

# Academic Plan, the School Year 2023-24

[School: Leilehua High School]

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

## HIDOE Learning Organization

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

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

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

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

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

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





## Teaching & Learning Core: Equity and Excellence

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

Achievement Gap			Theory of Action	Enabling Activity																		
<p align="center"><b>SBA Math Gap Rate between High Needs and Non High Needs (Exceeds &amp; Met)</b></p> <table border="1"> <thead> <tr> <th>SY 2019-20</th> <th>SY 2020-21</th> <th>SY 2021-22</th> </tr> </thead> <tbody> <tr> <td>COVID - No Data</td> <td> <b>Proficiency: 23%</b>            Achievement Gap: 13 points            Non-High Needs: 30%            High Needs: 18%         </td> <td> <b>Proficiency: 27%</b>            Achievement Gap: 21 points            Non-High Needs: 40%            High Needs: 19%         </td> </tr> </tbody> </table> <p align="center">Source: StriveHI</p> <p><b>SBA ELA Gap Rate between High Needs and Non High Needs (Exceeds &amp; Met)</b></p> <table border="1"> <thead> <tr> <th>SY 2019-20</th> <th>SY 2020-21</th> <th>SY 2021-22</th> </tr> </thead> <tbody> <tr> <td>COVID - No Data</td> <td> <b>Proficiency: 57%</b>            Achievement Gap: 25 points            Non-High Needs: 71%            High Needs: 46%         </td> <td> <b>Proficiency: 47%</b>            Achievement Gap: 26 points            Non-High Needs: 63%            High Needs: 37%         </td> </tr> </tbody> </table> <p align="center">Source: StriveHI</p> <p align="center"><b>Biology EOC Data</b></p> <table border="1"> <thead> <tr> <th>SY 2019-20</th> <th>SY 2020-21</th> <th>SY 2020-21</th> </tr> </thead> <tbody> <tr> <td>COVID - No Data</td> <td><b>Proficiency: 30%</b></td> <td><b>Proficiency: 33%</b></td> </tr> </tbody> </table> <p align="center">Source: StriveHI</p>			SY 2019-20	SY 2020-21	SY 2021-22	COVID - No Data	<b>Proficiency: 23%</b> Achievement Gap: 13 points Non-High Needs: 30% High Needs: 18%	<b>Proficiency: 27%</b> Achievement Gap: 21 points Non-High Needs: 40% High Needs: 19%	SY 2019-20	SY 2020-21	SY 2021-22	COVID - No Data	<b>Proficiency: 57%</b> Achievement Gap: 25 points Non-High Needs: 71% High Needs: 46%	<b>Proficiency: 47%</b> Achievement Gap: 26 points Non-High Needs: 63% High Needs: 37%	SY 2019-20	SY 2020-21	SY 2020-21	COVID - No Data	<b>Proficiency: 30%</b>	<b>Proficiency: 33%</b>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><i>If we provide effective Multi Tiered Systems of Support (MTSS), social emotional learning, more meaningful learning experiences that incorporate student voice and feedback, then all of our students will improve their attendance, actively participate in their learning, discipline incidents will continue to decrease, and our achievement gap will decrease.</i></p> <p><i>If we plan for and provide effective differentiation and targeted support for our students, throughout all courses, based on their needs thorough analysis of data, then our achievement gap will decrease.</i></p> <p><i>If we provide substantive literature (fiction and informational texts) across all content areas, and time for students to purposefully read, discuss and write (compose, revise and edit) in the narrative, explanatory and argumentative mode, using academic vocabulary, then our students will better demonstrate their understanding of the content learned and consistently demonstrate GLO #3 Complex Thinker and GLO#5 Effective Communicator, and we will meet our Student Learner Needs.</i></p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap? (These activities must be iterative, aligned to funding, and monitored)</i></p> <ul style="list-style-type: none"> <li><i>Well planned and meaningful UbDs and Pacing Guides which are standards based, GLO embedded, include planned differentiation, and explicit instruction strategies.</i></li> <li><i>Fidelity of data cycles and professional learning communities through continued schoolwide implementation of Learning Teams to regularly monitor data points to identify student needs.</i></li> <li><i>Clearly articulated professional development plan: professional development for all administrators and faculty on evidence based instructional and schoolwide engagement strategies, with an emphasis on increasing classroom discussion.</i></li> <li><i>Schoolwide implementation of SEL Curriculum in all advisory classes.</i></li> </ul>
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# Innovation in Support of the Core: School Design and Student Voice

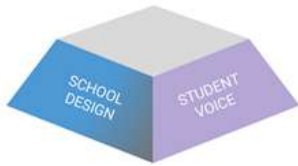
Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2023-24 School Design and Student Voice.

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

SY 2023-24 Summative <a href="#">Measurable Outcomes</a>	SY 2024-25 Summative <a href="#">Measurable Outcomes</a>	SY 2025-26 Summative <a href="#">Measurable Outcomes</a>
<p><b>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</b></p> <p><u>MTSS Measurable Outcomes (academic and whole child)</u></p> <ol style="list-style-type: none"> <li>The percentage of students scoring proficient on the SBA <a href="#">English</a> (<math>\geq 3</math>) will increase from 47% in SY22-23 to <b>50%</b> in SY23-24 as evident by the SBA Scoring report. The percentage of students scoring proficient on the SBA <a href="#">Mathematics</a> (<math>\geq 3</math>) will increase from <b>27%</b> in SY22-23 to <b>30%</b> in SY23-24 as evident by the SBA Scoring report.</li> <li>The 9th Grade promotion percentage will increase from <b>91%</b> in SY22-23 to <b>92%</b> in SY23-24 as evident by the StriveHI report.</li> <li>The achievement gap rate in <a href="#">ELA</a> will decrease from <b>24%</b> in SY22-23 to <b>23%</b> in SY23-24 as evident by the StriveHI report. The achievement gap rate in <a href="#">Mathematics</a> will decrease from <b>12%</b> in SY22-23 to <b>11%</b> in SY23-24 as evident by the StriveHI report.</li> <li>The positive responses for Sense of Belonging will increase from 47% in SY22-23 Spring to 50% in SY23-24 as measured by the Panorama Student Survey</li> </ol> <p><u>College and Career Measurable Outcomes</u></p> <ol style="list-style-type: none"> <li>The percentage of students earning a diploma with honors will increase from <b>29%</b> in SY22-23 to <b>31%</b> in SY23-24 as evident by the Leilehua Graduation Recognition report.</li> <li>The percentage of students scoring proficient on the ACT <a href="#">English</a> (<math>\geq 18</math>) will increase from <b>31%</b> in SY22-23 to <b>34%</b> in SY23-24 as evident by the ACT Scoring report. The</li> </ol>	<p><b>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? 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<p>25percentage of students scoring proficient on the ACT <u>Mathematics</u> (<math>\geq 22</math>) will increase from <b>15%</b> in SY22-23 to <b>18%</b> in SY23-24 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (<math>\geq 23</math>) will increase from <b>18%</b> in SY22-23 to <b>21%</b> in SY23-24 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (<math>\geq 3</math>) on the AP Exam will increase from <b>14%</b> in SY22-23 to <b>16%</b> in SY23-24 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students that earned completer status will increase from <b>54%</b> in SY22-23 to <b>56%</b> in SY23-24 as evident by the College and Career Readiness Indicators (P20).</p> <p>9. The percentage of students graduating with dual credits (<math>\geq 6</math>) will increase from <b>14%</b> in SY22-23 to <b>16%</b> in SY23-24 as evident by the College and Career Readiness Indicators (P20).</p> <p>10. The percentage of students who enrolled in any Institute of Higher Education (IHE) within 16 months of earning a regular high school diploma will increase from <b>41%</b> in SY22-23 to <b>43%</b> in SY23-24 as evident by College and Career Readiness Indicator report</p>	<p>percentage of students scoring proficient on the ACT <u>Mathematics</u> (<math>\geq 22</math>) will increase from <b>18%</b> in SY23-24 to <b>21%</b> in SY24-25 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (<math>\geq 23</math>) will increase from <b>21%</b> in SY23-24 to <b>24%</b> in SY24-25 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (<math>\geq 3</math>) on the AP Exam will increase from <b>16%</b> in SY23-24 to <b>18%</b> in SY24-25 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students that earned completer status will increase from <b>56%</b> in SY23-24 to <b>58%</b> in SY24-25 as evident by the College and Career Readiness Indicators (P20).</p> <p>9. The percentage of students graduating with dual credits (<math>\geq 6</math>) will increase from <b>16%</b> in SY23-24 to <b>18%</b> in SY24-25 as evident by the College and Career Readiness Indicators (P20).</p> <p>10. The percentage of students who enrolled in any IHE within 16 months of earning a regular high school diploma will increase from <b>43%</b> in SY23-24 to <b>45%</b> in SY24-25 as evident by College and Career Readiness Indicator report</p>	<p><u>Mathematics</u> (<math>\geq 22</math>) will increase from <b>18%</b> in SY23-24 to <b>21%</b> in SY24-25 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (<math>\geq 23</math>) will increase from <b>21%</b> in SY23-24 to <b>24%</b> in SY24-25 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (<math>\geq 3</math>) on the AP Exam will increase from <b>16%</b> in SY23-24 to <b>18%</b> in SY24-25 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students that earned completer status will increase from <b>56%</b> in SY23-24 to <b>58%</b> in SY24-25 as evident by the College and Career Readiness Indicators (P20).</p> <p>9. The percentage of students graduating with dual credits (<math>\geq 6</math>) will increase from <b>16%</b> in SY23-24 to <b>18%</b> in SY24-25 as evident by the College and Career Readiness Indicators (P20).</p> <p>10. The percentage of students who enrolled in any IHE within 16 months of earning a regular high school diploma will increase from <b>43%</b> in SY23-24 to <b>45%</b> in SY24-25 as evident by College and Career Readiness Indicator report</p>
<p><b><i>Why are you implementing them?</i></b> We will address our student learner needs to prepare our students for the challenges they will face as members of the community who will attend an IHE or begin their careers and enter the workforce.</p>	<p><b><i>Why are you implementing them?</i></b> We will address our student learner needs to prepare our students for the challenges they will face as members of the community who will attend an IHE or begin their careers and enter the workforce.</p>	<p><b><i>Why are you implementing them?</i></b> We will address our student learner needs to prepare our students for the challenges they will face as members of the community who will attend an IHE or begin their careers and enter the workforce.</p>
<p><b><i>How will you know that they are causing an improvement?</i></b> We will continue to follow the structured ART and DART routine to systematically monitor and assess the impact of our goals, measurable outcomes, and enabling activities of our plan. We will commit to using and analyzing the data, especially the schoolwide data, for the purpose of increased schoolwide accountability and sustainability.</p>	<p><b><i>How will you know that they are causing an improvement?</i></b> We will continue to follow the structured ART and DART routine to systematically monitor and assess the impact of our goals, measurable outcomes, and enabling activities of our plan. We will commit to using and analyzing the data, especially the schoolwide data, for the purpose of increased schoolwide accountability and sustainability.</p>	<p><b><i>How will you know that they are causing an improvement?</i></b> We will continue to follow the structured ART and DART routine to systematically monitor and assess the impact of our goals, measurable outcomes, and enabling activities of our plan. We will commit to using and analyzing the data, especially the schoolwide data, for the purpose of increased schoolwide accountability and sustainability.</p>



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

**FOCUS ON SY 2023-24:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Measurable Outcomes			Formative Measures
			<p><i>MTSS Formative Measures (academic and whole child)</i></p> <ul style="list-style-type: none"> <li>• <i>iReady (pre, mid and post)</i></li> <li>• <i>Classroom formative assessments</i></li> <li>• <i>Data cycles (Quarterly Sharing Matrix)</i> <ul style="list-style-type: none"> <li>◦ <i>Focus on EL and SpEd to reduce achievement gap</i></li> </ul> </li> <li>• <i>Red Yellow Green (Counselors formative check)</i></li> <li>• <i>Attendance data (quarterly check)</i></li> <li>• <i>Discipline and RFA data (quarterly check)</i></li> <li>• <i>Panorama SEL Student Survey (pre, mid-year, &amp; post)</i></li> <li>• <i>Panorama Student Perception Survey (annually for engagement)</i></li> <li>• <i>GLO progress report (quarterly check)</i></li> <li>• <i>Program Evaluations</i></li> </ul> <p><i>College and Career Formative Measures</i></p> <ul style="list-style-type: none"> <li>• <i>Early College credits earned/potential</i></li> <li>• <i>Internships</i></li> <li>• <i>Naviance data</i></li> <li>• <i>Counseling and CTE Plans</i> <ul style="list-style-type: none"> <li>◦ <i>track diploma with honors</i></li> <li>◦ <i>track dual credits</i></li> <li>◦ <i>track students enrolled in IHE</i></li> <li>◦ <i>track CTE program completers</i></li> </ul> </li> <li>• <i>AP data tracker</i></li> </ul> <p><i>Schoolwide Formative Measures</i></p> <ul style="list-style-type: none"> <li>• <i>ART and DART reports</i></li> </ul>
MTSS Data	SY 20-21	SY 21-22	
SBA ELA	57%	47%	
SBA Math	23%	27%	
9th grade Promotion Rate	77%	87%	
Achievement gap rate ELA	25%	26%	
Achievement gap rate Math	13%	21%	
SEL Sense of Belonging (Spring)	46%	49%	
College and Career Data (CCRI)	Class of 2021	Class of 2022	
Diploma with Honors	30%	25%	
College Ready ELA (ACT >18)	28%	26%	
College Ready Math (ACT > 22)	16%	14%	
College Ready Science (ACT > 23)	19%	16%	
% of students scoring proficient (>3) on AP exam	13%	12%	
% of students finishing a CTE program (CTE completer)	50%	54%	
% of students graduating with dual credits (≥6)	12%	8%	
% of students who enrolled in any IHE within 16 months of earning a regular high school diploma	42%	41%	

**Student Outcomes (SY 2023-24)**

<b>Measurable Outcome(s)</b> To impact the student data...	<b>Enabling Activity</b> Staff will complete these enabling activities...	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)	<b>Quarterly Academic Review Team (ART)</b>
<p><b>1. 100% of students at LHS will be immersed in a school culture that is focused on college, career, and citizenship readiness (CCCR).</b></p> <p><b>1a. College</b></p> <ul style="list-style-type: none"> <li>Students will engage in high quality standard based instruction and report increased engagement.</li> <li>Students will show progress toward meeting their academic standards monitored using data from screeners, diagnostic tests, pre/post tests, and classroom assessments</li> <li>Increase the number of opportunities for students to become College ready</li> </ul> <p>WASC 1 WASC 2 WASC 5</p>	<p><b>1a.1 Core Instruction</b>                      UbDs and Curriculum Pacing Guides will be standards-based (focused on priority standards and critical content) and include assessments (formative and/or summative) evaluating students' mastery of the standards.</p> <p><b>Instruction will...</b></p> <ul style="list-style-type: none"> <li>clearly communicate the learning target to students.</li> <li>have the GLOs embedded, with a focus on the Critical Thinker and Effective Communicator GLO as measured by the LHS Presentation Rubric when applicable.</li> <li>incorporate strategies/activities that promote the acquisition and usage of content-specific academic vocabulary.</li> <li>incorporate reading and writing relevant to the course content by using appropriate and relevant instructional strategies.</li> <li>include planned higher-level questions, as well as incorporate meaningful opportunities for students to engage in content-related discussion between each other, as well as with their teacher.</li> <li>incorporate strategies and activities that enable a high level of student engagement.</li> <li>include planned opportunities for students to set learning goals based on their daily learning targets or unit learning goals, self-assess, and self-reflect on their learning.</li> </ul>	Yearlong	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	Admin, Coaches, and Department Heads to conduct walkthroughs for evidence of quality standards based instruction.	Twice a month		Quarter 1  Quarter 2  Quarter 3  Quarter 4

<p>WASC 6 SW 5 SW 6</p> <p><a href="#">23-29 strategic Plan Draft</a> (Priority I High-Quality Learning For All - Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.)</p>	<p><b>1a.2 Academic Achievement and Achievement Gap:</b> Teachers will utilize the data team process to determine effective instructional practices and provide tier 2 and 3 interventions to identified students.</p> <ul style="list-style-type: none"> <li>Common Formative Assessments</li> <li>Common Summative Assessments</li> <li>iReady diagnostic test</li> </ul> <p><b>1a.3 iReady Assessment Data:</b> ELA and Math teachers will analyze data to set growth and proficiency targets to provide RTI (Response to Intervention).</p>	<p>Yearlong</p> <p>Initial Testing Mid Testing Post Testing</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>LTs will share data cycles in DLT meetings, and DHs record who shares in minutes.</p> <p>English and Math Department Heads will facilitate discussions on scaled scores during department meetings.</p>	<p>Quarterly</p> <p>Fall, Winter, and Spring Benchmark Assessments</p>		
	<p><b>1a.4 Advance Placement</b> Provide a variety of AP courses and the necessary supports to help students earn at least a 3 on their AP Exam.</p>	<p>Yearlong</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>AP teachers and testing coordinator will track individual students' progress towards achieving at least a 3 on their respective AP Exam.</p>	<p>Quarterly</p>		
	<p><b>1a.5 College Activities</b> College Coordinators will coordinate opportunities for students to participate in a series of college exploration activities.</p>	<p>Yearlong</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>College and Career Coordinators will track and evaluate opportunities that are made available for students.</p>	<p>Quarterly</p>		



	<p><b>1a.6 Graduation Rates</b> Counselors will monitor students to ensure they are on track to graduate on time or be promoted to the next grade level.</p> <ul style="list-style-type: none"> <li>- Review Student Academic Overview Data</li> <li>- Red Yellow Green: LHS Promotion/ Graduation Rate Predictions</li> <li>- RFA data will be collected to determine school practices of Tier 2 and 3 behavioral and SEL interventions used</li> </ul>	Yearlong	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Admin/Counseling meeting minutes will reflect discussions. (Counseling Department, Admin)</p> <p>Counselors will monitor Red, Yellow, and Green Sheet, and DH will share data in Leadership.</p> <p>Counselors will share data during Grade Level Meetings with teachers.</p>	<p>Weekly</p> <p>Quarterly</p> <p>Semesterly</p>		
<p><b>1b. Career</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate workforce readiness skills through opportunities provided by curricular, co-curricular, and extra-curricular programs.</li> <li>• Increase the number of opportunities for students to become Career ready</li> </ul> <p>WASC 1 WASC 5 WASC 6 SW 3 SW 5 SW 6</p>	<p><b>Career Readiness</b></p> <p><b>1b.1</b> LHS faculty and staff will utilize Naviance in Advisory classes to help each student develop, update, and expand their digital personal transition plan.</p> <p><b>1b.2</b> LHS will increase the opportunities for students to explore various career pathways.</p> <p><b>1b.3</b> Career Coordinators will coordinate opportunities for students to participate in a series of career exploration activities.</p>	Yearlong		<p>Counselors will review, compile, and share Naviance Report data:</p> <ul style="list-style-type: none"> <li>• Program/Lesson Completion Summary Report (curriculum)</li> <li>• Task Completion Summary Report (PTP)</li> </ul> <p>CTE coordinator will document and track the number of CTE completers, CTE Honors students, internships, and certifications.</p> <p>College and Career Coordinators will track and evaluate opportunities that are</p>	<p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p>		



<p><a href="#">23-29 strategic Plan Draft</a> <b>Priority I: High Quality Learning for All</b></p> <p><b>Goal 1.3:</b> All students graduate high school prepared for college and career success and community and civic engagement.</p> <p><b>Desired Outcome 1.3.3.</b> All students graduate high school with a personal plan for their future. (Offer financial literacy learning opportunities to students through a variety of means by SY2023-24)</p>				made available for students.			
<p><b>1c. Citizenship</b></p> <ul style="list-style-type: none"> <li>Students will engage in School Connect SEL curriculum and report progress in competencies of focus. Students will show growth in SEL skill of Sense of Belonging.</li> </ul> <p><a href="#">WASC 1</a> <a href="#">WASC 5</a> <a href="#">WASC 6</a> <a href="#">SW 3</a> <a href="#">SW 6</a></p> <p><a href="#">23-29 strategic Plan Draft</a> <b>Priority I: High Quality Learning for All</b></p> <p><b>Goal 1.2:</b> All students learn in a safe, nurturing, and culturally responsive</p>	<p><b>Multi System of Support (SEL Progress Monitoring)</b></p> <p><b>1c.1</b> Faculty and staff will increase the sense of belonging and social/emotional well-being of students by implementing Positive Behavior Supports.</p> <p><b>1c.2</b> Teachers will administer and analyze the Panorama SEL survey (fall, winter and spring), and implement the School Connect Curriculum.</p> <p><b>1c.3</b> The Counseling department will create a pacing guide that aligns with School Connect curriculum competencies of focus and incorporates assessments for each grade level.</p> <p><b>1c.4</b> The Counseling Department will hold grade level team meetings with teachers to facilitate discussions and determine adjustments to the School Connect SEL pacing guides based on student data/panorama SEL surveys/ and GLO progress reports and teacher feedback.</p>	Initial Testing Post Testing	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Counselors will review, compile, and share Panorama SEL Survey Data</p> <p>Fall, winter, and spring SEL student survey results downloaded in CIA data folder. (Testing Coordinator)</p> <p>Grade level pacing guides and assessments. Link to completed Advisory pacing guide. (Counseling Department/SEL Committee)</p> <p>Advisory meeting agendas/minutes will be uploaded to ART.</p>	<p>Semesterly</p> <p>Semesterly</p> <p>Quarterly</p> <p>Monthly</p>		

<p>environment.</p> <p><b>Desired Outcomes: 1.2.1., 1.2.2, 1.2.3.</b> All students desire to and attend school regularly, demonstrate positive behaviors, and experience a Nā Hopena A'o environment for learning</p>	<p><b>1c.5</b>Administration and Counselors will meet to review grade level Panorama data and implement interventions for tier 2 and 3 students.</p>			<p>Minutes will capture data analysis and action items. Adjustments to pacing guides. (Admin Team and Counseling Department Head)</p> <p>Intervention plans will be captured in Panorama. (Admin Team and Counselors)</p>	<p>Monthly</p>		
<p><b>2. Communications</b></p> <p>Continue to improve communication between all stakeholders to support student measurable outcomes.</p> <p><i>SW 7</i></p>	<p><b>2.1</b> Leilehua will continue to communicate regularly with families and stakeholders for the purposes of:</p> <ul style="list-style-type: none"> <li>• supporting our students and informing families of opportunities at the school</li> <li>• promoting family engagement and involvement</li> </ul> <p><b>2.2</b> Teachers and counselors will continue to:</p> <ul style="list-style-type: none"> <li>• inform students/parents/guardians of student progress and record contact in PLPs</li> <li>• Inform stakeholders by completing/reviewing RFA for student behavioral, attendance, and/or academic performance issues if they persist following contact with guardians</li> </ul>	<p>Yearlong</p>	<p><input checked="" type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Various school websites and School Info App (Public Communications)</p> <ul style="list-style-type: none"> <li>• Flyers</li> <li>• Social Media</li> <li>• Marquee</li> <li>• Digital Signage</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul> <p>Faculty and DLT meetings (Admin, Leadership)</p> <ul style="list-style-type: none"> <li>• Meeting Agendas, Sign-in sheets, and Minutes</li> <li>• Presentations</li> </ul> <p>RFA data monitored by Counselors and shared at Counselor/Admin meeting</p>	<p>Weekly</p> <p>Quarterly</p> <p>Quarterly</p>		
<p><b>3. Program Supports</b></p> <p>Students will have access</p>	<p><b>3.1</b>LHS will make improvements/enhancements to increase safety and well-being on campus.</p>	<p>Yearlong</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II</p>	<p>Create and monitor a Facility Master Plan</p>	<p>Semesterly</p>		

<p>to programs that will help them achieve their post-high goals</p> <p>WASC 3 WASC 6 SW 6</p>	<p><b>3.2</b>Current technology to ensure students are able to access instructional materials.</p> <p><b>3.3</b>LHS will use Multi-Tiered Systems of Support (MTSS) to provide interventions to support the whole child. Interventions may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Tutoring (TIPS, SMARTS)</li> <li>• Academic programs (AP, AVID, CSAP, CTE, SWANS, Rtl, and Early College)</li> <li>• Credit recovery</li> <li>• Counseling including School-Behavioral Health Specialists, School Social Worker, School Psychologist, and various outside providers such as Drug-Free Hawaii, ASACS, and Adult Friends for Youth</li> <li>• Extracurricular activities</li> <li>• Co-curricular activities</li> </ul> <p><b>3.4</b> All students will have the option to enroll in Distance Learning courses for the 23-24 school year due to the ongoing pandemic.</p> <ul style="list-style-type: none"> <li>• They will have access to the online program and will take available courses necessary for graduation and elective requirements to be fulfilled.</li> <li>• Students will have access to devices in order to participate in the online program.</li> <li>• The enrollment will be by semester and progress will be assessed after the first semester to determine enrollment for the second semester.</li> </ul>		<input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>(Admin Team and Financial Recorder)</p> <p>Feedback from students Technology Department Inventory</p> <p>Program coordinators will complete the LHS Program Evaluation Sheet and Leadership and Admin will approve. Programs include, (not limited to):</p> <ul style="list-style-type: none"> <li>• Workshop classes</li> <li>• AVID</li> <li>• Early College</li> <li>• AP courses</li> <li>• Tutoring</li> <li>• Credit Recovery</li> </ul> <p>The Distance Learning Coordinator will monitor students enrolled in the distance learning program (includes communication between stakeholders and student program completion).</p>	<p>Semesterly</p> <p>Semesterly</p> <p>Weekly</p>		
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**Staff Outcomes (SY 2023-24)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)	Quarterly Academic Review Team (ART)
<p>1. All academic plans will be monitored.</p> <p>WASC 4 SW 3</p>	<p>1.1 Groups will review progress of the school's academic plan and departments' academic plans.</p> <ul style="list-style-type: none"> <li>• Departments</li> <li>• Administration</li> </ul>	Yearlong	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<p>Admin and Coaches will participate in ART and share outcomes with Leadership.</p> <p>Admin, Coaches, and DHs will participate in DART.</p>	<p>Quarterly</p> <p>Quarterly</p>		
<p>2. All staff members will receive professional development.</p> <p>WASC 3 WASC 4 SW 6</p>	<p>2.1 Teachers will participate in current professional development (PD) opportunities and have access to current resources.</p> <ul style="list-style-type: none"> <li>• School level PD</li> <li>• District level PD</li> <li>• State level PD</li> <li>• Local Conferences and/or workshops</li> <li>• National Conferences and/or workshops</li> </ul> <p>2.2 Teachers will have the opportunity to select relevant PD topics.</p>	Yearlong	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Admin and DHs will plan, review, and document teacher professional development opportunities.</p> <ul style="list-style-type: none"> <li>- School PD Plan</li> <li>- Department Plans</li> <li>- Tech Plan</li> </ul>	Semesterly		
<p>3. All staff members will receive evaluations and feedback on job performance</p> <p>WASC 3 SW 6</p>	<p>3.1 The Danielson Observation Framework will be utilized to assist teachers in improving classroom instruction to better support student learning</p> <ul style="list-style-type: none"> <li>• Teachers who receive less than a "proficient" rating will be provided with additional support</li> </ul>	Yearlong	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/>	<p>Admin will involve teachers in the EES process and complete all requirements.</p> <p>Admin will stay up to date with PASSs.</p>	Quarterly		

<p><a href="#">23-29 strategic Plan Draft</a>  <b>Priority II: High-Quality Educator Workforce IN ALL Schools</b></p> <p><b>Goal 2.1:</b> All students are taught by effective teachers who are committed to quality teaching and learning for all.</p> <p>Desired Outcomes:  2.1.1. All teacher positions are filled with qualified hires. 2.1.2. All teachers are effective or receive the necessary support to become effective.</p>	<ul style="list-style-type: none"> <li>Professional development will be provided for all new teachers</li> </ul> <p><b>3.2</b>The Performance Appraisal System (PAS) will be used for evaluating and providing feedback to all classified staff members to ensure continuous improvement.</p>		Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A				
<p><b>4.</b> Teachers will receive mentoring support</p> <p><a href="#">WASC 2</a>  <a href="#">SW 5</a>  <a href="#">SW 6</a></p>	<p><b>4.1</b>Induction and mentoring support will be provided for all beginning teachers to ensure all teachers will attain Highly Qualified Teacher (HQT) status and a “proficient” rating on the teacher evaluation tool.</p> <p><b>4.2</b>Mentoring support will be provided for Non-Highly Qualified Teachers (NHQT) and less than “proficient” teachers.</p> <p><b>4.3</b>Mentoring/coaching support will be provided for all teachers to ensure emotional well-being.</p>	Yearlong	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Mentor Teacher report	Quarterly		
<p><b>5.</b> Improve or develop programs, facilities, and operations, to support staff safety and well-being.</p> <p><a href="#">23-29 strategic Plan Draft</a>  PRIORITY III:  EFFECTIVE AND</p>	<p><b>5.1</b>Facility improvements/enhancements to increase a safe environment.</p> <p><b>5.2</b>Increase sense of belonging and social/emotional well-being</p> <p><b>5.3</b> Current technology to allow staff to support effective school operations.</p>	Yearlong	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE	Feedback from staff (Admin and Financial Recorder) Technology Department Inventory in Tech Plan (Techs)	Semesterly		

<p>EFFICIENT OPERATIONS AT ALL LEVELS Goal 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.</p>			<input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A				
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WASC 1: *Develop a clear and articulated data collection process.*  
WASC 2: *Develop a common understanding of student engagement and develop a process of collecting data to increase student engagement.*  
WASC 3: *Develop a clear plan to increase technology*  
WASC 4: *Identify PD*  
WASC 5: *School wide coordinated manner to provide students with opportunities to reflect/assess their learning.*  
WASC 6: *Develop a data driven process to evaluate academic and co-curricular activities.*

SW 3: *School's academic plan shall be monitored regularly*  
SW 5: *Coordinate and integrate federal, state, and local services and programs*  
SW 6: *Strategies and supports to address school needs and academic achievement*  
SW 7: *Implement strategies to increase parental involvement, such as family literacy services*

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



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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<i>Please describe your school's ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>

LHS will expand extracurricular activities to support innovative enterprises such as LHS Library Learning Commons (LLC).

- Develop course curriculum aligned to High School ESports League, including real-time, project-based learning opportunities, in partnership with community and industry leaders for eSports.
  - Grow student internships in game studies and eSports
  - Pursue college course dual credits
- Exploration centered approach, the LLC will provide students access to 3D printing, laser cutting, digital art, 3D computers/experiences for career exploration, esports exposure (leading to possible college scholarships), college level research tools and college atmosphere learning commons.
- The LLC will continue to help plan, host and support computer science efforts for the Leilehua complex including monthly newsletters, semesterly activities, summer program and a statewide virtual conference.

LHS will seek ways to secure industry partners and industry recognized certifications for students.

*In order to be successful, we want to maintain traditional values or the Leilehua Way, while exceeding content and industry standards. We need to build and commit to a strong culture of College, Career and Citizenship schoolwide.*

- *All faculty and staff will fulfill their promise to provide a rigorous curriculum and experiences to develop the whole child (mission).*
- *A clear, coherent, standards based, curriculum (Pacing Guides and/or UbD) for every course which is taught using engaging strategies, formative checks and assessments for understanding, and summative assessments of student learning.*
- *Learning Teams: time for collaboration, planning, and data analysis embedded within the school day.*
- *Professional Development Plan and Technology Integration Plan must be developed.*
- *Schoolwide sustainability and accountability.*

*The hope is for interested students to leave Leilehua with a head start in a career field of their choice, whether it's experience or certifications.*