

Academic Plan, School Year 2022-23

OLOMANA SCHOOL **HOME OF THE RAZORBACKS**



Where we offer students a fresh start in their educational journey.



Vision

Providing an excellent alternative education that engages and challenges all students to succeed.

Mission

To produce productive citizens by promoting positive values and strengthening academic success.

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Principal: Dr. Lisa DeLong		Complex Area Superintendent: Lanelle Hibbs	
Principal's signature: 	Date: 03/28/2022	Complex Area Superintendent signature: 	Date: 04/14/2022

1-Year Academic Plan SY 2022-23

Where are we now? (SW 1)

Through our Comprehensive Needs Assessment we identified student achievement, student engagement, and social emotional learning as our greatest needs.

Need: **Student Achievement**

The need to improve student achievement at Olomana School continues to be evident. Olomana is again identified for Comprehensive Support & Improvement (CSI) due to our graduation rate continuously not meeting the statewide target. The majority of the students who enroll enter with academic deficits. Many of our students are behind in both literacy and math skills, deficient in credits necessary for graduation by 1 to 3+ years, and are scoring “Well Below” on the state standardized tests. Due to the fact that the students come to Olomana already deficient in a number of areas, our school has found it challenging to address the academic needs of the students while managing student behavior. The teachers continue to struggle to find the time and appropriate resources to provide the necessary remediation and interventions that are needed to address the wide range of abilities of the students in the classroom. We need to continue to provide professional development (PD) and teacher collaboration time to strengthen teacher practice in addressing the individualized needs of our students.

Need: **Student Engagement**

The students that come to Olomana are considered at-risk in the Hawaii DOE. Many have experienced trauma in their lives and they are frequently lacking in executive function and behavior management skills, and positive coping strategies. Although we see some success once they enroll in Olomana, there continues to be a need for the implementation of innovative and research-based practices that provide high interest, inquiry-based learning for students. Additional teacher professional development in instructional and behavioral strategies needs to continue in order to address the mental wellness of the students. Teachers strive to create an environment where it is fun to learn how to collaborate, communicate, problem solve, self-regulate and self-advocate. Olomana must also continue to provide additional credit recovery programs and opportunities to motivate students who are behind in credits for graduation. The multi-faceted systems-wide approach to community-based, job-embedded learning programs will continue to be planned and implemented in order to offer students alternative venues to support real-world learning.

Need: **Social-Emotional Learning**

The ongoing social and emotional needs of our students due to family and home issues, poor attendance, lack of instruction, substance abuse, and trauma indicate a need for a schoolwide SEL program and trained faculty and staff members that are able to provide appropriate support that address those needs. Students continue to need instruction in SEL competencies as they enter into Olomana school with deficits in the areas of self-management, responsible decision-making, relationship skills, social awareness, and self-awareness. Teachers need training on how to integrate these strategies into daily instruction.

Addressing Equity: Subgroup Identification (SW 1)

Olomana will target special education students as the sub group to be addressed. OYC school practices 100% inclusion with class sizes under 12, therefore the many needs of the special education students are currently being addressed in their classes. Although HYCF students are in mixed classes, we were informed that they are automatically counted against the school for inclusion rate.

The information from the State about this subgroup for the school is:

- Chronic Absenteeism - 55% (LEI Kulia- Current students as of 02/17/22)
- ELA – 0%
- Math – 0%
- Science Achievement – 0%

While our enabling activities target the needs of our special education students, each goal ultimately supports every student at Olomana School, because each has individualized needs that are addressed through differentiation.

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Name of ART Accountable Leads	ART Accountable Leads are responsible for monitoring progress of enabling activities, collecting data/evidence of progress, reporting on assigned initiatives and compiling in the Exercise 5 forms.
1. Kelli Taniguchi	MTSS, Positive Behavior Support
2. David Miyahira & Ilikea Maiava	CCSS Math Project-Based Learning (PBL)
3. Nick Johns	CCSS ELA
4. Susie Serna	Community Partnerships (Beyond the Classroom), Extended Learning Opportunities
6. Karen Mahiko	Internships, CTE Pathways
7. Lester Higa	Technology, CTE Pathways
9. John Secreto, ART Lead	Formative Instruction/Data Teams (FIDT) Responsible for coordinating the writing of the Academic Plan, facilitating ART goal leads meetings (planning, debrief, Exercise 5, etc.), recommending revisions to the ART process based on all meetings, and keeping principal informed of anything related to ART.

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

Equity - Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.

School Design- Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.

Empowerment - Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.

Innovation - Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

Outcome: By the end of SY 2022-23,	Rationale:
Olomana promotes success by increasing student engagement through project-based learning and the thoughtful integration of classroom-based technology. This focus, along with the continued refining of the progress monitoring process, is expected to increase the number of students who meet or exceed proficiency in reading and math by 10%, as well as to increase the number of students who are college and career ready at the time of their graduation.	<p>The desired outcome for Goal 1: Student Success addresses needs identified in student engagement and student achievement. The need for student engagement is based on the fact that all of the students at Olomana are at-risk, which means they have experiences that lead to behaviors which put them grade levels behind, poor attendance, and lack of motivation in traditional schools. Through Olomana School's Multi-Tiered System of Support (MTSS), students develop coping skills and strategies to address the experiences that put them at-risk. The use of technology, which includes equipment in the Career and Technical Education (CTE) classes and Project-Based Learning (PBL), provides students an alternative hands-on approach to education that is intended to allow student choice and be engaging. Community partnerships assist the students in making connections to the real world in the form of dual credit programs with the community college, internships, military, local businesses, certificates, etc.</p> <p>The student achievement needs are also addressed through this goal. There are school wide efforts to integrate literacy and math across all content areas to accelerate the student learning of the Common Core State Standards (CCSS). Remediation and Extended Learning Opportunities (ELO) also provide students additional opportunities to accelerate their learning.</p>

Planning				Measures of Progress
1 Year Desired Outcome	Enabling Activities	Resources/ Funding Source	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
G1.CCSS.DO1 All students receive literacy and math instruction across the curriculum that supports foundational and core skill acquisition and mastery. (SW 6)	<p>G1.CCSS.EA1 Teachers integrate literacy instruction in all content areas and provide reading, writing, and speaking opportunities.</p> <p>G1.CCSS.EA2- Teachers integrate math in all content areas in natural and relevant ways.</p>	Refer to FRF	D. Miyahira I. Maiava N. Johns	<ul style="list-style-type: none"> - Evidence of integrated lessons, including student work demonstrating literacy and math integration - Increase in STAR reading and math assessment scores
G1.CCSS.DO2 All courses have an aligned curriculum (CCSS/NGSS/C3/CTE), clear expectations, and	G1.CCSS.EA3- Teachers utilize their curriculum maps and continue to make revisions so they align with real time teaching.	Refer to FRF	D. Miyahira I. Maiava	- Aligned Curriculum Maps in all content areas that include on-going revisions that reflect real time teaching

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identified strategies that address the needs of our students. (SW 6)			N. Johns	- Content meeting minutes that document curriculum map discussions and revisions
G1.PBL.DO1 (Project-Based Learning) All students are engaged in project-based learning (PBL) opportunities that are aligned to standards and prepare them with 21st century skills. (SW 6)	G1.PBL.EA1- All teachers implement and engage students in PBL lessons throughout the year. G1.PBL.EA2- Students will participate in a Period 8 class that engages them in PBL and place-based learning opportunities.	Refer to FRF ESSER	D. Miyahira I. Maiava	- Student work/evidence from PBL Projects collected each semester (i.e public products, student presentations) - PBL Cadre Minutes - Uploaded PBL Lessons - Period 8 Showcase
G1.FIDT.DO1 (Formative Instruction/Data Teams) Students are engaged in performance-based assessments to demonstrate learning.	G1.FIDT.EA1- Teachers integrate performance-based assessments and utilize them with students.	Refer to FRF	J. Secreto	-Define what Performance Based Assessment -Provide PD for PBA - Examples of performance-based assessments implemented -PBL Lesson Plans -Period 8 Showcase
G1.MTSS.DO1 (Multi-Tiered System of Support) Students receive appropriate emotional and academic support needed for success in a timely and consistent manner. (SW 6)	G1.MTSS.EA1- All teachers implement evidence based interventions that address behavior and academic needs identified through the progress monitoring process. G1.MTSS.EA2- School staff consistently integrate the PBIS matrix and behavior expectations in all aspects of Olomana School. G1. MTSS.EA3- Provide identified students with Tier 3 interventions and remediation opportunities for reading, writing, and math. G1.MTSS.EA4- Teachers implement SEL strategies and lessons that address the SEL competencies. - Choose Love - Grace Dearborn	Refer to FRF ESSER	K. Taniguchi	- Progress monitoring documents that include identified interventions, implementation data, and student progress - Time-out and referral data - Data on identified students and Tier 3 intervention supports provided - Teacher and student Choose Love Reflection google forms
G1.INTERNSHIPS.DO1-	G1.INTERNSHIPS.EA1- Eligible students are provided with internship opportunities that are aligned to their interests.	Refer to FRF	K. Mahiko	- Student internship interest documents

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All qualified students are successfully participating in internships that are aligned to their interest. (SW 6)				<ul style="list-style-type: none"> - Database of students participating and successfully completing an internship - Student and mentor internship evaluations
<p>G1.CTE.DO1 All students will complete two consecutive years in a CTE pathway and have an opportunity to take four consecutive courses that include WBL opportunities and certifications. (SW 5, SW 6)</p>	<p>G1.CTE.EA1- All students are enrolled in a CTE pathway courses that are aligned to the new state standards.</p> <p>G1.CTE.EA2- 7-8th grade students will be exposed to various CTE pathways through an exploration course.</p>	Refer to FRF	K. Mahiko L. Higa	<ul style="list-style-type: none"> - Student enrollment in CTE courses and exploration course - Student certifications (i.e., ServSafe)
<p>G1.TECH.DO1 All students have access to one-to-one devices and are aware of the various programs and equipment available to support learning in the classroom.</p>	<p>G1.TECH.EA1- Teachers incorporate technology use in the classroom.</p> <p>G1.TECH.EA2- Teachers work with Tech Coordinator to train students on equipment available to support PBL projects.</p>	Refer to FRF	L. Higa	<ul style="list-style-type: none"> - Tech Surveys - Evidence of technology integrated in curriculum maps and PBL lessons - Documentation of training provided
<p>G1.ELO.DO1 (Extended Learning Opportunities) Students have extended learning opportunities (ELO) that help to accelerate their learning as well as increase engagement and motivation. (SW 6)</p>	<p>G1.ELO.EA1- Maintain and monitor credit recovery opportunities and summer school.</p>	Refer to FRF	S. Serna	<ul style="list-style-type: none"> - Semester/yearly data used to assess and monitor student progress.

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Goal 2: Staff Success. Olomana School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 2022-23,	Rationale:
All staff are provided continuous professional development and support based on the desired outcomes for Goal 1 to address student engagement, student achievement, and SEL needs.	The desired outcome for Goal 2: Staff Success enabling activities address the needs identified in student engagement, student achievement, and social emotional learning. High risk and incarcerated youth require school staff to have specialized teaching skills and ongoing professional development. Olomana continuously hires new staff, including Non-qualified teachers, that lack experience working with at-risk youth, which requires ongoing professional development and training to support our school wide initiatives. We also need to explore current research-based strategies to address the needs of our students and enhance our current teaching practices.

Planning			Measures of Progress	
1 Year Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Resources/ Funding Source	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
G2.CCSS.DO1 Teachers have the tools to integrate meaningful literacy and math instruction into their content specific areas that support student learning and success. (SW 6)	G2.CCSS.EA1- Teachers will participate in PD and work with consultants to integrate literacy and math into all content areas. G2.CCSS.EA2- Teachers will develop and align common assessments to use in data teams. G2.CCSS.EA3- Teachers will participate in AVID PD and integrate strategies that promote literacy.	Refer to FRF	N. Johns	- PD agendas, minutes, content slides/documents, evaluations - Content Team meeting minutes - Integrated Lessons
G2.PBL.DO1 All teachers have access to resources and are adequately trained to successfully implement project-based learning opportunities in their content areas. (SW 6)	G2.PBL.EA1- Teachers will receive PBL coaching and support throughout the school year - PBL Resource Teacher (AIT) - PBL Cadre	Refer to FRF	D. Miyahira I. Maiava	- PD agendas, minutes, content slides/documents, evaluations - PBL Cadre minutes - Documentation of training provided - Coaching from PBL Resource Teacher

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<p>G2.FIDT.DO1 All teachers are utilizing performance-based assessments, formative assessment practices, and instructional strategies to meet the individualized needs of our students. (SW 6)</p>	<p>G2.FIDT.EA1- Teachers will continue to receive support and PD on formative instruction practices and evidence-based instructional strategies.</p> <p>G2. FIDT.EA2- Teachers will explore how performance-based assessments can be integrated into the curriculum and aligned to grading practices.</p>	<p>Refer to FRF</p>	<p>J. Secreto</p>	<ul style="list-style-type: none"> - PD agendas, minutes, content slides/documents, evaluations - Resource folder of PBA examples -Develop a common understand of what Performance Based Assessment -Provide PD for PBA - Examples of performance-based assessments implemented
<p>G2.FIDT.DO2 The data team process is being implemented regularly to improve instructional effectiveness and meet the needs of our students. (SW 3)</p>	<p>G2.FIDT.EA3- Continue to refine, monitor, and support the data team process with analyzing student work, documenting student progress, and implementing research based instructional strategies</p> <p>Provide PD and support in implementing the data team process</p>	<p>Refer to FRF</p>	<p>J. Secreto</p>	<ul style="list-style-type: none"> - Data Team process documents - PD agendas, minutes, content slides/documents, evaluations -ILT Minutes -Data Teams refresher -Data Teams Meeting Minutes
<p>G2.MTSS.DO1 All staff understand the MTSS framework at Olomana and what their role is in the process.</p>	<p>G2.MTSS.EA1- All faculty and staff will be trained on the MTSS Framework and the roles and responsibilities of all members involved.</p>	<p>Refer to FRF</p>	<p>K. Taniguchi</p>	<ul style="list-style-type: none"> - PD agendas, minutes, content slides/documents, evaluations
<p>G2.MTSS.DO2- All staff are trained and supported with evidence-based practices to increase effective use of instructional and behavioral strategies. (SW 6)</p>	<p>G2.MTSS.EA2- All faculty and staff will receive PD on effective practices and strategies that address the instructional and behavioral needs of our students.</p> <ul style="list-style-type: none"> - Grace Dearborn <p>G2.MTSS.EA3- Faculty will utilize Panorama to consistently document, communicate, and plan support for students.</p>	<p>Refer to FRF ESSER</p>	<p>K. Taniguchi</p>	<ul style="list-style-type: none"> - PD agendas, minutes, content slides/documents, evaluations - Panorama data & documentation
<p>G2.INTERNSHIPS.DO1 Faculty and Staff are prepared to support students and the internship program. (SW 6)</p>	<p>G2.INTERNSHIPS.EA1- Continue to connect with other schools that have internship programs in place.</p>	<p>Refer to FRF</p>	<p>K. Mahiko</p>	<ul style="list-style-type: none"> - Internship training agendas, minutes, slides - Internship meeting minutes

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<p>G2.CTE.DO1 CTE teachers are trained on the new state standards and have aligned their curriculum and assessments for each course. (SW 5)</p>	<p>G2.CTE.EA1- CTE teachers will attend all PD training on the new CTE state standards.</p> <p>G2.CTE.EA2- CTE teachers will align their curriculum and assessments to the new standards and revise curriculum maps for each course.</p>	<p>Refer to FRF</p>	<p>K. Mahiko L. Higa</p>	<p>- CTE training agendas - CTE course curriculum maps</p>
<p>G2.TECH.DO1 Teachers are trained and have access to devices and equipment that support and enhance the teaching and learning in the classroom.</p>	<p>G2.TECH.EA1- All teachers are provided with opportunities to develop their own technology skills as well as learn how to effectively utilize technology in the classroom. These opportunities may include conferences, PD days, or in-school workshops/training.</p>	<p>Refer to FRF</p>	<p>L. Higa</p>	<p>- Conference/PD/Training agendas, minutes, content slides/documents, evaluations</p>
<p>G2.ELO.DO1 Teachers are trained so they can successfully implement programs that are used to help students accelerate their learning. (SW 6)</p>	<p>G2.ELO.EA1- Teachers are adequately trained in programs (i.e. Edmentum, Reading Plus, Achieve3000) used for credit recovery, differentiating and supplementing curriculum, and accelerating learning.</p>	<p>Refer to FRF</p>	<p>S. Serna</p>	<p>- Training provided (agendas, minutes, teacher feedback)</p>

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Goal 3: Successful Systems of Support. The system and culture of **Olomana School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2022-23,	Rationale:
Systems are in place to support Goal 1 and 2 outcomes and continuous school improvement.	The desired outcome for Goal 3: Successful Systems of Support enabling activities address the needs identified in student engagement, student achievement and social emotional learning and focus on developing systems to support our current school wide initiatives. The processes and systems include the communication between all stakeholders (sites, agencies, community, parents, etc.) and needs to be strengthened so the desired outcomes in goals 1 and 2 can be realized.

Planning			ART	Measures of Progress
1 Year Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Resources/Funding Source	Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
G3.PBL.DO1 PBL implementation plan in place with an effective system of accountability for teachers.	G3.PBL.EA1- Establish opportunities for teachers and students to share and receive feedback.	Refer to FRF	D. Miyahira I. Maiava	- Documentation of feedback sessions
G3.CP.DO1 A community and parent involvement system is in place to support student success. (SW 7)	G3.CP.EA1- Refine the system to link school with community partnerships and increase family involvement.	Refer to FRF	S. Serna	- Parent Involvement System Document
G3.MTSS.DO1 A Multi-Tiered System of Support (MTSS) is established at all sites to ensure all students and staff receive the appropriate support needed for success. (SW 6)	G3.MTSS.EA1- MTSS team will work with state and district support personnel to establish an MTSS framework for Olomana School G3.MTSS.EA2- Clear processes will be developed to build understanding and consistency and include clear roles and responsibilities for all involved such as: - Progress Monitoring	Refer to FRF ESSER	K. Taniguchi	- MTSS System Document that includes clear processes and roles and responsibilities of all stakeholders - Meeting agendas and minutes

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	<ul style="list-style-type: none"> - Referral Process - RTI System - Peer Mentoring Program - PBIS - De-Escalation Process <p>G3. MTSS.EA3- Provide support and resources that address staff well-being.</p>			
<p>G3.INTERNSHIPS.DO1 Olomana School has an established system in place to support student internships. (SW 6)</p>	<p>G3.INTERNSHIPS.EA1- Internship team will continue to work with the district support team and intermediary, to improve the internship program and the process to solicit community partners.</p> <p>G3.INTERNSHIPS.EA2- Multiple faculty members on campus will be certified to vet community partners (WBL, OSHA compliance check)</p> <p>G3.INTERNSHIPS.EA3- Continue to provide training for faculty to successfully utilize the ClimbHI system and resources available.</p>	Refer to FRF	K. Mahiko	<ul style="list-style-type: none"> - Student qualification document - Internship meeting documents - Database of partners - WBL Certifications - ClimbHI usage data, ClimbHI request process
<p>G3.CTE.DO1 Multiple CTE Pathways are established, aligned to the new state CTE standards, and organized to support students completing two years in a chosen pathway.</p>	<p>G3.CTE.EA1- Select which CTE pathways will be offered at Olomana School and align schedules, teachers, and resources to support the identified pathway courses.</p>	Refer to FRF	K. Mahiko L. Higa	<ul style="list-style-type: none"> - CTE Pathway Courses offered
<p>G3.TECH.DO1 A system is in place to continually maintain and replace technology as well as explore innovative industry technology that supports hands-on learning, student engagement, and the development of 21st century skills. (SW 6)</p>	<p>G3.TECH.EA1- Create a multiyear technology plan.</p> <p>G3.TECH.EA2- Develop and implement clear technology processes and procedures such as:</p> <ul style="list-style-type: none"> - repair/replace equipment - inventory - equipment requests - replenish timeline and procedures 	Refer to FRF	L. Higa	<ul style="list-style-type: none"> - Completed technology plan - Technology process and procedure document - Tech request form summary sheet

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<p>G3.SIS.DO1 (School Improvement System) Established system that aligns with the school improvement efforts to efficiently and effectively monitor and support school processes, programs, and communication. (SW 2, SW 3, SW 4, SW 7)</p>	<p>G3.SIS.EA1- Develop and implement a school improvement system to monitor and support the school-wide processes, curriculum, instruction, and assessment implementation, the engagement of parents and community, and technology initiatives.</p>	<p>Refer to FRF</p>	<p>J. Secreto</p>	<ul style="list-style-type: none"> - ART and ILT agendas, minutes - Exercise 5 document - Conference documents - SCC meeting documents - Web site usage - PD Calendar -Parent nights - Community meetings
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POSSIBLE ADDITIONS

Planning				Interim Measures of Progress
1 Year Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Resources/ Funding Source	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress