

**Three-Year Academic Plan**

**2017-2020**

**Honokaa High and Intermediate School**

**45-527 Pakalana Street**

**Honokaa, HI 96727**

**(808) 775-8800**

**www.honokaa.k12.hi.us**

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| **Where are we now?** | |
| Prioritize school’s needs as identified in one or more of the following needs assessments:   * Comprehensive Needs Assessment (Title I Schools) * WASC Self Study * WASC Category B: Standards Based Student Learning: Curriculum, instruction * WASC Category C: Standards Based Student Learning: Instruction * WASC Category D: Standards Based Student Learning: Assessment and Accountability * Other | 1. Need:   Provide internal and external communication/relationships to successfully educate and engage students, teachers, parents and community members   1. Need:   Make more technological advances throughout the campus to ensure students are 21st century classroom ready in order to be college and career ready   1. Need:   \* PLC time provided during school day common prep periods which reflects continued work in implementing data teams and instructional leadership processes, common school-wide focuses and goals.  \* Provide Professional development for teachers to master their content areas and help increase academic gains across all content areas  \* Align common curricula horizontally & vertically, provide time to focus on content area instructional strategies and evaluate those strategies.   1. Need:  * Dragon Pride needs to be evident in the culture and climate of the school. As one team, we need to be intentional about how we address these issues. We have a need to bring in PBIS programs to address the student moral and values. We then need to extend this process to the parents and community in order to address the student behavior in and out of the classroom. We need more training and supports put in place to build relationships between the students and the teachers. * As a school we need to commit to values that we hold that align to our school vision, and then model our policies and procedures to support them.  1. Provide opportunities throughout the school day to increase students ability to:  * Understand and manage emotions * Feel and show empathy for others * Estabilish and maintain relationships * Make responsible decisions  1. Need:   WASC Identified Student Learning Needs:   1. Improve academic growth for all students with the use of data teams and focus on instructional strategies through the PLCs. 2. Provide a safe and secure campus environment for all students that is conducive to improved learning and prioritizes academic growth. 3. Improve the climate on campus by promoting, encouraging, and instilling values of independence, intrinsic motivation, and personal accountability that exemplifies respect and aloha. |
| **Addressing Equity: Sub Group Identification** |
| **In order to address equity, list the targeted sub group(s) and their identified needs.** \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.  **All Students**  **Economically Disadvantaged**  **Part Hawaiian/Hawaiian**  **English Language Learners**  **Students with Disabilities** |

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| **ORGANIZE:**  Identify your Academic Review Team Accountable Leads. | |
| **Name and Title of ART Team Accountable Lead** | **Responsible for implementation of the school’s strategies and initiatives** |
| 1. Administration | EES, ART, ILT |
| 2. Curriculum Coordinator | RTI, CCSS, Data Teams, WASC |
| 3. Administration | Data Teams |
| 4. Monica Maekawa | Comprehensive Student Support |
| 5. PCNC’s | Internal and External communication, Community programs/support |
| 6. Counselors | Student Mental Health and Well Being |

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

☐ ***Objective 1: Empowered -*** *All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ ***Objective 2: Whole Child*** *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ ***Objective 3: Well Rounded*** *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

☐ ***Objective 4: Prepared and Resilient*** *- All students transition successfully throughout their educational experiences*

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| **Outcome:** By the end of three years, | **Rationale:** |
| Implement RTI/CSSS with a strong focus on RTI Enrichment  Implement curriculum in all classes that is rigorous, relevant, and standards based  Provide dedicated departmental time to engage in data teams  Develop and implement programs that support College and Career Readiness  Implement and monitor continuous school improvement activities identified in the Vision that was established through the Victoria Bernhardt process; and  Address needs of all special population students  Develop and implement programs that support SEL | ELA and math teachers will be highly trained and confident when using CCSS curriculums.  They will continue to receive ongoing professional development with consultant Bilinsky Inc. to monitor progress with curriculum and assessments.  Focus will be on identifying and providing intervention for student populations in need of support.  This includes our ELL and Migrant Education populations as well as any student identified by school data to be at risk  Our Instructional Leadership Team (ILT) will continue to lead the faculty through cycles of instruction based on best practices and our school-wide learning objectives, while utilizing their tool box. |

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| **Planning** | | | | **Funding** | **Interim Measures of Progress** |
| **Desired Outcome** | **Enabling Activities**  *(Indicate year(s) of implementation*  *in next column)* | **School Year(s) of Activity** | **ART Accountable Lead(s)** | **Source of Funds**  *(Check applicable boxes to indicate source of funds)* | **Define the relevant data used to regularly assess and monitor progress** |
| 1.) 100% of HHIS students will exit college, career, and/or community ready | 1a) Provide credit recovery opportunities for students in need of additional support as well as enrichment curriculum, AP courses, CTE courses, and Elective courses for students seeking to go on an enhanced track  1b) Continue 9th grade house for SY 16/17 and expand to 10th grade for SY/17-18  1c). Provide professional development opportunities to assist the team with implementation  1d). Provide opportunities for students to transition in and out of HHIS   * + Continue to Implement Summer Bridge Program   + Partner with Hawaii Community College to continue implementation of the Early College High School Program   + Partner w/ HPU for early college opportunities   + CART program   1e). Develop additional pathways for students to earn associate degrees  1f). Increase student participate in dual credit programs such as Advanced Placement Courses and Running Start Courses.  1g). Readiness for 1:1 Device rollout   * + Train teachers to use technology effectively   + Educate parents on the understanding of the value of a 1:1 school environment | **2017-2020** | Admin  Counselors  ILT  CCC EA  TITLE I LEAD | x☐ WSF  x☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | * Increase number of students who graduate on time from 82% to 90% * Increase the number of students who enroll in Running Start/Early College and earn dual credit from 13% to 15% * Increase the number of students who enroll in the UH system from 30% to 32 % after high school * Increase the number of students enrolled in AP courses and earn college credit from 25% to 30% * Decrease the number of 9th grade retentions by 10% * Increase participation in performance based assessments and CTE diploma by 10% * Increase technology usage in the classroom by 20% each year |
| 2.) Provide ELL/Migrant Ed. instruction, support services and appropriate placements in classes/courses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.) AVID – school wide implementation and training for teachers  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.) Continue to implement GAT at the middle school  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.) Continue to integrate General Learner Outcomes into all classrooms  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6.) Focus on positive student climate  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7.) Honoka`a High and Intermediate School will provide a rigorous standards-based education to all students through the use of Common Core State Standards as evidenced by attainment of STRIVE HI achievement and readiness goals.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8.) The school will implement data teams at all levels to inform instruction as evidenced by students’ attainment of achievement, growth, and readiness goals for school years 2017-2018, 18-19 and 19-20. | 1. Provide professional development opportunities to all staff on evidence-based strategies that address the academic and behavioral needs for ELL students   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. Identify an interdisciplinary site team    * Ensure sufficient number of tutors are available to facilitate student access to rigorous curriculum    * Teachers attend summer institute and professional development opportunities throughout the year   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4.) Teachers will utilize the structure of the program to influence the student success rate in their class, behaviorally and academically  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.) Teachers will integrate the GLOs into their instruction and refer to the RTI framework to deliver additional necessary supports  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6.) Create an advisory period to work on social emotional learning, PBIS program, and increase student morale and Dragon Pride  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7a.) All teachers will implement curriculum that is rigorous, relevant, and standards driven.  7b.) ELA and Math departments will continue to implement CCSS and the State recommended curriculums.  7c.)The Instructional Leadership Team (ILT) will continue to lead the work of the Professional Learning Community (PLC)/Data Team.  7d.) PLC time will be provided during the school day for teachers to collaborate and implement the 5-Step data process  7e.) Teachers will incorporate the Smarter Balance Assessment (SBA) resources (online) into instruction.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8a.) Teachers will use a variety of assessments and data to guide instruction.  8b.) Teachers will collaborate during PLC time and discuss student data to improve instruction and increase student achievement  8c.) Data team /Instructional Leadership Team will consistently share data using the 5-step process | 2017-2020  2017-2020  2017-2020 | Administration  Teachers  ELL/Migrant Tutor  Special Ed EAs  Counselors  College Career Center EA  Bilinsky, INC  PCNCs  Bilinsky Inc  Curriculum Coordinator  Admin  ILT  Admin  Teachers  EAs  ILT Team  Bilinsky, INC | x☐ WSF  x☐ Title I  ☐ Title II  x☐ Title III  ☐ IDEA  ☐ Homeless  x☐ CTE  ☐ Other  ☐ N/A  xELL/Migrant | * 100% of classroom teachers will implement evidence-based strategies/powerful instructional practices as evident by informal walkthrough * 90% of target student population will show growth in STAR assessments * number of students missing 15 or more days will decrease from 25% to 17% * Class D and C Referrals will decrease by 10% * Overall mathematics SGP will improve from 35 to  40 * Overall reading SGP will improve from 38 to 42 * 100% of teachers are trained in RTI/CSSS by September 2018 * All staff understands the purpose of the RTI framework and CSSS * 100% of 7-9 grade students will have, planners, and highlighters   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 85% of teachers score proficient or higher on formal classroom observations-Danielson * 100% of classroom teachers will receive an informal walk through at least once a month * 75% of informal walkthroughs and surveys will report evidence use of digital curriculum by end of SY 19/20. * All students will show improvement on STAR assessment, annually. * Strive HI Science proficiency will increase from 23% to 35% * There will be an increase of student satisfaction evident in student surveys.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 100% of new teachers will be trained in the Data Team process by September of each new year, as evidenced by agendas, minutes, and PLC/data team walkthroughs * 100% of teachers will positively engage in the data team process as evident by meeting notes * School calendar and agenda indicating collaboration time   Meeting notes/documentation of data teams |

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

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| **Outcome:** By the end of three years, | **Rationale:** |
| **100% of teachers who are evaluated will receive quality feedback and support to enhance their professional growth and development** | Currently all teachers are trained to complete all portions of EES given the tailored criteria for this school year. We will continue to ensure new teachers are properly trained in creating SLOs and Danielson Observations. All administration have been trained to conduct the observations. |

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| **Planning** | | | | **Funding** | **Interim Measures of Progress** |
| **Desired Outcome** | **Enabling Activities**  *(Indicate year(s) of implementation*  *in next column)* | **School Year(s) of Activity** | **ART Accountable Lead(s)** | **Source of Funds**  *(Check applicable boxes to indicate source of funds)* | **Define the relevant data used to regularly assess and monitor progress** |
| **1.) 100% of teachers who are evaluated will receive quality feedback and support to enhance their professional growth and development** | 1a.) Continue the implementation of the Educator Effectiveness System (EES)   * + Provide differentiated PD based on Danielson data   + Provide coaching resources that respond to teacher and school needs   + Support teachers to implement and progress monitor SLO/SSIO   + Support non-highly qualified teachers to develop and implement a professional development plan and ultimately become highly qualified.   + Develop and implement a Principal Directed Professional Development plan for teachers rated as marginal or potentially rated as marginal.   + Provide calibration activities for administrators and teachers   1b.) Conduct monthly informal walkthroughs   * + Implement peer-to-peer information observation | **2017-2020** | **Admin** | x☐ WSF  x☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | * 100% of teachers who are intended to be evaluated will receive quality feedback and support to enhance their professional growth and development * 100% of teachers who are struggling will receive targeted support |
| **2.) Honoka`a High and Intermediate School will provide effective mentoring to newly hired teachers and other teachers that are in need of additional support.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.) Continue to build community partnerships in and out of the classroom | 2,) Provide a system of support to all teachers   * + Support new teachers to develop and implement a professional growth plan   + Recruit and retain teacher mentors   + Provide new teachers and other teachers in need (to the DOE, Complex Area, and profession) an orientation   + Mentor teacher will participate in district resource professional development.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  3.) Partners in development, Kohala Center, UH, 21st century, Hokupa’a, | 2017-2020  \_\_\_\_\_\_\_\_\_\_  2017-2020 | Admin  Trained Mentor Teachers  New Teachers  **\_\_\_\_\_\_\_**  Admin  DHs  Counselor  PCNCs | x☐ WSF  x☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | * Increase the number of mentors from 3 to 5 teachers on campus * Increase the number of first through third year teachers return to Honokaa High and Intermediate School * 100% of Beginning teachers receive an effective or higher rating on EES   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Increase the number of partnerships held at the high school and intermediate |

**Goal 3: Successful Systems of Support.** The system and culture of **Honoka`a High & Intermediate School** works to effectively organize financial, human, and community resources in support of student success.

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| **Outcome:** By the end of three year | **Rationale:** |
| There will be more technological advances throughout the campus  The school will have an effective RTI Program in place to target struggling students academically, behaviorally and target enrichment for other students  The school will provide advisory time to focus on SEL  Provide internal and external communication/relationships to successfully educate and engage students, teachers, parents and community members | The lack of technology and technology infused curriculum negatively impact the student’s ability to learn in the 21st century classroom  Continue to implement a comprehensive student support system using the Response to Intervention (RTI) framework (A&B) by applying the 6 critical elements of CSSS (comprehensive student support) to meet the individual needs of all students  Create a period within the master schedule for SEL, college and career awareness  Communication is still a concern and needs to increase amongst students, parents, and community. A strong communication system will lead to a sense of unity, which will help re-build Dragon Pride within the school and throughout the community. |

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| 1.) Continue to implement a comprehensive student support system using the Response to Intervention (RTI) framework (A&B) by applying the 6 critical elements of CSSS (comprehensive student support) to meet the individual needs of all students | 1. Personalize Classroom Climate and Instruction    * Organize classroom with established rituals and routines    * Implement strategies designed to teach a diverse population of varying learning styles and needs  (includes GT)    * Continue to develop Family-School Community Partnerships    * Parent Community Networking Coordinators (PCNC) PTTs to promote effective internal and external communication systems within the school, parents, and community.  The coordinators will help build positive relationships between the school, community, and families which will positively increase the school culture and boost school morale.    * Continue to involve families in planning and delivery of services for heir children through parent/teacher conferences, IEP, and 504. | **2017-2020** | Administration  Teachers  ELL/Migrant Tutor  Special Ed EAs  Counselors  College Career Center EA  Bilinsky, INC  PCNCs | x☐ WSF  x☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ELL/Migrant | * 100% of classroom teachers will implement evidence-based strategies/powerful instructional practices as evident by informal walkthrough * 90% of target student population will show growth in STAR assessments. * Class D and C Referrals will decrease by 10% * Overall mathematics SGP will improve from 39 to  45 * Overall reading SGP will improve from 52 to 58 * 100% of teachers are trained in RTI/CSSS by September 2018 * All staff understands the purpose of the RTI framework and CSSS |
| 2.) 100% of HHIS students will exit college, career, and/or community ready | 2a.) Provide opportunities for students to transition in and out of HHIS   * + Continue to Implement Summer Bridge Program   + Partner with Hawaii Community College to continue implementation of the Early College High School Program   + Partner w/ HPU for early college opportunities   + CART team to help students get ready for college and career opportunities   2b.) Provide credit recovery opportunities for students in need of additional support as well as enrichment curriculum, AP courses, CTE courses, and Elective courses for students seeking to go on an enhanced track  2c) Develop additional pathways for students to earn associate degrees  2d.)Increase student participate in dual credit programs such as Advanced Placement Courses and Running Start Courses.  2e.) Readiness for 1:1 Device rollout   * + Train teachers to use technology effectively   + Educate parents on the understanding of the value of a 1:1 school environment | 2017-2020 | Admin  Counselors  ILT  CCC EA  TITLE I LEAD  **PCNCs** | x☐ WSF  x☐ Title I  x☐ Title II  ☐ Title III  x☐ IDEA  ☐ Homeless  x☐ CTE  ☐ Other  ☐ N/A | * Increase number of students who graduate on time from 82% to 90% * Increase the number of students who enroll in Running Start/Early College and earn dual credit from 13% to 15% * Increase the number of students who enroll in the UH system from 24% to 26% * Increase the number of students enrolled in AP courses and earn college credit from 25% to 30% * Decrease the number of 9th grade retentions by 10% * Increase participation in performance based assessments and CTE diploma by 10% |