



2022 Academic Plan, the School Year 2022-23

[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.

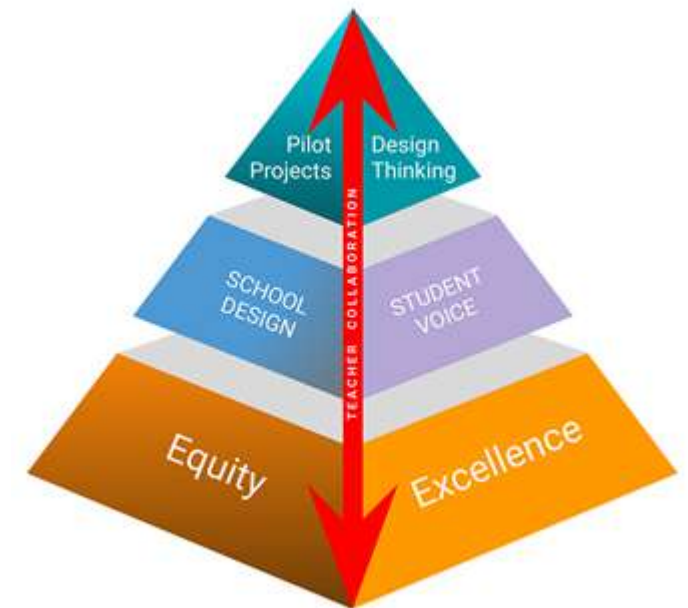
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

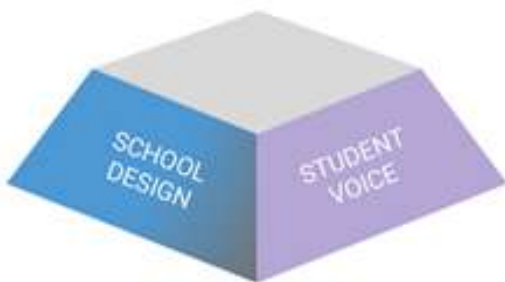




Teaching & Learning Core: Equity and Excellence

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																		
<div><div>SBA Math Gap Rate between High Needs and Non High Needs (Exceeds & Met)</div><table><tr><th>SY 2018-19</th><th>SY 2019-20</th><th>SY 2020-21</th></tr><tr><td>Proficiency: 31% Achievement Gap: 21% Non-High Needs: 44% High Needs: 23%</td><td>COVID - No Data</td><td>Proficiency: 23% Achievement Gap: 13% Non-High Needs: 30% High Needs: 18%</td></tr></table><div>Source: StriveHI</div></div> <div><div>SBA ELA Gap Rate between High Needs and Non High Needs (Exceeds & Met)</div><table><tr><th>SY 2018-19</th><th>SY 2019-20</th><th>SY 2020-21</th></tr><tr><td>Proficiency: 53% Achievement Gap: 25% Non-High Needs: 68% High Needs: 43%</td><td>COVID - No Data</td><td>Proficiency: 57% Achievement Gap: 25% Non-High Needs: 71% High Needs: 46%</td></tr></table><div>Source: StriveHI</div></div> <div><div>Biology EOC Data</div><table><tr><th>SY 2018-19</th><th>SY 2019-20</th><th>SY 2020-21</th></tr><tr><td>Proficiency: 22%</td><td>COVID - No Data</td><td>Proficiency: 30%</td></tr></table><div>Source: StriveHI</div></div>	SY 2018-19	SY 2019-20	SY 2020-21	Proficiency: 31% Achievement Gap: 21% Non-High Needs: 44% High Needs: 23%	COVID - No Data	Proficiency: 23% Achievement Gap: 13% Non-High Needs: 30% High Needs: 18%	SY 2018-19	SY 2019-20	SY 2020-21	Proficiency: 53% Achievement Gap: 25% Non-High Needs: 68% High Needs: 43%	COVID - No Data	Proficiency: 57% Achievement Gap: 25% Non-High Needs: 71% High Needs: 46%	SY 2018-19	SY 2019-20	SY 2020-21	Proficiency: 22%	COVID - No Data	Proficiency: 30%	<div>What is your Theory of Action (if-then) to improve the achievement gap?</div> <div>If we provide effective Multi Tiered Systems of Support (MTSS), social emotional learning, more meaningful learning experiences which 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.</div> <div>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.</div> <div>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.</div>	<div>What are your Enabling Activities to improve the achievement gap? (These activities must be iterative, aligned to funding, and monitored)</div> <div><ul style="list-style-type: none">Well planned and meaningful UbDs and Pacing Guides which are standards based, GLO embedded, include planned differentiation, and explicit instruction strategies.Fidelity of data cycles and professional learning communities through continued schoolwide implementation of Learning Teams to regularly monitor data points to identify student needs.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.Schoolwide implementation of SEL Curriculum in all advisory classes.</div>
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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 2022-23 School Design and Student Voice.

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

SY 2022-23 Summative Measurable Outcomes	SY 2023-24 Summative Measurable Outcomes	SY 2024-25 Summative Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>MTSS Measurable Outcomes (academic and whole child)</u></p> <ol style="list-style-type: none"> 1. The percentage of students scoring proficient on the SBA <u>English</u> (≥ 3) will increase from 57% in SY20-21 to 60% in SY22-23 as evident by the SBA Scoring report. The percentage of students scoring proficient on the SBA <u>Mathematics</u> (≥ 3) will increase from 23% in SY20-21 to 26% in SY22-23 as evident by the SBA Scoring report. 2. The 9th Grade promotion percentage will increase from 90% in SY20-21 to 91% in SY22-23 as evident by the StriveHI report. 3. The achievement gap rate in <u>ELA</u> will decrease from 25% in SY19-20 to 24% in SY22-23 as evident by the StriveHI report. The achievement gap rate in <u>Mathematics</u> will decrease from 13% in SY19-20 to 12% in SY22-23 as evident by the StriveHI report. 4. The positive responses for Sense of Belonging will increase from ___% in SY21-22 Spring to ___% in SY22-23 as measured by the Panorama Student Survey <p><u>College and Career Measurable Outcomes</u></p> <ol style="list-style-type: none"> 5. The percentage of students earning a diploma with any honor will increase from 27% in SY19-20 to 29% in SY22-23 as evident by the Leilehua Graduation Recognition report. 6. The percentage of students scoring proficient on the ACT <u>English</u> (≥ 18) will increase from 28% in SY19-20 to 31% in SY22-23 as evident by the ACT report. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>MTSS Measurable Outcomes (academic and whole child)</u></p> <ol style="list-style-type: none"> 1. The percentage of students scoring proficient on the SBA <u>English</u> (≥ 3) will increase from 60% in SY22-23 to 63% in SY23-24 as evident by the SBA Scoring report. The percentage of students scoring proficient on the SBA <u>Mathematics</u> (≥ 3) will increase from 26% in SY22-23 to 29% in SY23-24 as evident by the SBA Scoring report. 2. The 9th Grade promotion percentage will increase from 91% in SY22-23 to 92% in SY23-24 as evident by the StriveHI report. 3. The achievement gap rate in <u>ELA</u> will decrease from 24% in SY22-23 to 23% in SY23-24 as evident by the StriveHI report. The achievement gap rate in <u>Mathematics</u> will decrease from 12% in SY22-23 to 11% in SY23-24 as evident by the StriveHI report. 4. The positive responses for Sense of Belonging will increase from ___% in SY22-23 Spring to ___% in SY23-24 as measured by the Panorama Student Survey <p><u>College and Career Measurable Outcomes</u></p> <ol style="list-style-type: none"> 5. The percentage of students earning a diploma with any honor will increase from 29% in SY22-23 to 31% in SY23-24 as evident by the Leilehua Graduation Recognition report. 6. The percentage of students scoring proficient on the ACT <u>English</u> (≥ 18) will increase from 31% in SY22-23 to 34% in SY23-24 as evident by the ACT report. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>MTSS Measurable Outcomes (academic and whole child)</u></p> <ol style="list-style-type: none"> 1. The percentage of students scoring proficient on the SBA <u>English</u> (≥ 3) will increase from 63% in SY23-24 to 66% in SY24-25 as evident by the SBA Scoring report. The percentage of students scoring proficient on the SBA <u>Mathematics</u> (≥ 3) will increase from 29% in SY23-24 to 32% in SY24-25 as evident by the SBA Scoring report. 2. The 9th Grade promotion percentage will increase from 92% in SY23-24 to 93% in SY24-25 as evident by the StriveHI report. 3. The achievement gap rate in <u>ELA</u> will decrease from 23% in SY23-24 to 22% in SY24-25 as evident by the StriveHI report. The achievement gap rate in <u>Mathematics</u> will decrease from 11% in SY23-24 to 10% in SY24-25 as evident by the StriveHI report. 4. The positive responses for Sense of Belonging will increase from ___% in SY23-24 Spring to ___% in SY24-25 as measured by the Panorama Student Survey <p><u>College and Career Measurable Outcomes</u></p> <ol style="list-style-type: none"> 5. The percentage of students earning a diploma with any honor will increase from 31% in SY23-24 to 33% in SY24-25 as evident by the Leilehua Graduation Recognition report. 6. The percentage of students scoring proficient on the ACT <u>English</u> (≥ 18) will increase from 34% in SY23-24 to 37% in SY24-25 as evident by the ACT report.

<p>SY22-23 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Mathematics</u> (≥ 22) will increase from 12% in SY19-20 to 15% in SY22-23 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (≥ 23) will increase from 15% in SY19-20 to 18% in SY22-23 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (≥ 3) on the AP Exam will increase from 12% in SY19-20 to 14% in SY22-23 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students finishing a CTE program will increase from 52% in SY19-20 to 54% in SY22-23 as evident by _____.</p> <p>9. The percentage of students graduating with dual credits (≥ 6) will increase from 12% in SY19-20 to 14% in SY22-23 as evident by _____.</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 39% in SY19-20 to 41% in SY22-23 as evident by College and Career Readiness Indicator report</p>	<p>SY23-24 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Mathematics</u> (≥ 22) will increase from 15% in SY22-23 to 18% in SY23-24 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (≥ 23) will increase from 18% in SY22-23 to 21% in SY23-24 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (≥ 3) on the AP Exam will increase from 14% in SY22-23 to 16% in SY23-24 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students finishing a CTE program will increase from 54% in SY22-23 to 56% in SY23-24 as evident by _____.</p> <p>9. The percentage of students graduating with dual credits (≥ 6) will increase from 14% in SY22-23 to 16% in SY23-24 as evident by _____.</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 41% in SY22-23 to 43% in SY23-24 as evident by College and Career Readiness Indicator report</p>	<p>SY24-25 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Mathematics</u> (≥ 22) will increase from 18% in SY23-24 to 21% in SY24-25 as evident by the ACT Scoring report. The percentage of students scoring proficient on the ACT <u>Science</u> (≥ 23) will increase from 21% in SY23-24 to 24% in SY24-25 as evident by ACT Scoring report.</p> <p>7. The percentage of students scoring proficient (≥ 3) on the AP Exam will increase from 16% in SY23-24 to 18% in SY24-25 as evident by the College Board Scoring report.</p> <p>8. The percentage of graduating students finishing a CTE program will increase from 56% in SY23-24 to 58% in SY24-25 as evident by _____.</p> <p>9. The percentage of students graduating with dual credits (≥ 6) will increase from 16% in SY23-24 to 18% in SY24-25 as evident by _____.</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 43% in SY23-24 to 45% in SY24-25 as evident by College and Career Readiness Indicator report</p>
<p>Why are you implementing them?</p> <p>We will address our student learner needs to prepare our students for the challenges they will face as members of the community who go off to college or begin their careers and enter the workforce.</p>	<p>Why are you implementing them?</p> <p>We will address our student learner needs to prepare our students for the challenges they will face as members of the community who go off to college or begin their careers and enter the workforce.</p>	<p>Why are you implementing them?</p> <p>We will address our student learner needs to prepare our students for the challenges they will face as members of the community who go off to college or begin their careers and enter the workforce.</p>
<p>How will you know that they are causing an improvement?</p> <p>We will establish and implement a 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>How will you know that they are causing an improvement?</p> <p>We will establish and implement a 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>How will you know that they are causing an improvement?</p> <p>We will establish and implement a 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 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Measurable Outcomes			Formative Measures																																																
<table><tr><th>MTSS Data</th><th>Baseline</th><th>Summative</th></tr><tr><td>SBA ELA</td><td>57%</td><td>60%</td></tr><tr><td>SBA Math</td><td>23%</td><td>26%</td></tr><tr><td>9th to 10th Grade Promotion Rate</td><td>90%</td><td>91%</td></tr><tr><td>Achievement gap rate ELA</td><td>25%</td><td>24%</td></tr><tr><td>Achievement gap rate Math</td><td>13%</td><td>12%</td></tr><tr><td>SEL Sense of Belonging</td><td></td><td></td></tr><tr><th>College and Career Data</th><th>Baseline</th><th>Summative</th></tr><tr><td>Diploma with any Honors</td><td>27%</td><td>29%</td></tr><tr><td>College Ready ELA (ACT >18)</td><td>28%</td><td>31%</td></tr><tr><td>College Ready Math (ACT > 22)</td><td>12%</td><td>15%</td></tr><tr><td>College Ready Science (ACT > 23)</td><td>15%</td><td>18%</td></tr><tr><td>% of students scoring proficient (>3) on AP exam</td><td>12%</td><td>14%</td></tr><tr><td>% of students finishing a CTE program (CTE completer)</td><td>52%</td><td>54%</td></tr><tr><td>% of students graduating with dual credits (≥6)</td><td>12%</td><td>14%</td></tr><tr><td>% of students who enrolled in any IHE within 16 months of earning a regular high school diploma</td><td>39%</td><td>41%</td></tr></table>			MTSS Data	Baseline	Summative	SBA ELA	57%	60%	SBA Math	23%	26%	9th to 10th Grade Promotion Rate	90%	91%	Achievement gap rate ELA	25%	24%	Achievement gap rate Math	13%	12%	SEL Sense of Belonging			College and Career Data	Baseline	Summative	Diploma with any Honors	27%	29%	College Ready ELA (ACT >18)	28%	31%	College Ready Math (ACT > 22)	12%	15%	College Ready Science (ACT > 23)	15%	18%	% of students scoring proficient (>3) on AP exam	12%	14%	% of students finishing a CTE program (CTE completer)	52%	54%	% of students graduating with dual credits (≥6)	12%	14%	% of students who enrolled in any IHE within 16 months of earning a regular high school diploma	39%	41%	<p>MTSS Formative Measures (academic and whole child)</p> <ul style="list-style-type: none">• iReady (pre, mid and post)• Classroom Formative assessments• Data Cycles (quarterly Sharing Matrix)<ul style="list-style-type: none">◦ focus on EL and SpEd to reduce achievement gap• Red Green Yellow (Counselors formative check)• Attendance data (quarterly check)• Discipline data (quarterly check)• Panorama SEL Student Survey (pre and post)• Panorama Student Perception Survey (annually for engagement)• GLO progress report (quarterly check)• Program Evaluations <p>College and Career Formative Measures</p> <ul style="list-style-type: none">• iReady (pre, mid and post)• College Acceptance Letters• Early College credits earned/potential• Internships• Naviance data• Counseling and CTE Plans<ul style="list-style-type: none">◦ track diploma with honors◦ track dual credits◦ track students enrolled in IHE◦ track CTE program completers• AP data tracker <p>Schoolwide Formative Measures</p> <ul style="list-style-type: none">• ART and DART reports
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Student Outcomes (SY 2022-23)

Measurable Outcome(s) To impact the student data...	Enabling Activity Staff will complete these enabling activities...	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Core Instruction Students will engage in high quality standard based instruction and report increased engagement. WASC 2 WASC 5 SW 6	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. Instruction will... <ul style="list-style-type: none"> clearly communicate the learning target to students. have the GLOs embedded, with a focus on the Critical Thinker and Effective Communicator GLO as measured by the LHS Presentation Rubric when applicable. incorporate strategies/activities that promote the acquisition and usage of content-specific academic vocabulary. incorporate reading and writing relevant to the course content. Reading will be supported by appropriate and relevant instructional strategies. 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. incorporate strategies and activities that enable a high level of student engagement. include planned opportunities for 	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 type="checkbox"/> N/A	Teachers will revise and analyze the effectiveness of their UbDs and curriculum pacing guides. <ul style="list-style-type: none"> Mass LT Peer Review Administration to conduct formal targeted walkthroughs and classroom observations for evidence of quality standards based instruction. Coaches and Department Heads to conduct informal walkthroughs. Panorama Student Perception Survey (annually for engagement)	Quarter (Curriculum Coaches) Semester (Admin Team) Quarter (Curriculum Coaches & Department Chairs) Annual (Leadership Team)	

			Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A			
3a. College and Career (Naviance) WASC 5 SW 6	Advisory teachers will teach Naviance lessons and assist students in creating, refining, and finalizing a college and career digital personal transition plan. LHS faculty and staff will help students develop, update, and expand their personal career plans throughout their high school experience.	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 type="checkbox"/> N/A	The Leadership Team will review: <ul style="list-style-type: none"> • Program Completion Summary Report, • Task Completion Summary Report • Advisory Passing rate from IC Reflection and action items to be documented in Leadership Meeting Agenda/ Minutes 	Ongoing (College and Career Counselor)	
3b. College and Career (Graduation Recognition) WASC 1	Math and Science departments will set goals to increase the number of students taking a fourth year class. CTE Department set goals to: <ul style="list-style-type: none"> • increase the number of CTE program completers • certifications • internships AP Coordinator will: <ul style="list-style-type: none"> • work with AP teachers to develop a tracking system to monitor students progress towards proficiency on the AP exam. 	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 type="checkbox"/> N/A		Ongoing (DHs and Testing Coordinator)	
	College and Career Counselor will coordinate opportunities to participate in a series of college and career exploration activities. Teachers will share these opportunities with their students, assist when necessary, and encourage all students to participate. Activities may include but are not	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"/>		Annual (College and Career Counselor)	

	limited to: <ul style="list-style-type: none"> • Advisory Activities • Get into Gear • iPrep • Alumni • Job Fair/Career fair 		Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A			
3c. College and Career (21st Century Learning) SW 6	Teachers will provide opportunities for students to demonstrate 21st Century Learning for College and Career Readiness. <ul style="list-style-type: none"> • Learning Skills: Critical thinking, Creativity, Collaboration, Communication • Literacy Skills: Information literacy, Media literacy, Technology literacy • Life Skills: Flexibility, Leadership, Initiative, Productivity, Social skills 	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 type="checkbox"/> N/A	GLO Student Survey Results Panorama Student Survey Results (Grit)	Ongoing (???)	
	Due to COVID Pandemic: All students will have the option to enroll in Distance Learning courses for the 21-22 school year due to the ongoing pandemic. <ul style="list-style-type: none"> • They will have access to the online program and will take available courses necessary for graduation and elective requirements to be fulfilled. • Students will have access to devices in order to participate in the online program. • The enrollment will be by semester and progress will be assessed after the first semester to determine enrollment for the second semester. 	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 type="checkbox"/> N/A	Students enrolled in the program will be monitored by their Teacher. <ul style="list-style-type: none"> • Weekly checks on progress in classes and hours on task • There will be communication between counselors and students/parents • Students will be enrolled in both core and elective courses that best fit their schedule and allow them to meet credit requirements 	Annual (Admin)	
4. Program Supports Improve or develop programs, facilities, and	<ul style="list-style-type: none"> • Facility improvements/enhancements • Increase sense of belonging and social/emotional well- being 	Yearlong	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II	Feedback from students Technology Department Inventory	Semester (Admin team and Financial Recorder)	

operations to support student measurable outcomes. <i>SW 6</i>	<ul style="list-style-type: none"> Current technology 		<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			
5. Communications Continue to improve communication between all stakeholders to support student measurable outcomes. <i>SW 7</i>	Leilehua will continue to communicate regularly with families and stakeholders for the purposes of: <ul style="list-style-type: none"> supporting our students and informing families of opportunities at the school informing students/parents/guardians of student progress addressing behavioral, attendance, and/or academic performance issues promoting family engagement and involvement 	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 type="checkbox"/> Other <input type="checkbox"/> N/A	Various school websites and School Info App Flyers Sign-in sheets Marquee Digital Signage Newsletters Daily Bulletin Meeting Agendas and Minutes Presentations Social Media	Semester (Admin Team)	

Staff Outcomes (SY 2022-23)

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)
1. All teachers will provide the appropriate academic and behavior interventions and supports for students to be successful. <i>WASC 4</i> <i>SW 1</i>	Faculty and staff will be informed, and implement the referral process and access student supports and interventions. <ul style="list-style-type: none"> 504 & IEPs SWANS Support programs (Drug-Free Hawaii, ASACS, etc.) Develop consistency in the RFA process. 	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	Schoolwide PD Plan Department PD Plan and DART Counselor analysis of RFA data.	Quarter (Curriculum Coaches and DHs)	

	<ul style="list-style-type: none"> • PD on Tiered Intervention strategies and support for implementation in the classroom. • Counselors and teachers will attend PD and apply strategies learned to improve classroom engagement with an emphasis on the importance of connecting and building relationships with students. 		<input type="checkbox"/> N/A			
2. All academic plans will be monitored. WASC 4 SW 3	Groups will review progress of department academic plans. <ul style="list-style-type: none"> • Departments • Administration 	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 type="checkbox"/> N/A	DART ART	Quarter (DHs and Admin)	
3. Teachers will receive professional development. WASC 3 WASC 4 SW 6	Teachers will participate in current professional development (PD) opportunities and have access to current resources. <ul style="list-style-type: none"> • School level PD • District level PD • State level PD • Local Conferences and/or workshops • National Conferences and/or workshops Teachers will have the opportunity to select relevant PD topics.	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 type="checkbox"/> N/A	Schoolwide PD Plan Department PD Plan and DART Student Perception Survey Schoolwide Technology Plan Sharing Best Practices	Semester (DHs and Admin)	
4. All teachers will receive evaluation and feedback on student growth and teaching practice WASC 3 SW 6	The Danielson Observation Framework will be utilized to assist teachers in improving classroom instruction to better support student learning <ul style="list-style-type: none"> • Teachers who receive less than a “proficient” rating will be provided with additional support 	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	EES staff list Coaches Observation using EES Framework	Quarter (Admin)	

	<ul style="list-style-type: none"> Professional development will be provided for all new teachers 		<input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A			
5. Teachers will receive mentoring support WASC 2 SW 5 SW 6	<p>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>Mentoring support will be provided for Non-Highly Qualified Teachers (NHQT) and less than “proficient” teachers.</p> <p>Mentoring/coaching support will be provided for all teachers to ensure emotional well-being.</p>	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 type="checkbox"/> N/A	Mentor Teacher report	Quarter (Mentor)	
6. All support staff members will receive evaluation and feedback about job performance. SW 5	The Performance Appraisal System (PAS) will be used for evaluating and providing feedback to all classified staff members to ensure continuous improvement.	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 type="checkbox"/> N/A	PAS list	Quarter (Admin)	
7. Support staff members will receive training SW 6	<p>Classified staff members will have the opportunity to participate in training.</p> <ul style="list-style-type: none"> School level training District level training State level training Local Conferences and/or workshops National Conferences and/or workshops <p>Classified staff members will have the opportunity to select relevant trainings and/or workshops.</p>	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 type="checkbox"/> N/A	Schoolwide PD Plan Schoolwide Technology Plan	Semester (Admin)	

8. Improve or develop programs, facilities, and operations, to support staff measurable outcomes.	<ul style="list-style-type: none">• Facility improvements/enhancements• Increase sense of belonging and social/emotional well-being• Current technology	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 type="checkbox"/> N/A	Feedback from staff Technology Department Inventory	Semester (Admin and Financial Recorder)	
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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
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>CTE department will maintain and increase industry aligned experiences, apprenticeships, and other learn-by-doing opportunities with companies and community organizations.</p> <ul style="list-style-type: none">• Partner with industry to create internships, increase current externships and internships and training for students in pathways of study.• Partner with institutions of higher education to create college pathways for K-12 students	<p><i>Please describe your conditions for Success:</i></p> <p><i>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 <u>culture</u> of College, Career and Citizenship schoolwide.</i></p> <ul style="list-style-type: none">• <i>All faculty and staff will fulfill their promise to provide a rigorous curriculum and experiences to develop the whole child (mission).</i>• <i>A clear, coherent, standards based, curriculum (UbD) for every course which is taught using</i>

<p>including more virtual learning opportunities and college course dual credits.</p> <p>LHS will expand extracurricular activities to support innovative enterprises such as LHS Library Learning Commons (LLC).</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">◦ 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. <p>Ag Tech Grant</p> <ul style="list-style-type: none">• technology for data analysis and farming techniques• partnerships with leading industry ag tech companies	<p><i>engaging strategies, formative checks and assessments for understanding, and summative assessments of student learning.</i></p> <ul style="list-style-type: none">• <i>Learning Teams: time for collaboration, planning, and data analysis embedded within the school day.</i>• <i>Professional Development Plan and Technology Integration Plan must be developed.</i>• <i>Schoolwide sustainability and accountability.</i>
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