Hilo High School
Three-Year Academic Plan
2017-2020

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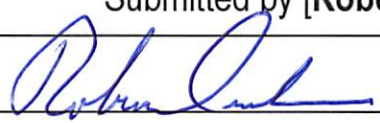
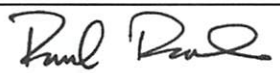
Submitted by [**Robert Dircks**]	Date
	04/10/2017

Approved by [**Brad Bennett**]	Date
	MAY 09 2017

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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	***Achievement*** 1. **Need Statement:** Minimal Systems in place for responding to growth and closing achievement gaps for all students in Math and ELA (ELL, SPED, Disadvantaged). **(CNA)** a. RTI has not been fully developed and implemented. (There is no system in place for regularly pulling and analyzing this group of data.) b. There is no system in place for the ART to review school-wide data and respond within the 6 step data team process. ● 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)** 2. **Need Statement:** Leadership lacks key recording of student work/ACT/SBA assessment data, analysis of the data, and follow all agenda items, nor does the system uphold team norms consistently. **(CNA)** a. There is no organized method in place for checks and balances for schoolwide committees. b. Leadership does not effectively model norms of collaboration and/or the data team process. ● 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)** 3. **Need Statement:** The Principal, other leadership, and staff need to provide a viable, rigorous and accessible curriculum offering high quality instruction for all students. This includes focus on: ● 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)** ***Engagement***

4. **Need Statement:** 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)**

5. **Need Statement:** 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 work force. **(WASC)**

Connectedness

6. **Need Statement:** Communication is a challenge internally and externally *(i.e. leadership, teachers, support staff, parents, feeder schools, and community)*. **(CNA)**

   a. There is no streamlined system in place to consolidate information or measure its effectiveness.
   b. There is no communication plan to address internal and external shareholders.

- 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)**

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- IDEA (including SCILS and IPP)
- 504
- Alternative Programs- ALC/LLC
- Low SES
- AP
- ELL
- 9th Grade

ELL	**Graduation Rate (ADC):** 2013-2014 27.3% 2014-2015 23.5%	**Attendance Rate (LDS):** 2014-2015 87.64% 2015-2016 87.47% 2016-2017 89.54%	**SBA Achievement (LDS):** 2015-2016 Math 0% ELA 0%	**EOC Biology (LDS):** 2013-2014 0% 2014-2015 0% 2015-2016 0%	**9th Grade On Track** 2014-2015 75%
SPED	**Graduation Rate (ADC):** 2013-2014 64% 2014-2015 62.7%	**Attendance Rate (LDS):** 2014-2015 89.58% 2015-2016 89.54% 2016-2017 89.24%	**SBA Achievement (LDS):** 2015-2016 Math 0% ELA 10.34%	**EOC Biology (LDS):** 2013-2014 3.12% 2014-2015 4.17% 2015-2017 2.27%	**9th Grade On Track** 2014-2015 75.5% 2015-2016 79.1%

	SES-Disadvantaged	**Graduation Rate (ADC):** 2013-2014 71% 2014-2015 71%	**Attendance Rate (LDS):** 2014-2015 91.03% 2015-2016 87.91% 2016-2017 91.21%	**SBA Achievement (LDS):** 2015-2016 Math 18.90% ELA 45.67%	**EOC Biology (LDS):** 2013-2014 15.06% 2015-2016 20.51% 2016-2017 12.5%	**9th Grade On Track** 2014-2015 81.4% 2015-2016 81%%
	9th Grade	**Retention Rate:**	**Attendance Rate (LDS):** 2014-2015 91.91% 2015-2016 92.33% 2016-2017 92.75%			

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. Robert Dircks - Principal	1. ART Lead, Parent & Community Involvement Lead
2. Heidi Pana	2. Data Teams Lead, Formative Instruction Lead
3. Krystal Moore	3. RtI Lead Co-Lead, 9th grade (Sem 2: Add ELA Lead)
4. Valerie DeCorte (Sem. 1)	4. ELA Lead
5. Jaime Park	5. Math Lead
6. Charlene Masuhara	6. Health & Wellness Lead
7. Garet Uemura	7. Science Lead

8. Deborah Hashimoto-Skorikov	8. Mentoring & Supports Lead
9. Kayleen Takase	9. RtI Co-Lead, CSSS Lead
10. Patrick Jenkins	10. Technology Lead/CTE Lead

Note: **ART** manages the **P**lan-**D**o-**C**heck-**A**ct process. At the school level, the Academic Plan drives the PDCA process, with a focus on progress on student outcomes.

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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 three years,	**Rationale:**
1. By the end of school year 2019-2020 Math proficiency will be at 54% and ELA gap will be at 8% through the data team process.	1a. Formative Instruction prepares students to take ownership of their learning and using evidence and feedback to increase student learning (Data Teams). 1b. Teachers will implement focused and targeted differentiated instructional strategies through the data team process. 1c. Currently, Math proficiency score is 21% and ELA Gap score is 16%. 1d. State Strategic Plan indicators
2. By the end of school year 2019-2020 94% of the 9th grade students will be on track and the Hilo High Graduation Rate will be 86%, accomplished through a developed Response to Intervention (RtI) tiered program.	2a. There is no evidence and understanding of Response to Intervention tiered supports school wide. 2b. There is no progress monitoring for Response to Intervention support implementation for each grade level school wide. 2c. Currently 86% of our 9th grade students are on track and the Graduation Rate is 78%.
3. By the end of school year 2019-2020 Science Proficiency will be 64%.	3a. Currently, the Science Proficiency is 21% and Science Proficiency is a High School Indicator.

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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**
By the end of school year 2019-2020 Math proficiency will be at 54% and ELA gap will be at 8% through the data team process.	**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: 1. All teachers have a clear understanding of the Data Team 6 Step Process a. Train staff in Data Team 6 Step Process. b. Train staff in Common Formative Assessments (CFAs) and data collection and data analysis. c. Train staff in how to set incremental SMART Goals using data. 2. Pacing Guides and CFAs are aligned across Data Teams and are accessible 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 c. Universal screeners will be utilized to monitor the impact of the CFAs and the Data Team process. d. Data Teams will utilize the CFA data to inform and revise their pacing which is reflected on their Data Collection Sheet/Pacing Guides which can be accessed through Google Drive 3. Designated meeting time for Data Teams that are	**2017-2018**	**Jaime Park-Math Lead** **Valerie DeCorte-ELA Lead** **Heidi Pana-Data Team Lead**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of school year 2017-2018 Math proficiency will be at 32% and ELA gap will be at 13% through the data team process.** We will use the following measures to help monitor progress: Learning Walk Data CFA Data Document Pacing Guides Data Team Meeting Minutes STAR360 Data Team Collection Sheets

	documented 4. Identify teachers who need assistance and the Data Team lead will provide support as needed. Teachers will be identified through: i. Learning Walk Data ii. Self-reporting iii. Department Head iv. Data Team Collection sheets v. Course Marks a. Data Team lead will collect monthly data from Data Team Collection sheets from four core areas and present to ART b. ART will utilize the data to make informed decisions on curriculum and instruction 5. Progress monitor effectiveness of the Data Team system a. Data team lead will progress monitor implementation process. Make adjustments for 2018-2019 implementation. **<u>Check and Adjust</u>** for Data Team Process to address Math proficiency and decrease the ELA gap. We need to start the following things: 1. Department heads along with ART will monitor and review Data Team Collection sheet. Surveys will be created and distributed via SurveyMonkey to monitor the Data Team process/understanding 2. Data will be collected and analyzed by the department heads and ART and adjustments will be made as necessary to the Data Team process 3. Learning walks will be utilized to collect data and monitor the fidelity of the Data Team process 4. Universal screeners will be utilized to monitor the	**2018-2019**			**By the end of school year 2018-2019 Math proficiency will be at 43% and ELA gap will be at 10% through the data team process.**

	impact of the CFAs and the Data Team process 5. Course clusters will prioritize need areas. 6. Clusters will know what specific data they need to accomplish SMART Goal. 7. Lesson plans will be adjusted based on data team results. **<u>Full implementation</u>** in order for full implementation HHS will have following key things in place: 1. Designated meeting time for Data Teams that are documented 2. All teachers have a clear understanding of the Data Team 6 Step process and use it to drive instruction to increase Math proficiencies and decrease ELA gap 3. Data from Data Teams process is used to make school-wide decisions 4. Pacing Guides and CFA's are aligned across Data Teams and are accessible 5. Data from the Data Teams will be used to adjust the RtI plan 6. Progress monitor effectiveness of the Data Team system 7. All teachers will select common instructional strategies within core clusters.	**2019-2020**			

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By the end of school year 2019-2020 94% of the 9th grade students will be on track and the Hilo High Graduation Rate will be 86%, accomplished through a developed Response to Intervention (RtI) tiered program.	**<u>Plan and Do</u>** for an RtI school wide plan to implement tiered leveled supports and services for all students. We need to start the following things: **Screening/Assessments** 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. a. RtI Lead will monitor/provide STAR360 training as needed. (access, utilization) 2. Refine and implement a system to accurately identify students at risk of poor learning outcomes or challenging behaviors (in addition to baseline data, initial identifier). a. Update database to include the different type of assessments that measure the same skills and concepts (STAR360, Achieve 3000, IXL, Imagine Learning, CFA, other). b. Select and utilize a diagnostic assessment tool and progress monitoring tool. c. Implement the student Progress Monitoring Folder - (Gr. 9 VP/Counselor - Google Docs RtI 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.) d. The RtI program will also support the needs of all targeted subgroup students: ELL (83%; 31%), SPED (89%; 70%) and Low SES (89%,	**2017-2018**	**Krystal Moore-RtI Lead** **Heidi Pana-Data Team Lead**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of school year 2017-2018 88% of the 9th grade students will be on track and the Hilo High Graduation Rate will be 80%, accomplished through a developed Response to Intervention (RtI) tiered program.** 9th Gr. on Track; Grad Rate ELL 77%; 25% SPED 83%; 64% SES 83%; 73% We will use the following measures to help monitor progress: Learning Walk data CFA data document RtI Team Meeting Minutes Data Team Meeting Minutes Feeder school articulation STAR360 Progress Monitoring RtI Coordinator Feedback HERO Imagine Learning Achieve3000 IXL

	79%). **Data analysis and decision making** 1. Data from feeder schools is utilized by the 9th grade team for placement and determining amount of workshop classes a. STAR360 data from Hilo Inter and Kalanianaole School is shared with the HHS RtI Lead and passed to the Math and ELA depts b. Communicate with Hilo Inter and Kalanianaole School for math workshop placement recommendations 2. RtI Team meets 1x/wkly and documents meeting using Google Docs. 3. Develop an RtI Program Monitoring System to assess RtI components (**in bold**) and utilize twice a month. 4. RtI coordinator reports to ART weekly and STAR360 pre/mid/post, CFA, ACT/Achieve3000 and other student data will be analyzed. **Service Delivery and Scheduling** 1. Evaluate current understanding of RtI Tier I interventions school wide and analyze its effectiveness. 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. Develop agreements (school wide, grade level, department) for Tier I interventions . 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 and implement in semester 2. 6. Build Tier 1 teacher capacity by providing ongoing				

	PD/training through the year in : Differentiation, AVID strategies, Cycle of Instruction, etc. 7. Develop an RtI calendar to include assessment dates, planning, feeder school planning etc. **<u>Check and Adjust</u>** the RtI school wide plan and implement tiered leveled supports and services for all students. School will start the following activities: **Screening/Assessments** 1. RtI Team and ART will discuss and analyze identifying system (academic and behavior) and adjust to align to needs of school. 2. RtI Lead/Team and 9th Grade VP/Counselor will analyze Progress Monitoring Folder for students and adjust as needed. 3. RtI Lead utilizes Progress Monitoring Folder for students within Gr. 10. **Data analysis and decision making** 1. Student Data (eg. STAR360, Achieve3000, Imagine Learning, IXL, Hero, school discipline data) will be collected and analyzed by RtI Lead and ART and adjustments made as needed to the RtI process and Program Progress Monitoring System. 2. RtI Team meets weekly and Program Progress Monitoring System utilized twice a month and reported to ART weekly. **Service Delivery and Scheduling** 1. Re-survey teachers regarding Tier I interventions utilized school wide and analyze its effectiveness. Provide training for teachers as needed. 2. Build Tier 1 teacher capacity by providing ongoing PD/training through the year in : Differentiation, AVID strategies, Cycle of Instruction, Best	**2018-2019**			**By the end of school year 2018-2019 90% of the 9th grade students will be on track and the Hilo High Graduation Rate will be 82%, accomplished through a developed Response to Intervention (RtI) tiered program.** 9th Gr. on Track; Grad Rate ELL 79%; 27% SPED 85%; 66% SES 89%; 75%

	Practices, etc. (New Teachers, Continued Support) 3. Provide Training/PD Tier II/Tier III interventions for ALL teachers. 4. Revise the RtI calendar to include assessment dates, planning, feeder school planning etc. **<u>Full implementation</u> of the RtI process to meet the needs of all our students with the following key components in place:** 1. Accurately identify students at risk due to poor learning outcomes and or challenging behaviors. a. Utilization of STAR360 by math, ELA and data teams to inform instruction. b. Utilization of the Progress Monitoring Folder (of students) by VP/counselors/teachers, depending on grade level. c. Add a system to accurately identify students who exhibit high learning outcomes or exceptional behaviors. 1) Use different assessment data to measure higher levels of skills and concepts 2) Implement the student Progress Monitoring Folder in Grades 9 and 10 2. Data from feeder schools and previous grade level is utilized for placement and to make student centered and school wide decisions. 3. A Program Progress Monitoring System is used for measuring efficiency and effectiveness. 4. All teachers have a clear understanding of the RtI process and provide a multi-level prevention (Tiered supports) system to meet the needs of all our students. a. Tier 1: ***<u>All</u>*** students receive high quality research-based instruction provided by highly qualified personnel	**2019-2020**			

	b. Tier 2: **<u>Students not making adequate progress</u>** in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum (after 6-9 weeks) c. Tier 3: ***<u>Students receive individualized, intensive interventions</u>*** that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) 5. RtI calendar solidified and adjusted as needed to include assessment dates, planning, PD/training, etc.				
By the end of school year 2019-2020 Science Proficiency will be 64%.	**<u>Plan and Do</u>** to increase science proficiency to 35% by eliminating Physical Science for 9th graders and replacing it with Environmental Science through the following actions: 1. Science teachers will meet during the Summer of 2017 to concept map the division of NGSS standards between Environmental Science and Biology and create a pacing guide. a. During summer of 2017-2018, Science Department will begin researching and developing a semester worth of units for the Environmental Science curriculum. b. Pilot first semester of Environmental Science curriculum within the10th grade Biology	**2017-2018**	**Garet Uemura-Science Lead** **Nyra Dee-Science DH**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of school year 2017-2018 Science Proficiency will be 35%.** We will use the following measures to help monitor progress: EOC - Biology Data Team CFA Data Formative Assessment Data Environmental Science Pacing Guide Biology Pacing Guide Student Reflections

.	classes c. Biology Data Teams will collect formative, CFA, student data and EOC data from lessons to drive instruction and revise Environmental Science units and pacing guides. 2. Science teachers will attend/be provided NGSS, CFA and STEM trainings and utilize the information to create NGSS based lessons. 3. Science teachers will engage in site visitation to schools who have high EOC scores: a. Kalaheo (52%) b. Mililani (51%) c. Kalani (47%) Teachers will collect ideas on best practices and incorporate them into the NGSS lessons. **<u>Check and Adjust</u>** to increase science proficiency to 49% by eliminating Physical Science for 9th graders and replacing it with Environmental Science through the following actions: 1. Utilize data (EOC scores and formative/summative from the 2017-2018 SY) to refine semester 1 and develop semester Environmental Science units during the summer of 2018. Create a pacing guide and CFAs. 2. Implement in 9th grade Environmental Science units for one 9th grade class (Physical Science X) and all 10th grade Biology classes. 3. Collect data and information on the implemented curriculum through data team CFAs, formative assessments, student reflections, and EOC data a. Utilize data team and department time to adjust curriculum and instruction (units). b. Continue to build NGSS based curriculum.	**2018-2019**			Teacher Feedback and Lesson Plans **By the end of school year 2018-2019 Science Proficiency will be 49%.**

	c. Environmental Science (Physical Science X) and Biology classes will engage in off campus student opportunities for project based learning 4. Start developing NGSS Biology curriculum and units. **<u>Full implementation</u>** of a plan to increase science proficiency to 64% by eliminating Physical Science for 9th graders and replacing it with Environmental Science through the following actions: 1. Environmental Science (9th grade) and Biology (10th grade) classes will have a NGSS based, horizontal and vertically aligned curriculum with common assessments. 2. All 9th grade students except for Honors students will have Environmental Science for their lab-based science instead of physical science. 3. Environmental Science and Biology courses will provide off campus student opportunities for project based learning to provide hands-on, relevant experiences. 4. Progress monitor the plan based on formative/summative and EOC data. Adjust as necessary.	**2019-2020**			

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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 three years,	**Rationale:**
1. By School Year 2019-2020, 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by learning walks and pacing guides.	1. To develop, grow, and sustain employees' professional knowledge to support student success and continuous improvement in instructional strategies and interdisciplinary curricula.
2. By the end of School Year 2019-2020, the graduation rate will be at 86% accomplished by an ongoing Professional development plan that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.	2. Common Core Shifts are addressed. ● Complex text and the CCSS text ratio is addressed depending on the subject. ● Instruction builds on content area academic vocabulary. ● Math shifts are implemented in appropriate classes

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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**
By School Year 2019-2020, 100% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by Learning Walks and pacing guides.	**Plan and Do** for us to horizontally align our curriculum to the standards and GLOs we need to start the following things: 1. Staff will be trained in the 6-step data team cycle. 2. Staff will be trained on pacing guides. 3. Staff will be trained in GLOs reflections. 4. Regular meeting times will be built into the school schedule. 5. Staff will diary map (noting adjustments) pacing guides a. Staff will be trained on how to do this directly on their digital pacing guides. 6. Course cluster teachers meet to create a common pacing guide, lessons plans, and assessments. 7. Staff delivers instruction according to pacing guides. a. Staff will be trained in the importance of Learning Walks. b. ART will be trained on how to conduct Learning Walks c. Learning Walks done quarterly to monitor implementation with fidelity. d. Data from Learning Walks shared with course clusters to share at data	**2017-2018**	**Heidi Pana-Data Team Lead** **Curriculum Coordinator**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By School Year 2017-2018 75% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by Learning Walks and pacing guides.** We will use the following measures to help monitor progress: Pacing Guides Diary Maps Learning Walks

	teams. e. Targeted PD (based on Learning Walk data from 1st semester) provided to teachers struggling to implement with fidelity. **<u>Check and Adjust</u>** to get 90% of pacing guides aligned to standards and GLOs and have them horizontally aligned we will do the following. 1. Course cluster teachers meet quarterly to adjust common pacing guides based on diary maps and Learning Walk feedback. 2. Teachers deliver instruction based on adjusted pacing guides. 3. Teachers diary map as needed. 4. Learning Walks done quarterly by ART and DHs to monitor implementation with fidelity. a. DHs will be trained on how to conduct Learning Walks b. Data shared with course clusters. c. Targeted PD (based on Learning Walk data from year 1) provided to teachers struggling to implement curriculum with fidelity as evidenced by the Learning Walks. **<u>Full implementation</u>** of a plan to horizontally align 100% of pacing guides and have them aligned to the standards and GLOs, we will go through the following actions: 1. Course Clusters will have horizontally aligned pacing guides.	**2018-2019** **2019-2020**			**By School Year 2018-2019 90% of all curriculum will be horizontally aligned to standards and GLOs as evidenced by Learning Walks and pacing guides.**

	2. All teachers will implement pacing guides with fidelity. 3. Learning Walks will monitor implementation with fidelity. 4. Learning Walks conducted interdepartmentally by all department members utilizing rotational subs if needed.				
By the end of School Year 2019-2020, the graduation rate will be at 86% accomplished by an ongoing Professional development plan that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.	**Plan and Do** for the school to create an ongoing Professional Development Plan that addresses CCSS and research based instructional strategies for all staff, we will start on the following actions. 1. Develop a school-wide PD plan that addresses need based PD: 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	**2017-2018**	**Heidi Pana-Data Team Lead** **Curriculum Coordinator**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of School Year 2017-2018, the graduation rate will be at 80% accomplished by an ongoing Professional development plan that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.** We will use the following measures to help monitor progress: Learning Walks Pacing Guides Data Teams

	by ART based on data from learning walks) that ensures at least 50% of our teachers are offered the opportunity to attend external and/or internal PD sessions. h. Develop a system for Post PD sharing i. reference binder/library for PD materials/ shared google folder. ii. Share out at faculty meetings/ department meetings. **<u>Check and Adjust</u>** to implement an ongoing PD plan that addresses standards and need based PD, we will do the following. 1. Evaluate the PD System: a. ART and DHs will conduct learning walks and share data with course clusters and ART to determine areas of need and PD requests. b. Expand system that ensures at least 75% of our teachers are offered the opportunity to attend external and/or internal PD sessions. c. ART to assess and refine system for Post PD sharing. **<u>Full implementation</u>** of a PD plan that addresses need areas (standards and instructional strategies) will ensure continual growth of staff. 1. Evaluate PD System: a. ART and DHs will conduct learning	**2018-2019** **2019-2020**			**By the end of School Year 2018-2019, the graduation rate will be at 82% accomplished by an ongoing Professional development plan that addresses common core standards, research-based instructional strategies and need-based PD for all certificated staff.**

	walks and share data with course clusters and ART to determine areas of need and PD requests. b. Expand system that ensures 100% of our teachers are offered the opportunity to attend external and/or internal PD sessions. c. Assess and refine system for Post PD sharing.				

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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 three years,	**Rationale:**
1. Hilo High School will remain committed towards implementing and refining 9th grade teams and develop a plan that will allow all students to become college/career ready. By the end of school year 2019-2020, 50% of our students will be CTE concentrators.	1a. Currently, 37% of HHS students are CTE Concentrators. 1b. Students depend on counselors and the STARS advisory classes for career counseling. There is a need for focused post-secondary advising for all students. 1c. HHS does not offer all courses in Program of Study (POS) in student interest areas.
2. HHS will implement an internal communication plan that includes a system for feedback and evaluation for all teachers and staff. By the end of school year 2019-2020, faculty and staff quarterly surveys will show 100% satisfaction with HHS internal communication system.	2a. The CNA and WASC has identified Need and Growth Areas related to communication. 2b. Improving communication will lead to improvement in morale and collaboration amongst all stakeholders.
3. By the end of School Year 2019-2020, the graduation rate will be at 86% 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). (Connectedness)	3a. Data not consistently being analyzed and monitored. 3b. Understanding data will help the ART make informed school-wide decisions.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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**
Hilo High School will remain committed towards implementing and refining 9th grade teams and develop a plan that will allow all students to become college/career ready. By the end of school year 2019-2020, 50% of our students will be CTE concentrators.	**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: 1. Assess and refine 9th Grade Teams a. gather data of student grades b. review schedule to include meeting time and its effect of total school schedule c. develop teacher/team relationship and commitment 2. Develop a College/Career Readiness team. a. this team will include counselor, CTE and other teachers to identify College/Career Readiness criteria b. Begin developing a 9th Grade College/Career Readiness Plan, which includes (*Personal Transition Plan* PTP) for SY '18-'19. c. Begin the discussion in developing a 10th Grade College/Career readiness plan. 3. Selected teachers will attend	**2017-2018**	**Patrick Jenkins-CTE Lead** **Deborah Hashimoto-Skorikov-Counseling Lead** **Krystal Moore-9th grade Lead**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless x CTE ☐ Other ☐ N/A	**By the end of school year 2017-2018, 41% of our students will be CTE concentrators.** We will use the following measures to help monitor progress: Meeting Minutes CTE Concentrator Numbers Parent Meetings/Feedback Qtrly student surveys Registration Numbers for CTE Courses

	College/Career readiness training/professional development/site visits. a. Research and determine a list of training/PD or sites where teachers can gain insight of College/Career Readiness activities 4. Work with Counselors to develop a plan for College/Career Readiness prior to registration ('18-'19). 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) 5. Develop a student CTE *concentrators (i.e., Core, 2nd yr class & Academic course related to pathway)* expectation checklist/reflection form. a. review student eligibility for CTE concentrators qualifications b. discuss eligibility and course requirements with CTE dept members c. College/Career Readiness Team to determine student progress toward CTE Concentration				
	Check and Adjust College/Career Readiness preliminary plan to address the need for our students to be career/college ready. We need to: 1. Monitor and refine 9th Grade Teams a. collect and analyze data on student	**2018-2019**			**By the end of school year 2018-2019, 45% of our students will be CTE concentrators.**

	progress, b. review 9th Grade Team schedule and evaluate its impact on total school schedule c. assess teacher teams and quality of relationship of team members 2. Report by the College/Career team monthly to the ART on the progress to Implement the plan for 9th Grade career/college readiness activities 3. Provide training and site visits for teachers regarding college/career readiness. a. prepare teachers in acquiring skills and knowledge to develop college/career readiness activities. b. determine which college/career activities are most appropriate to meet our students' needs. 4. Review community partnerships, and create a *directory* of community resource(s) and internships, cultural-based resources. a. share preliminary directory with other teachers who work with community partners to refine information in directory. b. add new community partners to increase number who will be willing to work with our students and staff. 5. Prepare College/Career Readiness information to be included in registration catalog. a. The College/Career Readiness Team will work with registrar and counselors to determine what				

	should be included in catalog b. seek out best practices from other high schools to assist in determining what should be included within course information 6. Share College/Career Readiness information to all stakeholders a. Discuss College/Career readiness with *stakeholders* at a special SCC *Community* meeting to receive input. i. *Student* focus group to discover what they believe needs to be included. (design thinking process) b. discuss College/Career readiness with groups including GEAR UP, Hawaii P-20 to gather best practice activities. 7. Develop a Progress Monitoring Tool and feedback system. a. College/Career Readiness Team research and discuss monitoring and feedback systems b. select what will work for our school **<u>Full Implementation</u>** will include the following: 1. Progress Monitor 9th grade teams monthly and provide feedback to ART to ensure fidelity of implementation of initiatives (eg. PMF, College/Career Readiness Plan, failure rate, etc.) 2. Present *proposed* 10th grade College/Career Readiness Plan to the ART ---> EC ---> Staff for future implementation	**2019-2020**			

	a. Provide training for staff on the College/Career Readiness Plan. b. Plan for 11th Grade College/Career Readiness and Early College alignment 3. School will have a directory of community resource(s) and internships as well as culturally-based resources that is updated regularly and used to provide students to prepare them for college/career readiness. 4. Start building community partnerships via career fairs, internships, cultural-based resources. a. gather information from counselors, teachers, and staff who already have developed a relationship with community b. begin creating a database with all identified community partners.				
HHS will implement an internal communication plan that includes a system for feedback and evaluation for all teachers and staff. By the end of school year 2019-2020, faculty and staff quarterly surveys will show 100% satisfaction with HHS internal	**Plan and Do:** Internal Communication Plan which will include: 1. Principal will develop agenda that addresses key issues as relates to faculty and staff. a. As determined by EC (ART + DH) via surveys and discussion 2. Email message along with accompanying video message will be sent out to faculty and staff 3. The 4th week of every month will be allocated for faculty meetings to discuss agenda issues	**2017-2018**	**Robert Dircks-Admin Lead** **Patrick Jenkins-Tech Lead**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of school year 2017-2018, faculty and staff quarterly surveys will show 85% satisfaction with HHS internal communication system.** We will use the following measures to help monitor progress: Faculty Survey (Semester) Meeting Records Calendar Website

communication system.	4. Quarterly surveys will be sent out to faculty and staff to assess effectiveness of the internal communication plan **<u>Check and Adjust</u>** the implementation of an internal communication plan and a preliminary system for feedback and evaluation. The plan will include: 1. Teacher and staff questions and discussion of topics of interest and concern will help to determine the kind of information shared in principal's update. a. Log of phone calls, emails, etc. from school staff - which require principal response of a general nature - will be addressed in updates. 2. Principal will use several different modes of communication to insure that all parties get the information. a. People receive and process information differently and therefore the need for different modes of communication should be used. i. Daily bulletin ii. Video message iii. Website teacher *intranet* *iv. Department/Data meetings visits* b. Other modes of communication will be researched to determine its effectiveness.	**2018-2019**			**By the end of school year 2018-2019, faculty and staff quarterly surveys will show 95% satisfaction with HHS internal communication system.** We will use the following measures to help monitor progress: Faculty and Staff Survey (Quarterly) Meeting Records Calendar Website

	Full Implementation of the HHS internal communication plan that effectively communicates to all faculty and staff and includes: 1. Principal provides a monthly update faculty & staff through faculty meetings, reinforced through e-mail and video messages. 2. Clear calendar with meeting times & activities is posted on google and available to all stakeholders. 3. The Parent Involver (PI) is included in all Principal updates and google calendar in order to be aware of all internal communication to expedite external communication as necessary. 4. School-wide intranet is utilized and valued by all by all faculty and staff. 5. Any changes to the plan will be based on surveys and feedback and as vetted through the principal	**2019-2020**			
By the end of School Year 2019-2020, the graduation rate will be at 86% 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).	**Plan and Do** during the first year, Team will determine the *major responsibilities* of all its members. This should include: 1. Members of the ART team will be trained in the 6-Step Data Process and determine the roles/responsibilities and rituals and routines of data teams. a. ART members will (in-turn) train the DH's during an ART lead DH mtg. b. DH's will work with department members in understanding and utilizing the 6- Step Data Process 2. Monitor data teams and assist with the	**2017-2018**	**Robert Dircks-Admin Lead** **Patrick Jenkins-Data Team Lead**	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**By the end of School Year 2017-2018, the graduation rate will be at 80% 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).** We will use the following measures to help monitor progress: Data Teams

	6-Step Data Process a. ART Leads gather data from data teams and review the process followed by each team. b. Curriculum Coordinator work with data teams to ensure that 6-Step Data Process is working and decisions made are reflected by data collected. 3. Monitor the 2016-2017 grade 9 cohort.				Progress Monitoring (Hilo-Waiakea Progress Monitoring Tool) District Resource
	<u>Check and adjust</u> during the second year, 1. Gather progress report from each data team monthly a. review the decisions they make for department based on the data they have b. analyze data to see if it impacts all students and check if there is a need for school-wide decisions to be made 2. Monitor changes made based on data gathered in order to determine if new data shows changes for identified subgroups a. review changes made by both department and ART and analyze impact and changes	**2018-2019**			**By the end of School Year 2018-2019, the graduation rate will be at 82% 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).**
	<u>Full Implementation of ART</u> By Year 3, will include the following: 1. Routines are focused and driven by a wide range of evidence(s) which is presented and analyzed with both	**2019-2020**			

	student outcome(s) and leading indicator data in the forefront a. ART uses data to make school decisions to meet state initiatives 2. Identify problems and commit to clear and concise next steps a. Minutes of meeting are kept and next steps are tracked b. Next steps are monitored to determine effectiveness of actions 3. ART engages with colleagues and feeder schools a. Compare progress b. Learning and Collaboration				