

Highlands Intermediate Strive HI 2012 -13 Step: Continuous Improvement

Metric	2011-2013 Data	Possible Targets	All School Is Distribution
Math Proficiency	<p>61 - State Median</p> <p>67</p>	+5% 70.3 No change 67.0 -30% 46.9	Set Target 50.0
Math Growth	<p>52 - State Median</p> <p>46</p>		No Target Necessary
Reading Proficiency	<p>73 - State Median</p> <p>81</p>	+5% 85.1 No change 81.0 -30% 56.7	Set Target 60.0
Reading Growth	<p>52 - State Median</p> <p>47</p>		No Target Necessary
Science Proficiency	<p>35 - State Median</p> <p>43</p>	Complex 53.0 School 48.7 State 44.3	Set Target 45.0
Chronic Absenteeism	<p>18 - State Median</p> <p>9</p>	Complex 8.8 State 8.7 School 8.1	Set Target 8.0
Median 8th Grade ACT	<p>14 - State Median</p> <p>15</p>	Top Score 17.0 75th Percentile 16.0 School 15.0	Set Target 16.0
Current Gap	<p>30 - State Median</p> <p>33</p>	State 32.7 Complex 32.7 School 29.7	Set Target 33.0

A1. Reflect. Briefly summarize your school’s progress on implementing all six of the Department’s priority strategies and meeting key performance targets set in the prior year Academic Plan.

Pearl City & Waipahu Complex Area Field Assessment - SY 2013-2014, Quarter 3

School	Common Core State Standards	Comprehensive Student Supports	Data Teams, Formative Instruction & Assessment	Educator Effectiveness	Induction & Mentoring	Academic Review Team	STEM
Highlands Inter	3	3	3	2	3	2	4
Manana EI	2	3	3	2	3	2	1
Palisades EI	2	2	2	2	2	2	2
Pearl City EI	2	2	3	3	3	2	2
Pearl City High	2	2	2	2	3	2	1
Pearl City Highlands EI	2	2	2	2	2	2	2
Lehua EI	2	2	2	2	3	2	1
Kanoelani EI	2	3	3	2	3	2	2
Momilani EI	2	3	3	2	4	2	2
Waiau EI	2	2	2	2	3	2	1
August Ahrens EI	2	2	2	2	2	1	1
Waipahu EI	3	2	3	2	3	3	1
Honowai EI	2	2	2	1	2	2	1
Waipahu High	2	2	2	2	2	2	2
Waipahu Inter	2	2	2	1	2	1	2
Kaleiopuu EI	2	2	2	1	3	1	1
Waikele EI	2	2	2	1	3	2	2
Averages	36	38	40	31	46	32	28
	2.117647059	2.235294118	2.352941176	1.823529412	2.7058824	1.882352941	1.64705882

School Progress: Highlands Intermediate has been able to move at least one level in all priority strategies. Through SchoolRise support, every department has created curriculum maps that incorporate formative instruction and assessment that target the Common Core Standards. The administration will continue to focus on EES and Induction and Mentoring through professional development. The Academic Review Team process will be implemented more routinely to monitor data for school improvement.

A1. Organize. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.

Name of lead who is responsible for reporting during ART process (can change if roles change)	Responsible for (link to strategy)
<ol style="list-style-type: none"> 1. ELA DH – Common Core State Standards 2. Math DH – Common Core State Standards 3. Science DH – Common Core State Standards 4. Soc St DH – Common Core State Standards 5. Fine Arts DH – Common Core State Standards 6. HPE DH – Common Core State Standards 7. CC – Formative Instruction/Data Teams & Academic Review Team Lead 8. SSC – Comprehensive Student Supports 	<ol style="list-style-type: none"> 1. Common Core State Standards 2. Comprehensive Student Supports 3. Formative Instruction/Data Teams 4. Educator Effectiveness 5. Induction & Mentoring 6. Academic Review Team <p>(ART lead needs to be on the team, yet the strategy doesn’t need its own page in the plan)</p>

9. Administration – Educator Effectiveness, Induction & Mentoring, & Academic Review Team	
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Goal 1 Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
1. Fully implement Common Core State Standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Tier and provide comprehensive student supports for all students	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Goal 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, all Highlands Intermediate teachers will implement the Common Core State Standards.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Professional Development for Common Core Standards <ul style="list-style-type: none"> • Common Core - English Language Arts • Common Core – Mathematics • Common Core – College & Career Readiness • Pearl City 12-K Write Core • SpringBoard (Grades 7-12) 	Department Heads	All Students	WSF	A1. All HIS teachers will participate in Professional Development to gain a better understanding of Common Core State Standards to align curriculum, instruction and assessment. B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.
2. Implementation of Common Core State Standards resources <ul style="list-style-type: none"> • SchoolRise Literate Thinking Implementation • SpringBoard (Grades 7-12) • Standards Toolkit • Open Education Resources • Smarter Balanced Assessment Consortium • iReady Reading/Math • Achieve 3000 	Department Heads	All Students	WSF	A1. All HIS teachers will participate in PD and implement CCSS aligned curriculum, instruction and assessment. B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets. B2. HIS will increase by at least 1 level on the CCSS continuum by SY 14-15.

3. Application of the ELA and Math CCSS through STEM	DHs	All Students	WSF	<p>A1. All HIS teachers will apply the ELA and Math CCSS through a STEM Project/Activity.</p> <p>B1. HIS will increase by 1 level on the STEM continuum by SY 14-15.</p>
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Goal 1, Strategy 2: Comprehensive Student Supports

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year Highlands Intermediate School will use the Comprehensive Student Supports System to increase student safety, minimize the achievement gap and meet the needs of all learners.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Increase student safety on school campus	Admin SSC	All Students	WSF	<p>A1. All HIS school personnel will implement/continue systems to increase school safety according to the School Quality Survey (SQS)/Behavioral Data.</p> <p>B1. All HIS students will show an increase in positive responses on the School Quality Survey.</p>

<p>2. Implementation of an RTI/CSSS system to meet the individual needs of all learners and minimize the Achievement Gap</p> <ul style="list-style-type: none"> • iReady • HSA • SST based on parent or teacher request • Peer review 	<p>SSC Counselors</p>	<p>All Students</p>	<p>WSF</p>	<p>A1. All HIS teachers will implement a CSSS/RTI (Tiering) structure to address the needs of all students.</p> <p>A1. All PW Schools will begin to implement a 3-year “Universal Screener Phase in Plan”.</p> <p>B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.</p> <p>B2. HIS will increase by 1 on the CSSS continuum by SY 14-15.</p>
<p>3. Professional Development on instructional strategies to support students in being College and Career Ready</p>	<p>DHs</p>	<p>All Students</p>	<p>WSF</p>	<p>A1. All HIS teachers will participate in Professional Development to gain a better understanding of instructional strategies to increase College and Career Readiness (e.g. AVID).</p> <p>B1. All HIS students will show an increase on the multiple measures on the Strive Hi Performance Index as indicated by the Strive HI targets and the AVID Initial Self-Study/Certification Self-Study.</p>
<p>4. Continued implementation of the Design Thinking Process</p>	<p>Admin</p>	<p>Student Activities/Leadership & Science</p>	<p>WSF</p>	<p>A1. HIS will determine a Design Thinking Projects/Activity, student population, and identify student success indicators as appropriate (e.g. Aquaponics).</p> <p>B1. All Leadership students will plan, Implement, & evaluate a Design Thinking project that meets proficiency on a rubric.</p>

Goal 1, Strategy 3: Formative Instruction/Data Teams Process

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, Highlands Intermediate School will implement Formative Instruction and Assessments to increase student achievement using the Data Teams process.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Complex Area Professional Learning Communities (PLCs) and PD to further align Complex Area/Complex K-12 curriculum, instruction, and assessment	DHs	All Students	WSF	<p>B1. HIS teachers will continue the horizontal and vertical alignment by focusing on common practices, assessments, and rubrics/scoring guides to ensure students are attaining skills as they move on the continuum from grade K to grade 12.</p> <p>B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.</p>
2. Professional Development for teachers on implementation of Data Teams and using the 6-Step Process	DHs	All Students	WSF	<p>A1. HIS teachers will use technical assistance by PW Complex Area Staff to support the continuous improvement of Data Teams.</p> <p>B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.</p> <p>B2. HIS will increase by at least 1 level on the DT/FI&A continuum by SY 14-15.</p>

3. Professional Development for Formative Assessment & Instruction	DHs	All Students	WSF	<p>B1. HIS teachers will use technical assistance by PW Complex Area Staff to support the continuous improvement of formative assessments & instruction in their respective content areas/grade levels to improve student achievement.</p> <p>B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.</p> <p>B1. HIS will increase by at least 1 level on the DT/FI&A continuum by SY 14-15.</p>
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Goal 1, Optional Additional Strategy:

Desired Outcome for this Strategy: By the end of school year 2014 – 2015, Highlands Intermediate will move from Level 4 to Level 5 of School Rise’s Seven Levels of Success

Planning		Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply
1. Utilize the standards-based change process of SchoolRise (Level 4) - Moving Highlands Intermediate as a whole school to focus on the literate thinker	Administration	All Students	School Rise \$34,000
		A1. HIS Teachers work in Data Teams (grade levels and/or content area) to complete work with the “To Do Cycle” focusing on the literate thinker (To Do Cycle benchmarks, evidence system, evidence-based teaching).	

Goal 2 Staff Success: The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
4. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
5. Fully implement beginning teacher induction and mentoring standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, all Highlands Intermediate faculty/staff will continue the implementation of the Educator Effectiveness System to support teacher effectiveness.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Provision of Professional Development (PD) for each Educator Effectiveness System component: a) Classroom Observation b) SGP c) SLO d) Tripod e) Roster Verification	Principal VPs	All Students	WSF	B1. HIS will increase levels as follows: B1. Classroom Observation – Level 2 (Applying) B1. SGP – Level 3 (Integrate) B1. SLO – Level 2 (Applying) B1. Tripod – Level 2 (Applying) B1. Roster Verification – Level 3 (Integrate) B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.
2. Support implementation of the Educator Effectiveness System in the following areas: a) Quality of Planning b) Building Capacity c) Evidence of Progress	Principal VPs	All Students	WSF	A1. HIS administrators and teachers will use Complex Area Staff support to implement each of the elements. B1. In relation to the Assessment Framework, the EES strategy, HIS will reflect an increase in the following: 1. Quality of Planning – Yellow 2. Building Capacity – Yellow 3. Evidence of Progress – Orange

Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, HIS will provide Induction and Mentoring support for beginning teachers and mentors.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Professional Development/Professional Learning Community (PLC) for the Mentoring and Induction Program a) Beginning Teacher PD b) Mentor PD c) Induction and Mentoring Forums	Principal CC SSC	Students of beginning/mentored teachers	WSF	A1. PDE3 registration and documentation. B1. HIS mentor and beginning teachers will continue to implement PW Complex Area and School I & M Programs. B2. HIS will increase by 1 on the Mentoring and Induction continuum by SY 14-15.

OPTIONAL: Goal 3 Successful Systems of Support: The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Optional Strategies to Improve Student Achievement and Reduce Achievement Gaps	Does your Financial Plan support this strategy?	If not, why?
1. Implement Technology Plan to upgrade systems	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Continue to utilize community involvement	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Activities do not require funds
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

At least 50% of tech devices are over four years old; usage is at 95%.

Currently Highlands Intermediate is actively involved in about 15 community and business partnerships in STEM, service learning, design thinking, and other school initiatives

OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, all Pearl City-Waipahu schools will utilize the DOE technology systems to meet the needs of the 21st Century learner.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Use of Data Systems by all Complex Area schools to increase student achievement (e.g. LDS, EWS, and STRIVE HI Growth Model)	Principal	All Students	WSF	B1. HIS will use Data Systems to assist with student instruction and assessment. B1. All HIS students will meet multiple measures on the Strive HI performance index as indicated by the Strive HI targets.

Desired Outcome for this Strategy: <i>By the end of the 2014-2015 school year, all Pearl City-Waipahu schools will utilize community involvement to meet the needs of the 21st Century learner.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal?
1. Highlands Intermediate School will continue to work with community associations and business partners	Principal SCC Council	All Students	N/A	A1. HIS principal will represent the schools in monthly community meetings, and business partnerships. B1. HIS students will be supported and participate in community activities and resources.