



SY 2020 - 2021 Academic Plan



[HILO HIGH SCHOOL]

[556 WAIANUENUE AVENUE
HILO, HAWAII 96720]

2020-2021 SCHOOL YEAR - HILO HIGH SCHOOL - ACADEMIC PLAN

<p>Where are we now?</p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 ● International Baccalaureate (IB) Authorization ● Other 	<p>CNA</p> <ul style="list-style-type: none"> ● We need a clear and unified school focus with accountability and support from all. ● Leadership Team needs to spend more time discussing and analyzing school-wide data and making decisions based on data. (WASC) ● The Hilo High ART needs to focus on school-wide data and function as a data team. (WASC) ● Administration/Leadership Team does not evaluate/measure programs or processes for effectiveness. (WASC) ● The ongoing development of curricula aligned to the Common Core State Standards, NGSS, state standards that is implemented with fidelity. (WASC) ● The development of ongoing and consistent professional development plan for common core standards and research based instructional strategies for all certificated staff including an observation and feedback/coaching cycle to support staff. (WASC) ● Commit to addressing student needs. ● It has been identified that teachers need more training on how to read data, data analysis of student work and planning next steps. (WASC) ● There is no seamless RTI Support System for all students from grade 9-12 for behavior and academics. School is beginning conversations to build a team system. (WASC) ● Articulation with feeder schools and colleges need to occur regularly to better serve our students in transitioning to high school and out of high school. (WASC) ● We need to create opportunities that are hands-on and support student strengths. ● Providing all students with a rigorous and engaging 21st Century curriculum that is supported by instructional strategies that challenge all students to demonstrate depth of knowledge at a high level and that result in further improvement of student outcomes. (WASC) ● The school needs to reexamine what we offer all students, especially those not going to college. We need more hands-on, project-based, and practical types of courses, preparing students for the workforce. (WASC) <p>Addressing Equity: Sub Group Identification</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Sub Groups</th> <th style="width: 50%; text-align: left;">Need Areas</th> </tr> </thead> <tbody> <tr> <td>Special Education</td> <td>Grad Rate</td> </tr> <tr> <td>English Learners</td> <td>Attendance</td> </tr> <tr> <td>Low SES</td> <td>SBA Achievement</td> </tr> <tr> <td>9th Grade</td> <td>EOC Biology</td> </tr> <tr> <td></td> <td>9th Grade on track</td> </tr> </tbody> </table>	Sub Groups	Need Areas	Special Education	Grad Rate	English Learners	Attendance	Low SES	SBA Achievement	9th Grade	EOC Biology		9th Grade on track
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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. Jasmine Urasaki	1.
2. Krystal Moore	2. Professional Development
3. Garet Uemura	3. MTSS/Data
4. Julie-Ann Taniguchi	4. AP/Data
5. Susan Izawa	5. RTI - EL
6. Mari Nakamura	6. CTE
7. Kayleen Takase	7. SPED
8. Ryan Nakasato	8. RTI - Math
9. Charlene Masuhara	9. Systems of Support
10.	10.

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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.

Outcome: By the end of School Year 2020-2021,	Rationale:
<p>1. Math proficiency will be at 35%, ELA proficiency will be at 60%, and Science will be at 30% though the data team/RTI process.</p>	<p>1a. State Strategic Plan Indicators. 1b. ELA proficiency is at 54%, Math is at 29%, and Science is at 26%. 1c. There is little evidence to suggest that teachers are utilizing the data team/Rtl process to target student needs based on data.</p>
<p>2. Graduation rate will increase to 90% due to Tier 1, MTSS interventions.</p>	<p>2a. There is little evidence of uniform, schoolwide Tier 1 interventions being implemented to support students. 2b. Currently 92% of our 9th grade students are on track and the Graduation Rate is 86%.</p>
<p>3. 56% of students will be CTE participants.</p>	<p>3a. State Strategic Plan Indicators. 3b. 57% of students are enrolled in postsecondary institutions the fall after graduation.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Promise Plan Theme	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
By the end of the school year 2020-2021 Math proficiency will be at 35%, ELA proficiency will be at 60%, and Science will be at 30% though the data team/RTI process.	<p>Plan and Do for Data Team Process use and analyze formative classroom data to address Math proficiency and decrease the ELA gap and change/adjust instruction. We need to start the following things:</p> <ol style="list-style-type: none"> 1. All teachers have a clear understanding of the Data Team Process 2. Pacing Guides and CFAs are aligned across Data Teams and are accessible <ol style="list-style-type: none"> a. Create common expectations of CFA process and method of data collection (eg: Google Drive) b. Data Teams will create aligned CFAs, implement, and collect data 3. Progress monitor effectiveness of the Data Team system <ol style="list-style-type: none"> a. Data team lead will progress monitor implementation process. 4. Math will continue to utilize workshop classes as an RTI support; ELA will implement 	Hawaii Equity Empowerment	Garet Jaime Susan	<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	STAR 360 scores Data Team Minutes Pacing Guides

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	<p><i>workshop classes as an RTI support.</i></p> <p>5. Ninth grade teams will create and implement interdisciplinary units to infuse relevance into their units.</p> <p>6. Science will implement the environmental science curriculum in ninth grade and work on an aligned biology curriculum.</p>				
<p>By the end of the 2020-2021 school year, the graduation rate will increase to 90% due to Tier 1 MTSS interventions.</p>	<p>Plan and Do for an Rtl school wide plan to implement tiered leveled supports and services for all students. We need to start the following things:</p> <p>Screening/Assessments</p> <p>1. STAR360 (serves as baseline student data) is administered by math and ELA and data is utilized by core content areas to help students meet grade level proficiency in math and reading based on the student's scaled score. STAR360 provides suggested skills each student needs to master as well as provides instructional strategies and resources for the teachers to use in instructional planning.</p> <p>a. <i>Provide STAR360 training as needed. (access,</i></p>	Equity School Design Empowerment	Garet Kayleen	<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	STAR 360 Srive HI Graduation Rate 9th grade meeting minutes Data team meeting minutes

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	<p><i>utilization)</i></p> <p>b. <i>Rtl Lead will monitor and disseminate relevant data to Math and ELA departments.</i></p> <p>2. Utilize <i>universal screener (STAR 360) and student data</i> to accurately identify students at risk of poor learning outcomes or challenging behaviors (in addition to baseline data, initial identifier).</p> <p>a. <i>Update database to include different types of data that assesses various areas. (STAR360, attendance, behavior, SBA, EOC, other).</i></p> <p>b. <i>Continue to use STAR360 as a universal screener and progress monitoring tool.</i></p> <p>c. Ninth grade teams <i>continue</i> to use the student Progress Monitoring spreadsheet - (Gr. 9 VP/Counselor - Google Docs Rtl Progress Monitoring Documents) for identified Gr. 9 students to ensure students on track. (Identified through Gr. 9 Teams through various academic data points and behavioral data.)</p> <p>d. The Rtl program will also support the needs of all targeted subgroup students: ELL (83%; 31%), Low SES</p>			
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	<p>(89%, 79%). This will be measured by completing their own progress monitoring form for each respective subgroup.</p> <p>e. <i>Develop a schoolwide PBIS handbook to clarify expectations and basic Tier 1 interventions.</i></p> <p>Data analysis and decision making</p> <ol style="list-style-type: none"> 1. Data from feeder schools is utilized by the 9th grade team for placement and determining amount of workshop classes <ol style="list-style-type: none"> a. <i>Math and ELA department heads request STAR360 data from Hilo Inter and Kalaniana'ole School.</i> b. <i>Communicate with Hilo Inter and Kalaniana'ole School for Math and ELA workshop placement recommendations</i> 2. <i>Develop HMTSS Team. Team meets 2x/month and documents meeting using Google Docs.</i> 3. <i>Utilize the TFI process to monitor PBIS, RTI, MTSS implementation.</i> 4. <i>Rtl coordinator presents relevant data to ART as it becomes available.</i> <p>Service Delivery and Scheduling</p> <ol style="list-style-type: none"> 1. Evaluate current understanding of Rtl Tier I interventions school 			
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	<p>wide and analyze its effectiveness.</p> <ol style="list-style-type: none"> 2. Review Tier I/Tier II/Tier III (multi-level prevention system) high school options for ALL students (i.e. training, PD, site visits, extra personnel). 3. <i>Adopt school wide, uniform, Tier I interventions .</i> 4. Provide Training/PD Tier II/Tier III interventions for 9th Grade teachers 5. Work with 9th Grade teams to determine Tier II/Tier III interventions 6. Build Tier 1 teacher capacity by providing <i>teachers with information.</i> 				
<p><i>By the end of the 2020 - 2021 school year, 56% of students will be CTE participants.</i></p>	<p><i>To increase the number of CTE participants to 56%:</i></p> <ol style="list-style-type: none"> 1. <i>Dedicated CTE coordinator position.</i> 2. <i>Develop a school-wide system for CTE infusion (implementation).</i> 3. <i>Provide students with more work-based learning opportunities (career shadowing, internships, etc.) in each pathway offered.</i> 	<p>Hawaii Equity School Design Empowerme nt Innovation</p>	<p>Mari</p>	<p><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</p>	<p>CTE Plan CTE Enrollment</p>

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

Outcome: By the end of School Year 2020-2021,	Rationale:
<ol style="list-style-type: none"><li data-bbox="142 475 961 548">1. 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by learning walks and pacing guides.<li data-bbox="142 662 1003 768">2. 100% of staff will participate in ongoing professional development that addresses common core standards, research-based instructional strategies and need-based PD for all.	<ol style="list-style-type: none"><li data-bbox="1098 475 1927 597">1. To support teachers in ensuring all students receive the same curriculum and are able to be successful in future courses, through peer to peer feedback and sharing of resources.<li data-bbox="1098 670 1980 743">2. Support the new school design to increase student success and provide staff with support to increase student success.

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By School Year 2020-2021, 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by pacing guides.	Plan and Do for us to horizontally align our curriculum to the standards and GLOs we need to start the following things: <ol style="list-style-type: none"> 1. Course cluster teachers meet to create a common pacing guide, lesson plans, and assessments. Staff will be trained in the data team cycle. 2. Regular meeting times will be built into the school schedule. 3. Staff will diary map (noting adjustments) pacing guides 4. Staff delivers instruction according to pacing guides. 	School Design	Krystal	<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	Pacing Guides Department Meeting Minutes

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<p>By the end of School Year 2020-2021, 100% of staff will participate in ongoing professional development that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.</p>	<p>Plan and Do for 100% of staff will participate in ongoing professional development, we need to start the following things.</p> <ol style="list-style-type: none"> 1. Develop a school-wide PD plan that addresses need based PD <ol style="list-style-type: none"> a. Staff to be trained in learning walks b. ART to conduct Learning Walks quarterly. c. Data from Learning Walks shared with course clusters and ART. d. Course cluster meet in data teams quarterly to discuss what PD is needed to address need areas based on Learning Walk data. e. ART analyzes Learning Walk data to determine PD needs. f. ART gathers requests from departments and looks for PD opportunities that addresses the need areas. (CCSS, NGSS, HCPSIII, Instructional strategies, coaching, targeted PD as referenced in the previous objective) g. Create a system (to be determined by ART based on data from learning walks) that ensures at least 50% of our teachers are 	<p>School Design</p>	<p>Krystal</p>	<ul style="list-style-type: none"> <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 	<p>PD Calendar PD Attendance Records</p>
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	<p>offered the opportunity to attend external and/or internal PD sessions.</p> <ul style="list-style-type: none"> h. Refine system for Post PD sharing <ul style="list-style-type: none"> i. reference binder/library for PD materials/ shared google folder. ii. Share out at faculty meetings/ department meetings. 				
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Goal 3: Successful Systems of Support. The system and culture of **[Hilo High School]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of School Year 2020-2021,	Rationale:
<p>1. Hilo High School will develop and implement a plan that will prepare students to become college/career ready. By the end of school year 2020-2021, 56% of students will be CTE Completers or participants.</p> <p>2. HHS will implement an internal communication plan. By the end of 2020-2021, faculty meetings will be attended by 100% of faculty & applicable staff.</p> <p>3. The graduation rate will be at 90% accomplished by the ART team regularly using the Data Team process to monitor efficacy of school wide data. (Look and evaluate programs, make school wide decisions).</p> <p>4. HHS will revise and implement SEL plan. By the end of 20-21, chronic Absenteeism will drop by 1%.</p>	<p>1a. Currently, 37% of HHS students are CTE Concentrators.</p> <p>1b. Students depend on counselors and the STARS advisory classes for career counseling. There is a need for focused postsecondary advising for all students.</p> <p>1c. HHS does not offer all courses in Program of Study (POS) in student interest areas.</p> <p>2a. The CNA and WASC has identified Need and Growth Areas related to communication.</p> <p>2b. Improving communication will lead to improvement in morale and collaboration amongst all stakeholders.</p> <p>3a. Data not consistently being analyzed and monitored.</p> <p>3b. Understanding data will help the ART make informed school-wide decisions.</p> <p>4a. Chronic absenteeism has gone up 1% each year for the past 3 years</p>

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Hilo High School will develop and implement a plan that will prepare students to become college/career ready. By the end of school year 2020-2021, 56% of students will be Completers or participants.	<p>Plan and Do a successful implementation of 9th grade teams and a program to ensure all students will become College/Career Ready. In order to accomplish this, we need to start by addressing the following:</p> <ol style="list-style-type: none"> 1. Assess and refine 9th Grade Teams <ol style="list-style-type: none"> a. gather data of student grades 2. Develop a College/Career Readiness team. <ol style="list-style-type: none"> a. this team will include counselor, CTE, other teachers, resource teachers and community members to identify College/Career Readiness criteria b. Begin developing a 9th Grade College/Career Readiness Plan, which includes <i>(Personal Transition Plan PTP)</i> for SY '21-'22. 3. Selected teachers will attend College/Career readiness training/professional development/site visits. <ol style="list-style-type: none"> a. Research and determine a 	School Design Equity Innovation	Mari	<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	CTE Enrollment 9th grade marks College/Career readiness plan

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	<p>list of training/PD or sites where teachers can gain insight of College/Career Readiness activities</p> <p>4. Work with Counselors to develop a plan for College/Career Readiness prior to registration ('21-'22).</p> <ul style="list-style-type: none"> a. collaborate with College/Career Readiness Team to develop counseling plan for registration b. create a small focus group of students to assist counselors to understand student needs. (design thinking process) <p>5. Develop a student CTE completer (i.e., Core, 2nd yr class & Academic course related to pathway) expectation checklist/reflection form.</p> <ul style="list-style-type: none"> a. review student eligibility for CTE completer qualifications b. discuss eligibility and course requirements with CTE dept members c. College/Career Readiness Team to determine student progress toward CTE 				
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<p>HHS will implement an internal communication plan. By the end of 2020-2021, faculty meetings will be attended by 100% of staff.</p>	<p>Plan and Do: Internal Communication Plan which will include:</p> <ol style="list-style-type: none"> 1. Administration will work with ART to establish and implement a chain of command for the dissemination of information and distribute at the beginning of each school year. <ol style="list-style-type: none"> a. This shall also include a clear explanation of the system and include roles, expectations and protocols. 2. An online calendar will be created and followed. 		<p>Charlene</p>	<ul style="list-style-type: none"> <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 	<p>Chain of Command Meeting schedule/online calendar Faculty Meeting attendance sheets</p>
<p>By the end of School Year 2020-2021, the graduation rate will be at 90% accomplished by the ART team regularly using the Data Team process to monitor efficacy of school wide data. (Look and evaluate programs, make school wide</p>	<p>Plan and Do Team will determine the <i>major responsibilities</i> of all its members. This should include:</p> <ol style="list-style-type: none"> 1. Members of the ART team will be trained in the Data Process and determine the roles/responsibilities and rituals and routines of data teams. <ol style="list-style-type: none"> a. DH's will work with department members in understanding and utilizing the Data Process 	<p>School Design</p>	<p>Charlene</p>	<ul style="list-style-type: none"> <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 	<p>ART minutes Graduation Rate</p>

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<p>decisions).</p>	<p>2. Monitor data teams and assist with the Data Process</p> <p>a. ART Leads gather data from data teams and review the process followed by each team.</p>				
<p>HHS will revise and implement SEL plan. By the end of 20-21, chronic Absenteeism will drop by 1%.</p>	<p>Plan and Do PBIS team will be created to do the following:</p> <p>1. PBIS team will meet to revise SEL plan.</p> <p>a. Plan will include intervention and incentive programs.</p> <p>2. PBIS team will meet monthly to evaluate effectiveness based on data.</p> <p>a. Monthly meetings will also included planning for SEL/PBIS activities (celebrations, interventions, HERO, etc.)</p>	<p>School Design Empowerment Equity</p>	<p>Garet Krystal</p>	<p><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</p>	<p>SEL Plan Chronic Absenteeism data</p>