classes off campus at actual work sites, such as seed companies, Kauai Veterans Memorial Hospital, Clinical Labs, and Kauai Care Home.</p> <p>These authentic learning experiences would align with our existing and/or proposed CTE pathways.</p>	<ul style="list-style-type: none"> <li>We would need a memorandum of understanding (MOU) with community and business partners to provide learning sites and expertise (teachers).</li> <li>We would need additional funding to support collaboration with these community partners.</li> <li>We would need student transportation to the learning sites.</li> </ul>
<p>In order to increase student engagement, we would like to collaborate more with our middle school to align Waimea Canyon MS elective classes with our high school pathway options.</p>	<ul style="list-style-type: none"> <li>To do this, we would need continuous dedicated articulation time with the middle school.</li> <li>We would need additional funding to support collaboration with the middle school.</li> </ul>
<p>To provide support to recent graduates, teachers can call (maybe their former advisory students) to get an update on how they’re doing (we can collect demographic data based on their responses). Teachers will offer updates on info of services/programs available.</p>	<ul style="list-style-type: none"> <li>Teachers would need PD on available programs.</li> <li>Student contact information would need to be collected and then given to the teachers and a “script” of what to ask.</li> <li>This could take place during admin’s 21 hours of teacher time.</li> </ul>
<p>Build a facility that all of the Media and Graphic pathways could be together and share resources.</p>	<ul style="list-style-type: none"> <li>Need approval from the state to construct a building on the school campus.</li> <li>Students would be better equipped with skills and easily see the connection between graphics and media.</li> </ul>

<p>In order to create a direct correlation with the programs of study we offer at WHS, an integrated system of materials could be utilized to teach real world experience while being educational. The visual representation of these items will allow Freshman students to understand processes and help to solidify what POS they want to choose.</p> <ul style="list-style-type: none"> <li>• Commercial type kitchen for culinary with dining room or snack bar</li> <li>• Broadcast booth for digital media</li> <li>• Engineering work space for creation and modeling</li> <li>• Work space for construction and materials to design and create usable items for the school. Computers to be integrated into design</li> <li>• Student run business centers for all things students.</li> </ul>	<ul style="list-style-type: none"> <li>• Remodel of current culinary facility and or addition</li> <li>• Remodel of booth or new location for isolated work</li> <li>• Portable building addition for work on campus.</li> <li>• Additional building space and storage for materials</li> <li>• Portable building addition for work on campus.</li> </ul>
<p>To provide innovative educational opportunities for our students, we would like to develop a virtual-hybrid “school within a school” that promotes rigorous learning.</p>	<ul style="list-style-type: none"> <li>• Dedicated teachers for those students/subjects. Space for classes/meetings.</li> <li>• Upgraded computers and applications for students and teachers</li> <li>• Specialized PD (for credit) provided to teachers to learn then implement best practices</li> <li>• Teachers receiving the specialized PD could provide outreach to other teachers in class to support their use of innovative teaching practices.</li> <li>• Courses in independent learning and mental health for students.</li> </ul>
<p>We would like to revamp our school wide closed circuit system and install a school wide audio system with better quality, especially in the cafeteria.</p>	<ul style="list-style-type: none"> <li>• Enable school wide broadcasts on a daily basis.</li> <li>• Enable a communication avenue for safety purposes and emergency purposes.</li> </ul>
<p>We would like to build a facility that could house Life science classes with their partnered pathways. This facility would house state of the art laboratories/ facilities that both science and pathway courses could use.</p>	<ul style="list-style-type: none"> <li>• Need space on campus and state approval</li> </ul>
<p>We would like to upgrade current facilities to meet the needs of today’s students. CTE classrooms in particular.</p>	<ul style="list-style-type: none"> <li>• Community partner input on current trends</li> <li>• Funding</li> <li>• Design consultations</li> </ul>
<p>We would like to funding for separate College and Career Counseling program, expand space upstairs, working elevators for each building, expand facilities to keep up with High Tech High,</p>	<ul style="list-style-type: none"> <li>• In the More space for supplies</li> <li>• Funding for another position</li> <li>• Zoom or literature for utilization of technology</li> </ul>

<p>We would like space to run group counseling.                  We would like to purchase college prep software e.g. Naviance.                  We would like extracurricular facilities/equipment/uniforms to encourage student buy-in.</p>	<ul style="list-style-type: none"> <li>• Funding for additional classroom/building space</li> </ul>
<p>We would like to create a College and Career Resource Center in the LRC for students and staff to utilize.</p>	<ul style="list-style-type: none"> <li>• Funding for a Career and College Counselor position</li> <li>• Update the LRC</li> <li>• Funding for Naviance, a College and Career Program</li> </ul>
<p>We would like to create a meeting space for faculty meetings, CORE meetings, PD opportunities, etc.</p>	<ul style="list-style-type: none"> <li>• This would eliminate the use of the library for these events, and therefore could make improvements there to be a more centralized resource for the students.</li> </ul>
<p>We would like to create a flexible space that allows classrooms to both physically combine and separate to support team teaching. This could be used by academies, humanities, etc...</p>	<ul style="list-style-type: none"> <li>• Indoor/outdoor classroom opportunities.</li> <li>• Air Conditioning.</li> </ul>
<p>Our Health Pathway needs a facility large enough to house all classes and labs. This would allow students to have a more fluid place to be able to move quickly between classroom and lab</p>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• State approval</li> </ul>
<p>We would like to have Air Conditioning in every classroom.</p>	<ul style="list-style-type: none"> <li>• Electrical upgrade for entire school to accommodate additional load on current system</li> </ul>
<p>We would like to have lockers for students.</p>	<ul style="list-style-type: none"> <li>• Opportunity for students that want them for lockers. Sized for both for athletes and students.</li> </ul>