

LahainaLuna High School Floral Subscription Program



AgEd 539 Internship Report

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LahainaLuna High School

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AgEd 539 Floral Subscription Program

I. Prelude:

LahainaLuna High School agriculture program has the unique opportunity to provide the faculty, staff, and students with a floral subscription program. We live in a tropical climate and because of our school farm capabilities we can grow foliage in abundance. This subscription program provides the students with the opportunity to have a learn by doing experience where they acquire several skills necessary for successful business as well as successful industry standard skills. These skills include principles of floral design, growing and maintaining and harvesting foliage plants, business entrepreneurship, customer service skills, as well as money management. These skills are valuable in a school setting as well as post high school environments. Once we have perfected our subscription program within our school setting, we will then expand into the community and hopefully acquire credit unions, hotels, district staff, local government offices, and many more different sources as customers which will provide great industry relationships between students and industry.

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II. Reflection of Quality Criteria

Upon reflecting on the entire process of this project, I feel good about the work I have done. I feel that I set out to accomplish something that I knew would be great but I wasn't sure exactly how to tackle it on my own. As I became so involved in the process it evolved naturally and I surprised myself with how easily things fell into place. As I got deeper into the project the needs of the program and project became more clear and were evident to me. I wasn't sure where to start or how to create a floral subscription program in the beginning but now I feel pretty confident in this endeavor.

I knew that I wanted students to gain a multitude of new skills through this project and I feel that I accomplished that. I also wasn't sure how well the students would receive this project and I was pleasantly surprised at how much they enjoyed it. I found that 99% of the students took real ownership in their arrangements and it gave them a sense of pride and enjoyment to do this project. The students surprised me with how professional and how seriously they took this project. Many teachers made comments to me that the pride and joy the students displayed in their final creations was visible and evident on their faces and through their body language.

I was not sure we could even make a profit from this project at first and at the end I was very pleasantly surprised to find out that not only could we make a profit through this project but we could make a large profit. This is exciting to me because it will provide such an advantage to my FFA students while at the same time bringing joy and happiness

to the faculty, staff, and community members who purchase subscriptions from us.

My teaching partner and I got to work side by side for this and it was a great experience for me. He has been teaching at LHS for over 30 years and to watch such an experienced teacher work was very insightful for me.

On a personal level I really enjoyed this project and I loved watching the students pour creativity and design skills into their arrangements. It was great to watch them work and see what they came up with. I enjoyed giving them feedback on small things they could change as well as tips and tricks to make things easier for them in the design process. My favorite part, however, is always watching the students who come up with new and innovative design techniques that I never thought of before. I found that many students surprised me and found more creative ways to roll the leaves and create the arrangements in a way that was unique and representative of who they are.

Overall, this was great. I feel that it was successful and taught the students a variety of new skills they will take with them and apply to life as well as their jobs outside of high school.

III. Demographics of LahainaLuna High School

Lahainaluna High School

Public 9-12

► 980 Lahainaluna Rd
Lahaina, HI 96761

☎ (808) 662-4000

District: [Hawaii Department of Education](#)

SchoolDigger Rank:

34th of 48 Hawaii High Schools



Per Pupil Expenditures: **\$15,003**

Feeder schools for Lahainaluna High School:

Elementary: [King Kamehameha III Elementary School](#)
[Princess Nahienaena Elementary School](#)
Middle: [Lahaina Intermediate School](#)

Student/teacher ratio: **15.8**

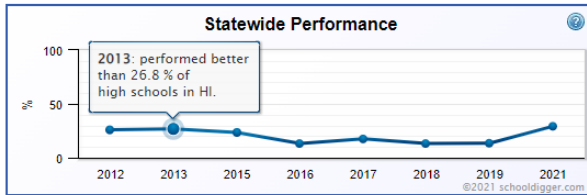
Number of students: **1,061**

Racial breakdown:

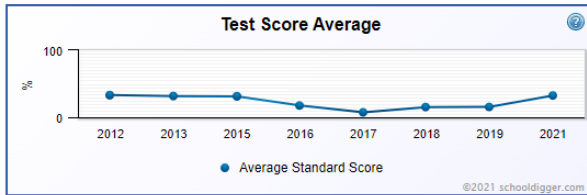
Asian: **36.9%**
Pacific Islander: **26.3%**
Hispanic: **14.8%**
White: **13.2%**
Two or more races: **8.1%**
African American: **0.4%**
American Indian: **0.3%**

Free/discounted lunch recipients: **34%**

Performance Trends

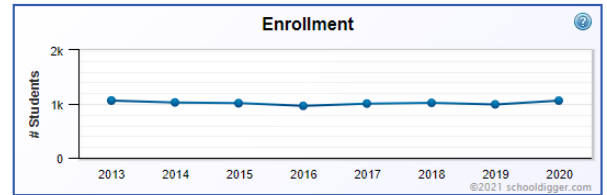


[Compare](#) [Details](#) Lahainaluna High School ranks worse than 70.8% of high schools in Hawaii. It also ranks 30th among 39 ranked high schools in the Hawaii Department of Education School District. ([See more...](#))

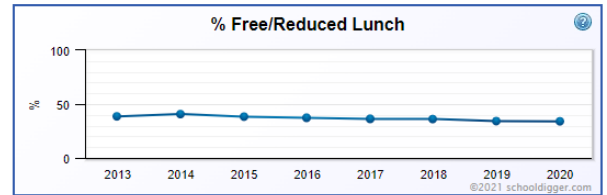


[Compare](#) [Details](#) In 2021 the calculated Average Standard Score was 32.45. ([See more...](#))

Student Body

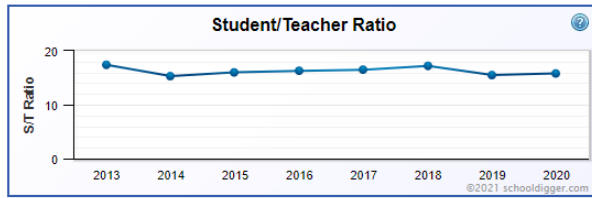


[Compare](#) [Details](#) Student population at Lahainaluna High School is diverse. Racial makeup is: Asian (36.9%), Pacific Islander (26.3%), Hispanic (14.8%). ([See more...](#))

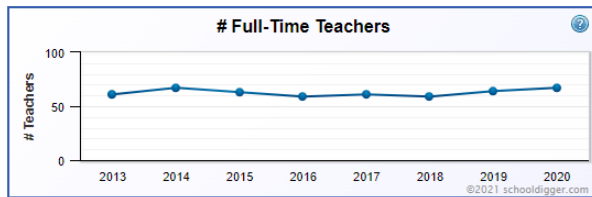


[Compare](#) [Details](#) 34% of students are receiving a free or discounted lunch. ([See more...](#))

Teachers

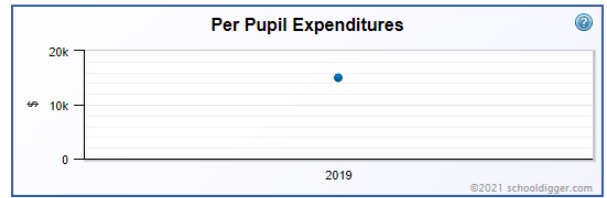


[Compare](#) [Details](#) The student/teacher ratio at Lahainaluna High School is 15.8. 23 high schools in the Hawaii Department of Education School District have better student/teacher ratios. ([See more...](#))



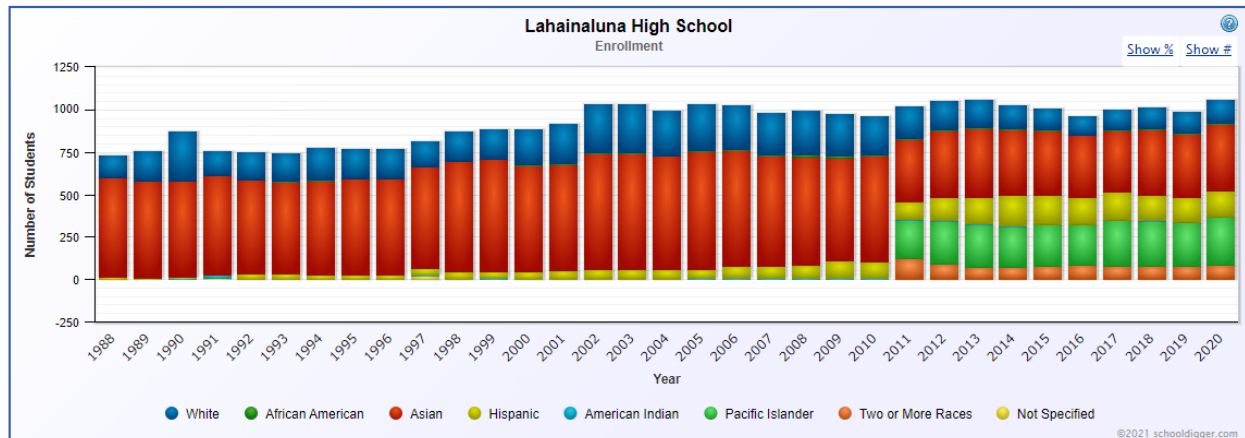
[Compare](#) Lahainaluna High School employs 67 full-time teachers.

Finance

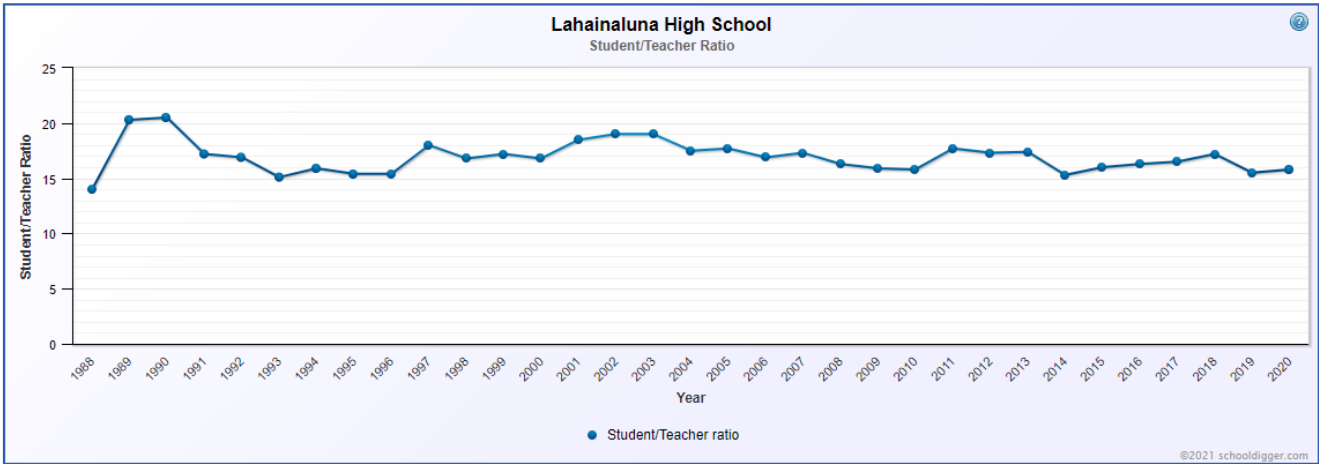


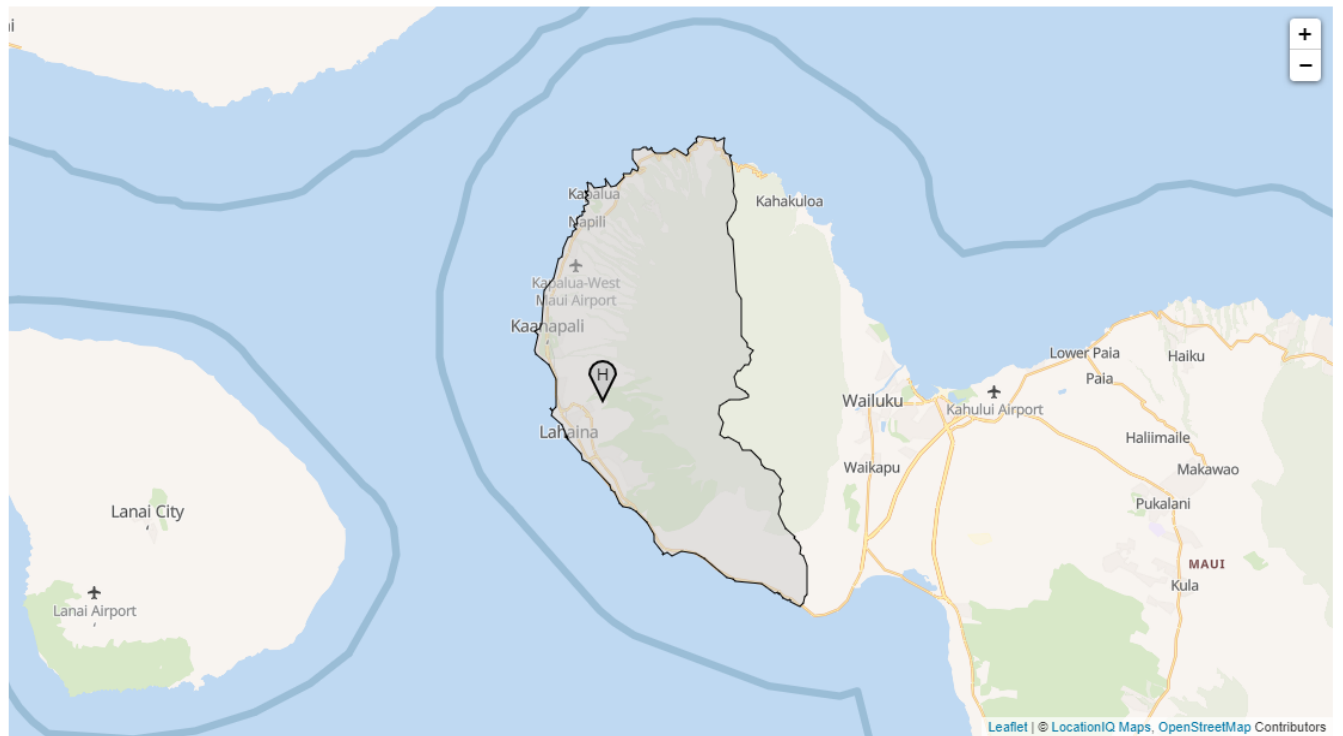
[Compare](#) [Details](#) The average total spent per student at Lahainaluna High School is \$15,003. 31 high schools in the Hawaii Department of Education School District spend more per student.

Enrollment information for Lahainaluna High School



Student/Teacher Ratio Lahainaluna High School





IV. Evidence of Quality Criteria

LahainaLuna Academic Plan SY 21-22



Academic Plan for School Year 2021-22

[School: Lahainaluna High School]

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

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

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Jeri Dean	
Principal's signature:	Date: 4/23/2021
Complex Area Superintendent (print): Rebecca Winkie	
Complex Area Superintendent's signature:	Date: 5/5/2021

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Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action		Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?		What are your Enabling Activities to improve the achievement gap?
Strive HI Scores	If we create a structure that is driven by data to increase the support for our students through response to intervention, social-emotional learning, project based learning, dual credits, industry recognized credentials and various alternative settings, then our achievement gap, and overall academic achievement at Lahainaluna will improve.		<ul style="list-style-type: none"> Students will experience Project Based Learning. All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic areas. Department Team periods embedded in the school day will be used to improve data analysis of student work to drive instructional practices and meet individual student needs. Focus: Scope/Sequence, RTI Continue to strengthen our Freshmen House and Alternative Learning Settings' foundation (Alternative Learning Center, Special Motivation, Online Dual Credit, and Advanced placement courses). School Design - Structural organization of block instructional model, community partnerships and funding for Liberal Arts Associate's Degree and Industry Recognized Credentials.
SY 17-18			
SY 018-19			
ELA			
Math	If we create a structure that is driven by data to increase the support for our students through response to intervention, social-emotional learning, project based learning, dual credits, industry recognized credentials and various alternative settings, then our achievement gap, and overall academic achievement at Lahainaluna will improve.		
Science			
SY 17-18			
SY 18-19			
ELA	If we create a structure that is driven by data to increase the support for our students through response to intervention, social-emotional learning, project based learning, dual credits, industry recognized credentials and various alternative settings, then our achievement gap, and overall academic achievement at Lahainaluna will improve.		
Math			
SY 17-18			
SY 18-19			
ELA	If we create a structure that is driven by data to increase the support for our students through response to intervention, social-emotional learning, project based learning, dual credits, industry recognized credentials and various alternative settings, then our achievement gap, and overall academic achievement at Lahainaluna will improve.		
Math			
SY 17-18			
SY 18-19			

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Based on the StriveHI report which is integral to Lahainaluna High School's WASC report, an identifiable achievement gap is found in the scoring abilities of the non-high need students, which is 25% in Math as compared to the high need students, which is 7%. The resulting achievement gap is 18 points between both groups.		
In addition to Math, an achievement gap is also found in the scoring abilities of the non-high need students, which is 50% in Language Arts as compared to the high need students, which is 25%. The resulting achievement gap is 25 points between both groups. The report categorizes the high need students as a composite group that includes English Language Learners (ELL), Special Education and Economically Disadvantaged Students.		



Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?

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<p>Outcomes:</p> <ul style="list-style-type: none"> 5% increase in Language Arts (meets growth trend in Strive HI) 3% increase in Math 6% increase in Inclusion Rate <p>Design Examples:</p> <ol style="list-style-type: none"> 1. Collaboration Teams 2. Department Teams 3. School Wide Accreditation Team (SWAT) 4. Alternative learning settings 	<p>Outcomes:</p> <p>Increase proficiency rate (meets growth trend in Strive HI)</p> <ul style="list-style-type: none"> 5% increase in Language Arts - current 40% 3% increase in Math - current 18% 3% increase in Science - current 21% <p>Involve all stakeholders with the revision of our school Design and Bell Schedule. Staff will be able to connect the School Design to the school's outcomes.</p>	<p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>
<p><i>Why are you implementing them?</i></p> <p><u>Collaboration Teams:</u> The collaboration teams at Lahainaluna will consist of teachers of different disciplines who will work together to address various Schoolwide and State initiatives like the DOE 5 promises (equity, empowerment, innovation, school design, and Hawaii), Senior Project, Graduation, Freshmen House, and SPED. Including teachers from various disciplines allows us to ensure that we are capturing all voices and ideas when making decisions that will affect our entire school community.</p> <p><u>Department Teams:</u> The department teams consist of teachers that teach within the same content or program (Math, English, Social Studies, Science, CTE, WL/ART/PE/MUSIC) will meet 3-4 times per week. During these times departments will work to create a scope and sequence and a structure to provide students with RTI, which will include common formative assessments and data driven instruction.</p> <p><u>WASC School Wide Accreditation Team (SWATs)</u> are teams with a school-wide academic, operational, climate or cultural</p>	<p><i>Why are you implementing them?</i></p> <p>Lahainaluna High School strives to provide all students with the knowledge and principles necessary to maximize their potential as learners. The school pledges to support our students' academic achievement as well as maintaining the rich traditions and heritage that is Lahainaluna.</p>	<p><i>Why are you implementing them?</i></p> <p>To be determined based on WASC SY2022 visit, data and 2030 Promise plan.</p>

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<p>focus. They serve several purposes including data analysis, academic plan action items and distributed leadership. Each SWAT team consists of both certificated and classified employees, as well as students, parents and community members. This is necessary as we prepare for our WASC visit in SY 21/22</p> <p><u>Alternative Learning Setting:</u> At Lahainaluna, we support our students by offering various types of learning settings to address the needs of our students ranging from high-risk to advanced students. We have created two Freshman Houses to support our 9th grade students as they enter high school. The Freshman Houses provides a foundation of skills and relationships that will help our 9th graders succeed throughout their years at LHS. Our ALC and Special Motivation programs provide an alternative setting for success for our high risk students. These programs allow students alternative options toward earning high school credits using a work-study approach. Lastly, to support our advanced students we offer both Advanced Placement and Dual Credit courses that will help our students prepare for college level courses as well as earn college and high school credits.</p>																		
<p><i>How will you know that they are causing an improvement?</i></p> <p>Throughout the year we will track student course marks, as well as the CFA data to monitor if students are showing improvement.</p> <p>We will also use SBA scores, 9th grade promotion rate, dual credit, Industry Recognized Credentials and achievement gap points to monitor the success of our school initiatives.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <table><tr><th colspan="4">Strive HI Scores</th></tr><tr><th></th><th>SY 18-19</th><th>SY 20-21</th><th>SY 21-22</th></tr><tr><td>ELA</td><td>40%</td><td>45%</td><td>50%</td></tr><tr><td>Math</td><td>18%</td><td>21%</td><td>24%</td></tr></table>	Strive HI Scores					SY 18-19	SY 20-21	SY 21-22	ELA	40%	45%	50%	Math	18%	21%	24%	<p><i>How will you know that they are causing an improvement?</i></p> <p>To be determined based on the WASC SY2022 visit, data and 2030 Promise plan.</p>
Strive HI Scores																		
	SY 18-19	SY 20-21	SY 21-22															
ELA	40%	45%	50%															
Math	18%	21%	24%															

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	Science	21%	24%	27%	
	Lahainaluna High School will track student data using iReady Universal screener three times a year and progress monitoring.				

Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-2022: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals			
<ul style="list-style-type: none"> 5% increase in Language Arts - current 40% 3% increase in Math - current 18% 3% increase in Science - current 21% 	Teacher created Common Formative Assessments Quarterly Data Updates - D/F List, iReady, Freshman House SMART Goals <ul style="list-style-type: none"> 9th grade grade retention rate 9th grade discipline referrals attendance SPED/ELL academic data Infinite Campus (IC) Reports StriveHI data Administration walkthroughs with feedback	Strive HI Scores			
			SY 18-19	SY 20-21	SY 21-22
		ELA	40%	45%	50%
		Math	18%	21%	24%
		Science	21%	24%	27%

Student Outcomes (SY 2021-2022)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
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StriveHI ELA scores will increase by 5%	<ul style="list-style-type: none"> RTI <ul style="list-style-type: none"> Teachers to implement strategies from Solution Tree Nalu Tutoring (online) After School Tutoring PPTs Students will experience a rigorous and well-rounded standards-based education that covers a variety of the academic areas through Project-Based Learning. Re-Implementation of Senior Projects and continuation of PBAs Creating and analyzing course specific common formative assessments to be used as a tool to drive instruction and guide response to intervention lessons. Teachers to develop and use Pacing Guides and Scope and Sequence that are aligned to the Common Core State Standards. Introduce industry recognized credentials & early college courses in CTE. Virtual elective courses 	Yearlong	WSF, Title I, CTE/Perkins	Quarterly Data Analysis and checkpoints Quarterly Grades CFA and RTI data collection PBL projects Student Showcase ALC Department Meeting Pacing Guides, Minutes and Agenda iReady scores Parent Informational meetings: Transition, student academic plans, student orientation. Published Scope and Sequence charts highlighting learning trajectory through English 9-12 Early College offerings Offer industry recognized credentials for CTE pathways	Quarterly	
StriveHI Math scores will increase by 3%						

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	<ul style="list-style-type: none"> 1:1 Technology 			<p>Teacher Peer Observation / Project Tunings</p> <p>Technology plan</p> <p>Stipend for department articulation/planning outside of the school day.</p>		
StriveHI Science scores will increase by 3%	<ul style="list-style-type: none"> Teachers to develop and use Pacing Guides and Scope and Sequence that are aligned to the Next Generation Science Standards (NGSS) standards 1:1 Technology <ul style="list-style-type: none"> Students will experience a rigorous and well-rounded standards-based education that covers a variety of the academic areas through Laboratory experiences and online curriculum opportunities -utilization of Labster and setup online learning platforms Creating and analyzing course specific common formative assessments to be used as a tool to drive instruction and guide 		WSF, Title I	<p>Stipend for department articulation/planning outside of the school day.</p> <p>Department Meeting Pacing Guides, Minutes and Agenda</p> <p>Teacher Peer Observation / Project Tunings</p> <p>Technology plan</p> <p>Quarterly Data Analysis and checkpoints</p> <p>Quarterly Grades</p>		

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	<p>response to intervention lessons.</p> <ul style="list-style-type: none"> Classes will provide experiences and lectures that are connected to the field in which they are learning through hands-on activities and/or guest lecture experiences. Whenever possible laboratory exercises and/or hands on activities will be the driving force of learning the NGSS standards for Chemistry, Biology, Physics and Physical Science 			<p>guest lectures/lab experiences</p>		
Support students using Social and emotional learning (SEL) Strategies.	<ul style="list-style-type: none"> Student council activities, efforts, messages Homecoming, Open House, Student Showcase, Grade level instagram accounts, Boarders instagram account Planned out Social Media Maintaining clubs SEL activities through Po'okela Na Hopena A'o 	Yearlong	WSF, Title I	<p>School Calendar</p> <p>Perceptual Surveys (schoolwide and individual classroom)</p> <p>Anticipatory Sets, Bell ringer activities, Exit Passes</p> <p>Po'okela curriculum development</p> <p>Panorama Survey</p>	Yearlong	
Support students' interests toward their	<ul style="list-style-type: none"> Allow students voice through surveys, class and/or senior 	Yearlong	WSF CTE/Perkins	<p>Quarterly/Period Data Analysis and</p>	Semester	

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future occupational and academic goals.	<ul style="list-style-type: none"> projects, CTE projects and PBAs College/Career planning parent/student meetings ongoing and active. Create Associates Degree - Liberal Arts Pathway Leadership Academy for 11th grade and 12th grade boarders Student showcases will be held twice a year as a platform for our students to celebrate and share what they have been learning in the classroom. Career & Technical Student Organizations (CTSO) competitions Increase internships within the community. Alternative Learning Center Credit Recovery/Special Motivations Class 		Title I	<p>checkpoints (<i>during and at the end of each period block</i>)</p> <p>Partnership with College, Acquisition of course offerings.</p> <p>Student Showcase participation, sign-up sheet</p> <p>Project presentation schedule</p> <p>CTE completion percentage</p> <p>Internship list, Sign Up Sheet, List of Act 242 (workplace verification) Work Based Learning forms</p>		
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Staff Outcomes (SY 2020-21)

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Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All teachers will have a completed Pacing guide and Standards Based Scope and Sequence.	<ul style="list-style-type: none"> Provide teachers with professional development on how to properly complete a standards based scope and sequence. Provide teachers with professional development on how to properly complete a pacing guide. Embed Na Hopena A'o into curriculum School Design Task Force 	Yearlong	WSF CTE Title I	<p>Scope and Sequence Sheet</p> <p>Pacing guide format</p> <p>Department Meeting Agendas and minutes</p> <p>Professional development sign in sheets</p> <p>Quarterly/Period progress monitoring / updates</p> <p>Parent and community engagement materials related to information of school wide goals and school design</p>	Quarterly	
All teachers will have completed academic Response To Intervention (RTI) training.	<ul style="list-style-type: none"> Provide teachers with professional development on RTI. Time for peer observations will be embedded into the school day. 	Yearlong	WSF Title I	<p>Teacher or Department RTI Plan</p> <p>Department Meeting Agendas and minutes</p> <p>Professional development sign in sheets</p> <p>Peer observation schedule and reflection sheets</p>	Quarterly	<p>Na Hopena A'o Activities</p> <p>Peer Observation Reflection Sheet</p>

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				Quarterly/Period progress monitoring / updates		
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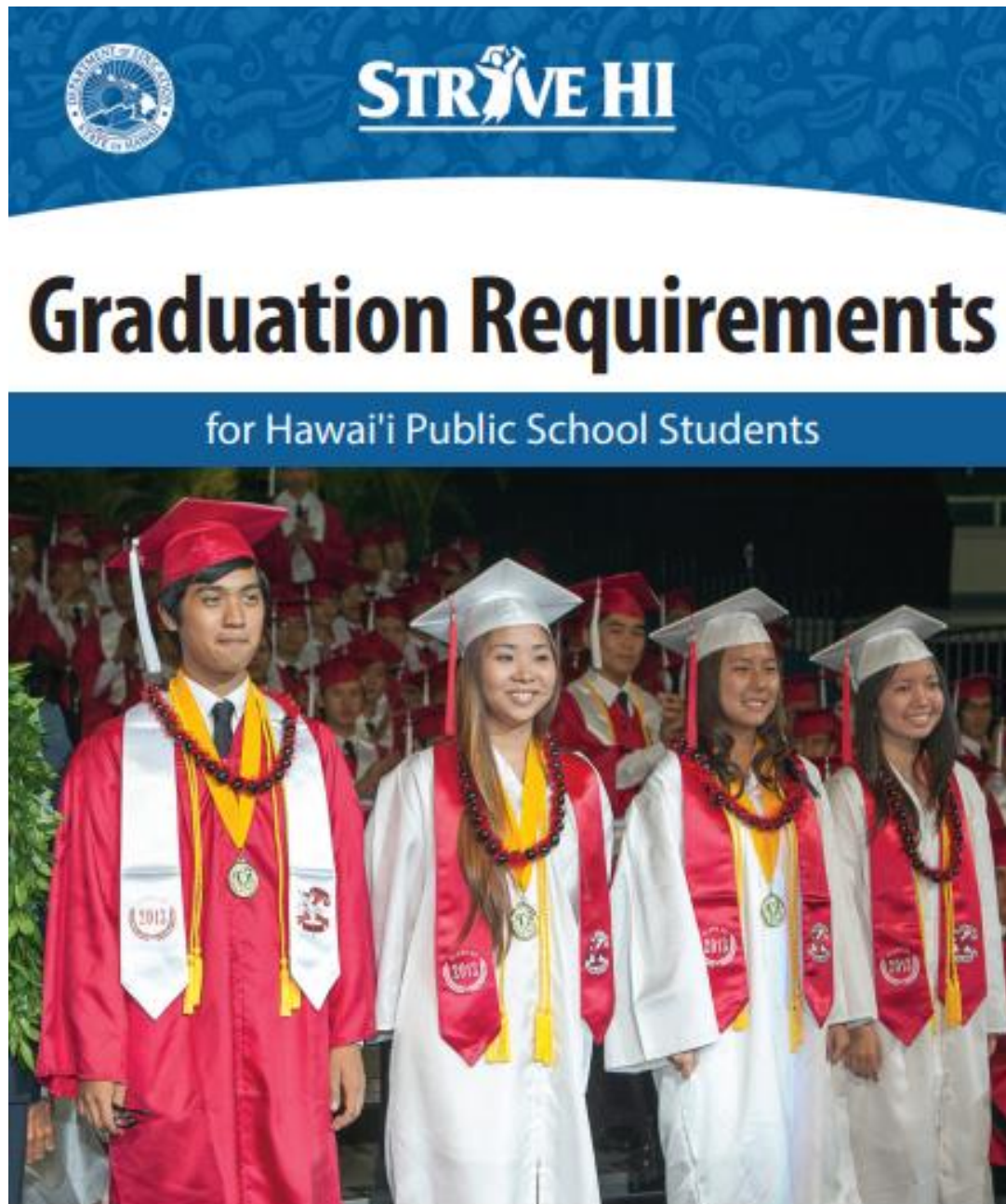
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Po'okela - google classroom lessons and monitoring PBL Center - \$10K Innovations Grant Student Showcase Internships Title I Industry Recognized Credentials Early College Courses in CTE 8on8 Bell Schedule Dual Credit Blended teaching / learning School Design Task Force</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Teacher training/professional development (i.e., RTI., Project Based Learning, Scope and Sequence, Inclusion, blended teaching/learning) Embedded Department Planning Time during the school day and Collaboration times after school. Scheduled School Wide Student Learning Showcase. Wider community connection to encourage partnerships for internships Informational materials for parent and community outreach and partnerships.</p>

LahainaLuna High School Graduation Requirements





Graduation Requirements

GRADE POINT AVERAGE — Cumulative Grade Point Average applies to all graduates — Cum Laude: 3.0 to 3.5 | Magna Cum Laude: 3.5+ to 3.8 | Summa Cum Laude: 3.8+ and above

A Hawaii High School Diploma shall be issued to students who meet these minimum course and credit requirements.

COURSE REQUIREMENTS*	HAWAII HIGH SCHOOL DIPLOMA
English	4.0 credits including: <ul style="list-style-type: none">• English Language Arts 1 (1.0 credit); and• English Language Arts 2 (1.0 credit); and• Expository Writing** (0.5 credit); and• ELA Basic electives (1.5 credits)
Social Studies	4.0 credits including: <ul style="list-style-type: none">• U.S. History and Government (1.0 credit); and• World History and Culture (1.0 credit); and• Modern History of Hawai'i (0.5 credit); and• Participation in a Democracy (0.5 credit); and• Social Studies basic elective (1.0 credit)
Mathematics	3.0 credits including: <ul style="list-style-type: none">• Algebra 1 (1.0 credit); and• Geometry (1.0 credit); and• Mathematics basic elective (1.0 credit)
Science	3.0 credits including: <ul style="list-style-type: none">• Biology 1 (1.0 credit); and• Science basic electives (2.0 credits)
World Language, Fine Arts, or Career & Technical Education (CTE)/JROTC	2.0 credits in one of the specified programs of study
Physical Education	1.0 credit including: <ul style="list-style-type: none">• Physical Education Lifetime Fitness (0.5 credit);• Physical Education basic elective (0.5 credit)
Health	0.5 credit: Health Today & Tomorrow
Personal Transition Plan	0.5 credit
Electives	6.0 credits
TOTAL	24.0 credits

*The DOE has a process for requesting and approving equivalent credit courses. ** Or equivalent course.

HONORS RECOGNITION CERTIFICATE REQUIREMENTS

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met with a cumulative GPA of 3.0 or above for a honors recognition certificate in one or more of the following:

ACADEMIC HONORS

4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP, IB or Running Start courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.

AND

4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.

AND

2 credits minimum from AP/IB /Running Start courses (equivalent to credits for 2 college courses).

CTE HONORS

Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).

- Earn a B or better in each required program of study (coursework).
- Meet or exceed proficiency on performance-based assessments for corresponding program of study.

STEM HONORS

4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP, IB or Running Start courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.

AND

4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.

AND

Successful completion of a STEM Capstone Project in one of the approved ACCN courses.

World Language: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.

OR

Fine Arts: Two credits in a Fine Arts discipline which includes Visual Arts and Performing Arts. Credits do not need to be in a single discipline.

OR

Career and Technical Education (CTE): Two credits in a single career pathway program of study sequence, OR
JROTC: Two consecutive JROTC courses fulfill CTE two credits for diploma requirements.

COMMENCEMENT EXERCISES

Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement if they:

- 1) meet the requirements for a diploma or certificate;
- 2) have fulfilled their financial obligations; and
- 3) meet other conditions, as established by the Department, which meet the standards of clarity, reasonableness, and justifiability.

LahainaLuna High School Purchase Order Process

The purchase order process is a multi-step process.

1. Check with the account clerk if the vendor of your choice is an approved vendor. If they are not an approved vendor you can fill out a FMS-T1B for which is a request for vendor information form and submit it to the account clerk along with the vendor's most recent W 9 form.
2. If the vendor is approved your next step is to fill out a purchase order request form. (You must specify if the purchase order is going to be used as a blanket order or if you are going to itemize the order.
3. Submit the purchase order to your department head for approval. The Department Head will then refer to the approved budget list and confirm the purchase order.
4. The department head will then submit the purchase order to the accounting department (account clerk).
5. The account clerk will process and submit the purchase order to the appropriate administrative staff (usually the principal, sometimes the Vice Principal or Temporarily Assigned Principal for approval and signature.
6. Then the purchase order will be returned to the purchaser or teacher who requested the purchase order.
7. You have three options at this point. A. Pick up the requested items from the vendor yourself. B. Sent the purchase order to the vendor and ask for the items to be delivered to your school.

8. Use a purchase card (P-Card) which is a school issued credit card to purchase the items requested.
8. Once you have made your purchase you will return the invoice to the account clerk for reconciliation.

**State of Hawaii - Department of Education
PURCHASING WORKSHEET**

Vendor Information:	
Vendor #/Sfx _____	
Vendor _____	
Address _____	
City, State, Zip _____	
Telephone _____	

PURCHASE ORDER NO.: _____
Ordered By: _____
Funding Program: _____
Deliver to: <u>LAHAINALUNA HIGH SCHOOL</u>
Delivery Address: <u>980 LAHAINALUNA ROAD LAHAINA, HI 96761</u>

P.O. Routing Indicator: ☐ Mail to Vendor ☐ Return to Preparer ☐ P-card

Line No.	Qty	Unit	Unit Cost	Office Use Commodity Code	Description Item #, Color, Title, Author, etc.	Total Cost
1						\$ -
2						\$ -
3						\$ -
4						\$ -
5						\$ -
6						\$ -
7						\$ -
8						\$ -

9						\$	-
10						\$	-
TERMS:							
For Office Use Only:						Subtotal	\$ -
Organization ID: _____	Program ID: _____	BFY _____	\$ _____	Tax	(Place rate in box)	\$ _____	-
Organization ID: _____	Program ID: _____	BFY _____	\$ _____		.045 or .04712	\$ _____	-
Organization ID: _____	Program ID: _____	BFY _____	\$ _____	Freight	(Place amount in box)	\$ _____	-
TOTAL						\$ _____	-
Affidavit: I have no personal, business or any other relationship that will influence my decision in the evaluation, review or selection of the awarded vendor. See attached Form 10-B for Small Purchases (\$5,000 and over).							
Employee soliciting quotations: _____ Print Name Signature Date							
Requisitioner has completed the required elements listed below and documents are attached:							
Exempt Purchase HHS/NIH Exemption # _____ Form 10C, if applicable	Price/Vendor List Purchase Price/Vendor List # _____ Form 1, if applicable	Small Purchase Quotes Required Form 4, if applicable Form 10A, if applicable Form 10B, mandatory (attach for \$5,000 and over) Form 10C, if applicable HHS Certificate of Compliance	Reminders -- Keep all docs for your files -- Do not parcel -- PO is posted prior to start -- Contract is signed prior to start -- Other purchasing approvals, if applicable				
Approval & Affidavit: I have no personal, business or any other relationship that will influence my decision in the evaluation, review or selection of the awarded vendor. See attached Form 10-B for Small Purchases (\$5,000 and over).							
Administrator: <u>Jeri Dean, Principal</u> Print Name Signature Date							
Entered By: _____ Date: _____ Posted By: _____ Date: _____							

Purchasing Worksheet F100-F1 Revised 06/2015 E2

Planning:

I, as the advisor and instructor, wanted to try out the floral subscription program on a small scale at first in order to work out any kinks and perfect the process. So, I decided to start off with one arrangement and see how it went. The first time we made an arrangement as a class was in February of 2022 for Valentine's Day.

I had to start the purchase order process early as it is a sometimes time-consuming process and since Valentine's Day is a popular holiday, I wanted to make sure that I gave myself enough time to get the purchase orders approved and back to me so that if i needed to have anything shipped from an outer island or from the mainland that I would still have enough time to do so.

I started filling out purchase orders in early January. I first had to decide what type of arrangement I wanted to have the students design and execute for the holiday. Then I had to figure out how many students in which classes were going to participate in the design and arrangement process. I have 4 classes per semester and decided to have all 4 participate in the project. I also teamed up with my co-teacher Mr. Ideoka and together we have 130 students in total who are going to participate in this project. We settled on a square arranger vase arrangement. This meant we were going to need more than just flowers. So, I began to write out a materials list.

List of Materials Needed:

9. Placement Flowers:

- A. Red/White Roses- 2 per student- Safeway
- B. White Mums- 2 per student- Safeway
- C. Yellow Mums-2 per student- Safeway
- D. White Carnations- 2 per student- Safeway
- E. Yellow Carnations- 2 per student- Safeway
- F. Red Mini Anthurium- 2 stem per student- Green Point Nurseries

Placement flowers- 12 stems per student

2. Foliage/filler:

- G. Monstera Leaves-2 per student
- H. Lau'ae ferns- 2 per student
- I. Ti leaf- 2/4 per student
- J. Croton Leaves-2 per student
- K. Dracena Leaves- 2 per student
- L. Fishtail Ferns- 2 per student
- M. Baby's Breath

Filler flowers-12/14 per stem per student

All foliage/filler stems will be collected from our school farm and school campus and will not be paid for.

- 3. Square arranger Vases- Flora Dec (Oahu)
- 4. Oasis Blocks- 2 cases with 48 bricks per case- Flora Dec (Oahu)
- 5. Floral adhesive tape- 4 rolls - Flora Dec (Oahu)
- 6. Floral stem tape- Currently have from last CDE competition before Covid
- 7. Leaf Shine Spray- Ben Franklin- Kahului
- 8. Ribbon- Currently have from last CDE competition before Covid
- 9. Pruners (1 per every 2 students)- 3 pack carbon steel pruner total quantity of 30- Ace Lahaina

Pick up and Arrival Dates:

- Safeway pickup date is 2/10/2022
- Flora Dec order is set to be delivered no later than 2/10/22 at 1pm
- Ace Lahaina order will arrive in store on 2/4/22 and can be picked up any time after that
- Green Point Nurseries is set to be delivered on 2/10/22 by 3pm.

Lesson Roll-out:

During the week of 2/7/22-2/14/22 we will be harvesting and processing the foliage stems from our school farm. This means once we harvest all our foliage we will then need to clean and sort each stem and make sure it is ready for the design process. Cleaning means taking water or sometimes soapy water and cleaning each stem so that it is free of bugs and dirt and debris before it is used for floral arrangements. Once each stem is clean, we will separate by variety and place in buckets of water and place in our walk-in floral cooler. This entire process should take about 2-3 classes. On Thursday 2/10/22 we will arrange all of our needed supplies in the greenhouse by tables so that on Friday 2/11/22 all the students will need to do is walk into the greenhouse and pick a table and then begin the design process. Also, on Thursday myself and Mr. Ideoka will do a demonstration of one possibility of how to design the valentine's day arrangement using flowers we have access to on that day.

Each table will have one pair of pruners for every two students. Each table will also have a roll of floral adhesive tape and floral stem tape and ribbon for the table to share.

Mr. Ideoka and myself and possibly the students (depending on what time all our flowers arrive at school) will separate each type of flower and put them in buckets of water and in the walk-in cooler so they are ready for design on Friday 2/11/22.

On Friday 2/11/22 we will create Valentine's Day arrangements by combining our classes in the greenhouse. Each student will be required to highlight three different floral design techniques in their individual arrangements. Once the students have completed their arrangements, they will present them to myself and Mr. Ideoka for a critique and

evaluation based on the design criteria specified on the Valentine's Day Arrangement Rubric. Once the evaluations are complete, we will spray the arrangements with leaf shine to give it that professional looking finishing touch and send the student to deliver it to the designated LHS faculty or staff member.

On 2/14/22 we will complete any arrangements that haven't been finished and complete all deliveries to the faculty and staff. We will also clean the work space and make sure that everything has been put away cleaned properly before we move onto a different project.

For the purposes of getting our program noticed and recognized as a legitimate program at our school we will be giving this first arrangement away for free. It will spread aloha, goodwill, and show the faculty and staff that our students can produce a professional and

aesthetically pleasing floral arrangement they would be proud to present to any of their family or friends or loved ones.

This process will create the buzz we need to send out a google forms survey to see how the faculty and staff liked their arrangements and if they would sign up and pay for the next holiday's floral arrangements.

Here is the link to the survey...

<https://docs.google.com/forms/d/1ebZatCbo6Daxz4OGIiOW1CC7Th3Oj2NioJg4FQUKZBk/prefill>

Valentine's Day Floral Arrangement

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Overall Design 4 points	Shows high quality of design. Needs little or no improvement.	Shows proper use of design. Needs some improvement.	Shows some use of design. Needs improvement.	Shows little or no use of design. Needs much improvement.
Balance Physical and Visual 4 points	Shows visual and actual balance. Needs little or no improvement.	Shows some balance. Needs some improvements.	Shows attempts at balance. Needs improvement.	Not balanced. Needs much improvement.
Proportion 4 points	Container and flowers are in good proportion. Needs no improvement.	Container and flowers are in some proportion. Needs some improvement.	Shows attempts at proportion. Needs improvement.	Not balanced. Needs much improvement.
Time Management 4 points	Shows good use of time. Design is complete and full and ready to be delivered.	Shows some proper use of time. Design is mostly complete and ready to be delivered.	Shows attempts at proper use of time. Needs to be finished, and is not a complete arrangement.	Not a proper use of time. Needs much improvement.

Lahainaluna Floral Subscription Program Survey

* Required

1. On a scale from 1-4 how much did you enjoy your floral arrangement? 1= not much, 4= greatly enjoyed *

Mark only one oval.

- ☐ 1 Didn't enjoy
- ☐ 2 Slightly enjoyed
- ☐ 3 Moderately enjoyed
- ☐ 4 Greatly enjoyed

2. How likely are you to purchase a floral arrangement from the LHS Ag. department in the future? *

Mark only one oval.

- ☐ Not Likely
- ☐ Undecided
- ☐ Would likely purchase again

3. Was the delivery process easy? *

Mark only one oval.

- ☐ Yes
- ☐ No

4. Was your arrangement delivered to you on time? *

Mark only one oval.

☐ Yes

☐ No

5. What feedback do you have for the advisors and students about your arrangement? *

6. What feedback do you have for the advisors and students about the delivery process? *

This content is neither created nor endorsed by Google.

Google Forms

I have also created a sign up google forms doc sign-up sheet and the link to that is...

https://docs.google.com/forms/d/1_u-GBtbf_Ylxhe8c836x18dA1luSCO9rgR2IZwPUKro/prefill

Lahainaluna Floral Subscription Program Sign Up Sheet

* Required

1. Name *

2. Phone Number *

3. Email Address *

4. If you are faculty or on campus staff, would you like the arrangement delivered to you classroom? *

Mark only one oval.

☐ Yes

☐ No

5. What is your classroom number? *

6. If you are not faculty or on campus staff you can pick up from the delivery hub specified on your purchase receipt. If you have questions please ask. *

7. Would you like to pay in cash or cashiers check or money order? You can drop your payment off to the ag room in S3 directly or go to the administration offices and pay. *

Mark only one oval.

- ☐ Cash
- ☐ Credit Card
- ☐ Money Order

V. Concept of Project

The concept of this project is to use the floral subscription program as a means to bring much needed funding into the LHS agriculture program. It is also designed to provide and teach the students business and entrepreneurial skills, money management, customer service skills, as well as horticulture knowledge and floral design skills.

I created a spreadsheet that outlines the costs/expenses, income, and profits that we could have generated had we charged people \$40 per Valentine's Day arrangement.

Item	Source	Unit Cost	# of Units	Total Cost		
Red Roses	Safeway	\$26.99	12	\$323.88		
White Roses	Safeway	\$26.99	12	\$323.88		
Carnations	Safeway	\$5.99	6	\$35.94		
Mums	Safeway	\$6.99	22	\$153.78		
Babys Breath	Safeway	\$5.99	22	\$131.78		
Anthurium	Green Point Nurseries	\$1.30	380	\$494.00		
Assorted Foliage	LHS Campus	\$0.00	0	\$0.00		
Oasis	Flora Dec	\$81.60	2	\$163.20		
Cohesive Tape	Flora Dec	\$7.96	4	\$31.84		
Square Arranger Vase	Flora Dec	\$66.08	5	\$330.40		
Square Arranger Vase	Flora Dec	\$2.16	10	\$21.60		
Steel Bypass Pruners	Ace Hardware	\$9.99	30	\$299.70		
Floral Supplies - Blanket P.O. for \$200	Ben Franklin Crafts	\$184.30	1	\$184.30	Unit Cost	Final Price
				\$2,494.30	\$19.19	\$40.00
					130 arrangements x \$40= \$5,200	
					Income - Costs = Profit	\$5,200 Income- \$2494.30 costs = \$2,705.70 profit

We could have potentially generated a total profit of \$2,705.70 had we charged the recipients of the arrangements.

The reason we did not charge the recipients this time was because we decided it would be best to get our message out around our campus by providing an actual arrangement to the consumer, thus demonstrating the level of professionalism of the arrangement as well as the skill and creativity of our students to design these arrangements for customers

on a regular basis. We wanted to create goodwill and awareness around our subscription program and provide a sample of our work and customer service skills.

It was very well received and we got great feedback from faculty and staff.

Ashley Olson

to Keith, Caitlyn ▼

Thank you both so much for all the time, effort, coordination, and patience it has taken you and your students to deliver such beautiful floral arrangements to the staff! It would seem that students really enjoyed making the deliveries, and goodness knows that the recipients were deeply pleased as well.

Thank you again, so very much. Seeing the quiet pride and pleasure on the students' faces as they delivered these beauty bombs was as as delightful as the arrangements themselves...

THANK YOU!!!

Ashley

--

Ashley Olson
EL Inclusion Teacher
Lahainaluna High School
808.662.4000

Week of February 21 - 25 , 2022

Lahainaluna Staff Appreciations - Mahalo **Keith Ideoka** and **Caitlyn Madrid** for your hard work with students to create beautiful Valentine Flower Arrangements. You have definitely made everyone feel extra special.

Sandra Camargo <sandra.camargo@k12.hi.us>

to Melanie, G-414-All ▼

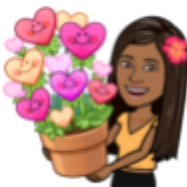
Mahalo for our flowers in the dorm as well!
Happy Valentine's Day everyone ❤️

Sandi



Kauilikoleialoha Spitalsky

to Sandra, Melanie, G-414-All ▼



MAHALO NUI! HAU'OLI LĀ ALOHA EVERYONE!



Melanie Garde

to G-414-All ▼

Good Morning,

Just want to thank those individuals who were responsible for making/sending these beautiful flower arrangements -- I feel loved and appreciated! Happy Valentine's Day!!

Melanie L Garde
Lahainaluna High School
Student Service Coordinator/SPED Department Chair
(808) 662-3979 x238

Jaime Palakiko <jaime.palakiko@k12.hi.us>

to Kelsea, Leslie, Cristilyn, Tracy, Melanie, G-414-All ▼

'Ae!!! Mahalo nui loa!!! Nani nō!!!

Gary Reiss

to Keith, Caitlyn ▼

Mahalo to you and your students for the nice surprise - well crafted and a bright spot in the day. The thoughtfulness is much appreciated.
Gary

















CAL POLY
Agricultural Education
& Communication

AGED 539 Project Proposal

Name: Carlynn Madrid
Email: Carlynnm@hawaii.edu
Phone: (808) 610-5713

Title: Floral Subscription Program

Quality Criteria Number Addressed: NA - Hawaii does not have an
Ag Incentive Grant.

Goal/Purpose (What is the anticipated outcome?):

The goal of starting the floral subscription program is to bring in money to our agriculture program while also teaching the student principles of floral design, business entrepreneurship and customer skills.

Specific Objectives (What will you do and how will you do it?): I will create a floral subscription program. I will have to get wholesale price lists from flower growers & floral supply companies. Finish out the Purchase Order process. Create a subscription order form and price list for customers. Determine which holidays to focus on in the first few years of the program. Figure out if deliveries or pick up clubs are better options. Create the arrangements w/ students while teaching them principle of floral design, entrepreneurship in business and customer service skills.

Estimated Hours: 60-80 hours.

Estimated Expenditures: TBD.

Proposed timeline for completion:

1/1/22 - 3/18/22

Plan to inform Committee Chair of progress:

I will give monthly progress reports to my committee on where I am at with my project, what I still need to do & when I plan on doing

For Office Use Only:

Project Approved By: _____

Date of Approval: _____

Quarter student will enroll in AGED 539: _____

Payment

The next thing I needed to tackle was how to accept payment. I had a meeting with my administration and we discussed the best options to accept payment from faculty, staff, and community members.

My first option is to accept only cash or cashier's checks or money orders. We have an old school mentality here at Lahainaluna High School and that is the only traditional form of payment every club is able to accept.

My second option is to go to the bank and open an account under the name "Friends of Lahainaluna Flower Club" and name myself and my co-advisor Mr. Keith Ideoka as the two primary account holders. By creating this bank account, I will be able to accept nontraditional forms of payment such as Venmo and PayPal. I will be able to link the bank account to the payment applications and deposit money directly into the bank account. Once funds have been received, I will be able to cut checks to vendors directly without the hassle or process of using purchase orders or having to require customers to go in person to the administration office and pay in cash. I will also be able to create a check to submit a bulk payment to the official school account if necessary.

It is my personal feeling and belief that the convenience of Venmo and PayPal for the faculty, staff and community members greatly outweighs the effort it will take to make this option available to potential customers of the floral subscription program.

I will add the Venmo and PayPal links to the google doc order form.

Comprehensive Yearly Floral Subscription Program:

We have chosen to highlight several different arrangements throughout the school year on a monthly basis.

Our next School Year starts on August 1st, 2022 and ends on May 26th, 2023.

Month:

Arrangement:

August
No arrangement, get students acclimated to the floral subscription program and familiar with the flower ordering process and design skill basics.

September
(red, white, and blue arrangements)

Labor Day Arrangements





October

Halloween Arrangements

(Flowers inside of pumpkins, orange, and yellow flowers)





November

Thanksgiving Arrangements

(gourds like a horn of plenty filled with autumn colored flowered)





December
(Christmas themed wreaths)



Christmas Arrangements





January

Break- no arrangement

February

Valentine's Day Arrangements

(Red and white roses, Heart and love themed)



March

St. Patrick's Day Arrangements



April



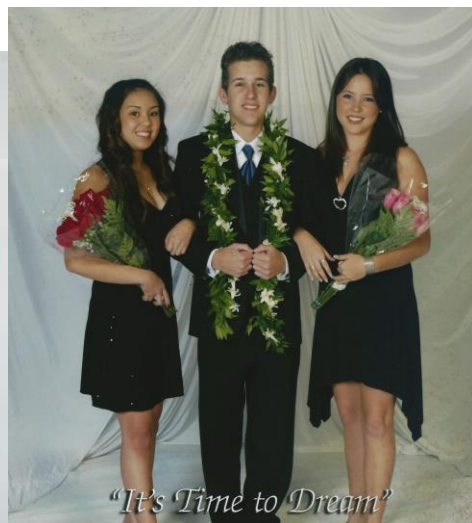
Spring Bouquet



May

Corsage and Boutonniere and Lei/ Lei Po'o

(May is prom and graduation season here and we will create corsages and boutonnieres and Lei/ Lei Po'o for the students to sell for the prom dance and graduation ceremony). Before the school year ends, we will also complete our accounting for the school year and determine our total income and expenses as well as our profit. We will also calculate how many arrangements were sold throughout the year.





VI. Project Development

I developed this project because it has been something I have wanted to do for a few years now and I thought this would be the perfect opportunity to create and work on this program.

I first wrote down my general ideas and thoughts on the program and then ran them by my teaching partner, Mr. Ideoka. He also thought this would be a wonderful way to get Lahainaluna FFA's name and face out around campus, as well as a great way to bring financial independence to the program while at the same time advertising the program to students who might not have been aware of it prior to the implementation of this floral subscription program.

So, we set aside several days after school for collaboration time. We would meet after the students leave for the day and discuss finances, and time lines, and what type of arrangement we wanted to start out with. We discussed the pros and cons of charging people on the first go round and instead decided to test the waters first with a free arrangement for our faculty and staff here at LHS. We thought that if the project was successful, we would then be able to gain enough awareness of the program to distribute a sign-up sheet via google docs and have enough of our faculty and staff purchase a subscription or a month-by-month arrangement program to justify the first arrangement being free. We settled on a Valentine's Day arrangement obviously because of the time of year but also as way to display the talent and design skills our students show through their arrangements.

We then began the arduous process of writing purchase orders and calling approved vendors and checking on supplies and shipping dates and times in order to have everything available in a timely manner for this arrangement. Since we are on an island, we must take more care when planning to ensure that the resources our island can't provide can be met by a neighboring island and shipped at the time, we need it.

Once all our floral supplies had been written out and secured, we set out to track down the flowers. This was a difficult and stressful task at times because the largest flower wholesaler (Maui Floral) on our island is not an approved vendor. The time it takes to go through the approved vendor process is anywhere from 6-8 weeks. We did not have that much time to get Maui Floral on the approved list and they also didn't seem interested in providing their tax information to the school to ensure they qualify by our DOE standards. So, we had to look elsewhere. I had worked with a flower wholesaler on the Big Island in the past called Green Point Nurseries and they were happy to help us with what they could provide but unfortunately, they only sell tropical flowers and we were looking for a mix of tropical and traditional flowers. We ended up buying the traditional flowers from Safeway. They were on the approved vendor list and the manager of the Lahaina floral department is the wife of one of our long-time security guards at LHS. We were able to work closely with her (Aunty Noe) to secure a shipment large enough to cover our needs. This was quite helpful because in past experiences stores like Safeway would only sell on a first come first serve basis and were not able to put in a specific order for just our school use. So that made things much easier.

We wanted to make sure that we distributed the arrangements in a fair manner so we asked our administration for a current master copy of the faculty and staff to help us make sure that we gave one arrangement to each person.

We discussed our timeline for the lesson and how we would teach the kids to cut the foliage from campus as well as how to teach them about the design process and give them the design skills they would need to complete this project.

We spent about 16 hours together planning out this project. We also spent approximately 48 hours with students working on this project.

VII. Future Goals

In the very near future Mr. Ideoka will be retiring and I will be taking over the program. I am happy that we were able to collaborate on this project in such a way because he shared his contacts, thoughts, and perspectives he has on the subscription program which is valuable considering he has worked here for over 30 years. I really appreciated him taking on this endeavor with me.

I want to turn this into a comprehensive floral subscription program that does 8-9 arrangements per year and distributes them on a monthly basis. I calculate we can make anywhere from \$2,500 to \$3,000 a month totaling \$20,000-\$24,000 for an 8-month subscription program and \$22,500-\$27,000 for a 9-month subscription program.

This would bring in vital funds to allow my students to participate more easily in SAE's and CDE's events and competitions and take a large financial burden off the students when faced with travelling due to our remote location. Travel can be expensive when you can't simply drive to the location and you must consider airfare and hotel and food expenses for several days at a time. It will also help offset the cost of paying for a male chaperone to accompany us when traveling.

VIII. AgEd 539 Requirements

Note: Submit these items in a notebook that contains a "Table of Contents" and tabs. Also, where appropriate, be sure to block out the names and personal information of students. (ie. Student Data Sheets have phone numbers, email addresses and physical addresses which all need to be removed. However, the POA has names of students which can remain.)

Due to the nature of my school program at the State of Hawaii and not having FFA as an intra-curricular part of the program the following questions are not applicable to me.

Questions #:

1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 24

10. Copies of "Student Data Sheets" (Provide at least 10 copies of current year students) – This could be sheets pulled from AET.

11. A description of your permanent Agriculture student file for each student (This may be a photograph of your filing system)

12. Course outlines (One current copy for each course you teach)

Aloha and Welcome to Advanced Guidance

Instructor: Ms. Madrid

Phone: 808-662-4000

Email: caitlyn.madrid@k12.hi.us

Course Summary/Description:

This course is designed for students who plan to pursue a career once out of high school. Students will learn essential human relation concepts that will provide a solid foundation for further study in the preparation for careers after graduation.

Course Content:

Using an interdisciplinary approach, the following concepts will be covered: • Human behavior and relationships

- Career Exploration
- Professionalism
- Professional accountability and personal attributes
- The legal system and ethics
- Effective use of varied technologies appropriate to the occupation • Appropriate and effective use of safety precautions while using cooking tools and stoves
- Farm to table concepts from a culinary lense
- Farm safety
- Horticultural practices
- Guest speaker
- Resume building
- Mock job interview contest
- Financial literacy
- Budgeting

Program:

The focus of this program will be based on a learn by doing philosophy. Real world applications, critical thinking skills, collaboration, teamwork and accountability will

all play a critical role in the functioning of this classroom environment. Come ready to participate so that we can explore what career interests you might have.

Supplies Needed:

To be determined based on seasonality of products available as well as financial constraints and student interests.

The students will be well informed of what they will need for supplies as the school year progresses.

Expectations:

This course is designed to allow you to explore different interests and career paths you might want to take. You will be doing some cooking, some farming, some financial management, as well career exploration so come ready to participate. Expectations of student behavior will be consistent with industry standards and employer expectations in this classroom. Safety is paramount. Because we want to prepare our students for college and careers, discipline in the classroom will be treated as any employer would discipline any employee.

Classroom Expectations:

1. Safety First
2. Be Respectful
3. Work Together

The remainder of the classroom expectations will be developed collectively by each individual class.

Attendance:

Daily attendance is expected and mandatory. Throughout the course there will be group projects, guest speakers, hands-on learning activities, and collaboration between other classes and the community. These activities will be difficult to make up, though we will do our best for those with excused absences to provide them with the resources they will need to succeed in the class.

Participation:

All students will be required to participate in all classroom activities, as well as hands-on learning activities or any other future academic endeavor. Students will be given points for participation each class period. This will account for 10% of your grade.

Cell Phone Policy:

This course will include the use of technology at certain points throughout the school year. Cell phone use in class is prohibited unless specifically directed to do so for a classroom activity or lesson.

Grading:

Grades will be based on State of Hawaii Department of Education CTE standards and common core standards. Through various in class activities, quizzes, tests, written standards, professionalism (demonstration of career skills), and participation with hands-on learning activities/projects, students will demonstrate their achievement of the standards and benchmarks. Quarter, semester, and year grades will be determined by a students success in meeting the standards and benchmarks of the class, based on the following:

- A: (Exceeds) Student demonstrates **excellent** achievement of all benchmarks covered during the quarter, shows **in-depth** understanding of the concepts and skills; **consistently** uses appropriate problem solving strategies, grasps and applies key concepts for the grade level.
- B: (Meets) Student demonstrates **acceptable** achievement of all benchmarks covered during the quarter, shows a **solid** understanding of the concepts and skills; **consistently** uses appropriate problem solving strategies, grasps and applies key concepts for the grade level.
- C: (Partial Proficiency) Student demonstrates **some** achievement of all benchmarks covered during the quarter, shows **acceptable** understanding of the concepts and skills; **occasionally** uses appropriate problem solving strategies, grasps and applies key concepts for the grade level.
- D: (Novice) Student demonstrates **marginal** achievement of all benchmarks covered during the quarter, shows **minimal** understanding of the concepts and

skills; but has **not yet achieved** them; **is beginning to** grasp and applies key concepts for the grade level.

- F: (Well Below) Student demonstrates **unacceptable** proficiency in the benchmarks or provides **no evidence**.

Grades can be checked by both students and parents on the Infinite Campus app or website.

Note to Parents:

Please feel free to call or email me at any time. I am happy to assist in any way possible, as well as hear any concerns or comments you may have. I am 100% committed to a positive and productive and safe learning environment. I look forward to getting to know you and your student.

Acknowledgements:

Student Signature Student Name (please print legibly) Date

Parent Signature Parent Name (please print legibly) Date

I am also including my previous school year syllabus and what it looked like before when I had FFA as part of my course curriculum.

Aloha and Welcome to Natural Resources Core!

Introduction to the Natural Resources Pathway

Parent and Student Information

Instructor: Ms. Caitlyn Madrid

Email: caitlyn.madrid.k12.hi.us

Phone: 808-662-4000

COURSE SUMMARY / DESCRIPTION:

Natural Resources Core will be an introduction to the basics of the various Natural Resource industries present in Hawai'i. The course will be designed to broaden students' horizons to the expanding field of "Green" Industry

careers within the agricultural sector. Natural Resources encompass a very diverse range of opportunities with applications suited to many interests and fundamental subjects. Just like many other career fields, the Natural Resources industry uses a wide range of tools and technology to produce quality products and/or outcomes, such as: agricultural products, forestry products, landscaping, renewable energy, as well as conserving land and resources for future generations.

Part of this course includes participation in FFA. The course will include attending 3 FFA activities per quarter in order to earn full credit for the course. Intracurricular activities will be available for students to participate in as well as several leadership opportunities (conferences, and public speaking competitions), and enterprise opportunities for the students in this course. (ie: ownership of a project whether it be a livestock animal or horticultural endeavors).

COURSE CONTENT:

- Safety Training
- Career Exploration (Conservation, Horticulture, Floriculture, Agriculture, Animal Husbandry, Animal Science, Leadership, Public Speaking, Forestry, Ranching, Renewable Energy, Biology, Plant Pathology, Entomology, Property Management and/or Maintenance, Environmental Science and Sustainable Agriculture, and Career Skills.
- Future Farmers of America (FFA)
- Supervised Agricultural Experience (SAE)
- Public Speaking
- Leadership skills training
- Sustainability
- Native Plant Propagation/Identification/Horticulture
- Cut flower propagation
- Floral Design Skills
- Science: Animals, Soils, Water, Biology, Ecology
- English: Documentation, Communication, Technical Literacy
- Writing/Reading/Research

PROGRAM

The focus of the program will be to incorporate course content in a way that supports core subjects (Math, English, Science, History) and increases competency in fundamental learning and industry basics. Students will start on the path of becoming college and career ready through collaboration, critical thinking, research, and through project-based learning. The philosophy for this class is “Learn By Doing”. Therefore students will gain the most relevant and realistic experiences to take them into their post high school careers.

All classroom and “hands-on” activities in Kauai High School’s Natural Resources Pathway program are based on the following National & State of Hawaii Department of Education standards:

- Department of Education: CTE Natural Resources Core Standards
- Common Core State Standards & Career and Technical Education
- HTSB (Hawaii Teacher Standards Board) Standards

SUPPLIES NEEDED:

- Closed-toe shoes/ rubber boots (Shoe storage will be provided for students who would like to leave shoes in the classroom)
- Safety Glasses
- Coveralls/ Shop coat/ old clothes you don't mind getting dirty
- Additional supplies may be required throughout the course. Students will be notified well in advance if any additional materials are needed

EXPECTATIONS:

Expectations of student behavior will be consistent with industry standards and employer expectations in this classroom. Safety is paramount. Because we want to prepare our students for college and careers, discipline in this classroom will be strictly enforced. Each student will be allowed two warnings for behavioral issues, upon the third occurrence I will make a call home to speak with parents. If the behavior continues the school counselor as well as other disciplinary faculty will be notified, and then become involved. If restorative justice is applicable it will be used.

CLASSROOM EXPECTATIONS:

13. Safety First
14. Be Respectful (treat others the way you wish to be treated)
15. Work Together

The remainder of the classroom expectations will be developed together as a class.

ONLINE LEARNING EXPECTATIONS:

Online learning is no different from in class learning. Therefore, classroom expectations will be the same for online expectations, with a few more specific rules.

16. You must be wearing clothes appropriate to come to school in.
17. Google meet virtual check-ins are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in check-in sessions, although parents/guardians may assist their child with technology and/or remain nearby.
18. Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google meet/zoom/online learning/ virtual check-in, attendance. Including posting to social media platforms.
19. Any confidential or personally identifiable information related to students participating during online learning should not be collected, discussed, or shared.
20. Parents/guardians should not engage with students during online learning. If you need to speak with your child during online learning, first mute your child's microphone.
21. If a parent/guardian has a questions, please email me.

ATTENDANCE:

Attendance is mandatory. Throughout the course there will be group projects, guest speakers, hands-on activities, and collaborations between other classes and the community. These activities will be difficult to make up, though we will do our best for those with excused absences to provide them with the resources they will need to succeed in the class.

PARTICIPATION:

All students will be required to participate in all classroom activities, hands-on learning activities, and any future academic event. Students will be given points for participation for ***EACH*** class period. This will account for 10% of their grade in the Natural Resources Core class.

FFA:

All students enrolled are required to participate in a minimum of 3 FFA activities per quarter. These activities can include but are not limited to the poinsettia sale, drive thru BBQ's, FFA meetings, FFA competitions, public speaking contests, career development events, etc. This will account for 10% of your student's grade in the Natural Resources core class.

SAE:

All students in an agriculture course are required to participate in an SAE (Supervised Agriculture Experience). This can be a wide variety of projects. This is best tailored to the individual student. I will meet with each student and determine an SAE that will be appropriate.

CELL PHONE POLICY:

This course will include the use of technology at certain points throughout the year. Cell phone use in my class is prohibited unless I specifically direct the students to use their phones for a lesson/activity. Upon the first offense, each student will be given a verbal warning to put their phones away (ringer turned off and in backpack). Upon the second offense their cell phone will be taken for the remainder of the period. If a student does not want to give their phone to me, they will be referred to the vice principal. Upon the third offense, I will be calling home to speak with the parents about the situation, as well as referring the student to the vice principal.

GRADING:

Grades will be based on State of Hawaii Department of Education CTE Natural Resources Core Standards and Common Core State Standards. Through various in-class activities, quizzes, tests, written assignments, professionalism (demonstration of career skills), and participation with hands-on learning activities / projects, students will demonstrate their achievement of the standards and benchmarks.

Quarter, Semester, and Year grades will be determined by a student's success in meeting the standards and benchmarks of the class, based on the following:

- A: (Exceeds): Student demonstrates **excellent** achievement of all the benchmarks covered during the quarter; shows an **in-depth** understanding of the concepts and skills; **consistently** uses appropriate problem-solving strategies; grasps and applies the key concepts for the grade level.
- B: (Meets): Student demonstrates **acceptable** achievement of all the benchmarks during the quarter; shows a **solid** understanding of the concepts and skills; **consistently** uses appropriate problem-solving strategies; grasps and applies the key concepts for the grade level.
- C: (Partial Proficiency): Student demonstrates proficiency in **some** of the benchmarks; shows an **acceptable** understanding of the concepts and skills; **occasionally** uses appropriate problem-solving strategies; grasps and applies the key concepts for the grade level.
- D: (Novice): Student demonstrates a **marginal** proficiency in some of the benchmarks; shows **minimal** understanding of the concepts and skills; but has **not yet achieved** them; is **beginning** to grasp and apply key concepts and skills for the grade level.
- F: (Well Below): Student demonstrates **unacceptable** proficiency in the benchmarks or provides **no evidence**.

Grades can be checked by students and parents on the "infinite campus" website.

Participation- 10%

FFA- 15%

SAE- 15%

Classwork- 30%

Test/Quizzes- 10%

Farm Projects- 20%

NOTE TO PARENTS:

Please feel free to call or email me at any time. I am happy to assist in any way possible, as well as hear any concerns or comments you might have. I am 100% committed to a positive and productive classroom environment and look forward to getting to know my students as well as their families.

This is an agricultural class, as such we will be doing a lot of project based lessons that will require your student to use both hand tools and power tools, I will be sending home a permission slip for every student's parent to sign acknowledging this. The use of both hand and power tools throughout the year will be properly and safely demonstrated and thoroughly explained. Each student will need to pass a safety test with 100% accuracy. Each student will be required to participate in 3 FFA activities per quarter.

Your student will bring you (the parent) a home visit sign up form in the beginning of the school year. A home visit is a chance for me to meet with each student and a parent at a location convenient to you, so that we can discuss how to best tailor your student's agricultural experience at Kauai High School. (***)Due to COVID-19 home visit are on hold temporarily.)

ACKNOWLEDGEMENTS:

Student Acknowledgement: I have read and understood the information presented in the Natural Resources Core: Information for parents/guardians and students," and will abide by the policies described. Please sign and date below:

Student Signature

Student Name (please print legibly)

Date

Parent/Guardian Acknowledgement: I have read and understood the information presented in the Natural Resources Core: Information for parents/guardians and students," and will assist the teacher and the school to provide our students with the best education possible. Please sign and date below:

Parent/Guardian Signature

Print Name (relationship to student)

Date

This is a copy of the second and third and fourth year class for the NR pathway that included FFA as part of the course curriculum.

Aloha and welcome to Natural Resources Production 1 & 2!

Continuing the exciting journey through the Natural Resources Pathway at Kauai High School

Parent and Student Information

Instructor: Ms. Caitlyn Madrid

Email: caitlyn_madrid@k12.hi.us

Phone: 808-274-3160 ext.164

PREREQUISITES: Successful completion of Natural Resources Core

COURSE SUMMARY / DESCRIPTION:

This course will be designed to prepare students for College and/or Careers by engaging them in activities that foster critical thinking and analysis, real-world application, work ethic, professionalism, and collaboration among peers, elders, industry leaders, and community members. The focus of this course will be project based via the learn by doing model.

A basic understanding of Natural Resources will be an important component of student success not only in any of the Natural Resources career fields, but in any college or career situation.

We will use these skills to develop and implement a wide range of real-world projects in the classroom and at the Kauai High School Farm.

Part of this course includes participation in FFA. The course will include attending 3 FFA activities per quarter in order to earn full credit for the course. Intracurricular activities will be available for students to participate in as well as several leadership opportunities (conferences, and public speaking competitions), and enterprise opportunities for the students in this course. (ie: ownership of a project whether it be a livestock animal or horticultural endeavors).

******During this time of COVID-19 this course will be offered via a blended learning style for School Year 20-21. All Natural Resources classes will be taught asynchronously. Mondays will be all students learning virtually. Tuesday-Friday students will rotate and be learning in the classroom once a week and online the rest of the time.***

COURSE CONTENT:

- Safety Training
- Career Exploration (Conservation, Horticulture, Floriculture, Agriculture, Animal Husbandry, Animal Science, Leadership, Public Speaking, Forestry, Ranching, Renewable Energy, Biology, Plant Pathology, Entomology, Property Management and/or Maintenance, Environmental Science and Sustainable Agriculture, and Career Skills.
- Future Farmers of America (FFA)
- Supervised Agricultural Experience (SAE)
- Public Speaking
- Leadership skills training
- Sustainability
- Native Plant Propagation/Identification/Horticulture
- Cut flower propagation
- Floral Design Skills
- Science: Animals, Soils, Water, Biology, Ecology
- English: Documentation, Communication, Technical Literacy
- Writing/Reading/Research

PROGRAM

The focus of the program will be based on universal skills across Natural Resources disciplines: real-world application, critical thinking, collaboration/teamwork, and accountability. The content will be delivered through real-world, project-based learning. Students will use the SAE process to create a long-term project that will utilize the course content listed above. Through this process, the course will incorporate technical literacy, communication skills (written, spoken, visual/graphic), documentation (multimedia), research, troubleshooting, recordkeeping, and an adherence to industry standards.

All classroom and “hands-on” activities in Kauai High School’s Natural Resources Pathway program are based on the following National & State of Hawaii Department of Education standards:

- Department of Education: CTE Natural Resources Core Standards
- Common Core State Standards & Career and Technical Education
- HTSB (Hawaii Teacher Standards Board) Standards

SUPPLIES NEEDED:

- Closed-toe shoes/rubber boots (Shoe storage will be provided for students who would like to leave shoes in the classroom)
- Safety Glasses
- Coveralls/ Shop coat/ old clothes you don’t mind getting dirty

- Additional supplies may be required throughout the course. Students will be notified well in advance if any additional materials are needed

EXPECTATIONS:

Expectations of student behavior will be consistent with industry standards and employer expectations in this classroom. Safety is paramount. Because we want to prepare our students for college and careers, discipline in this classroom will be treated as an employer would discipline an employee. Each student will be allowed two warnings for behavioral issues, upon the third occurrence I will make a call home to speak with parents. If the behavior continues the school counselor as well as other disciplinary faculty will be notified, and then become involved. If restorative justice is applicable it will be used.

CLASSROOM EXPECTATIONS:

22. Safety First
23. Be Respectful (treat others the way you wish to be treated)
24. Work Together

The remainder of the classroom expectations will be developed together as a class.

ONLINE LEARNING EXPECTATIONS:

Online learning is no different from in class learning. Therefore, classroom expectations will be the same for online expectations, with a few more specific rules.

25. You must be wearing clothes appropriate to come to school in.
26. Google meet virtual check-ins are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in check-in sessions, although parents/guardians may assist their child with technology and/or remain nearby.
27. Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google meet/zoom/online learning/ virtual check-in, attendance. Including posting to social media platforms.
28. Any confidential or personally identifiable information related to students participating during online learning should not be collected, discussed, or shared.
29. Parents/guardians should not engage with students during online learning. If you need to speak with your child during online learning, first mute your child's microphone.
30. If a parent/guardian has a questions, please email me.

ATTENDANCE:

Attendance is mandatory. Throughout the course there will be group projects, guest speakers, hands-on activities, and collaborations between other classes and the community. These activities will be difficult to make up, though

we will do our best for those with excused absences to provide them with the resources they will need to succeed in the class.

PARTICIPATION:

All students will be required to participate in all classroom activities, as well as hands-on learning activities, or any other future academic event. Students will be given points for participation each class period.

FFA:

All students in an agriculture course are required to participate in **a minimum of 3 FFA activities per quarter**. These activities can include but are not limited to the poinsettia sale, drive thru BBQ's, FFA meetings, FFA competitions, public speaking contests, career development events, etc.

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CELL PHONE POLICY:

This course will include the use of technology at certain points throughout the year. Cell phone use in my class is *prohibited* unless I specifically direct the students to use their phones for a lesson/activity. Upon the first offense, each student will be given a verbal warning to put their phones away (ringer turned off and in backpack). Upon the second offense their cell phone will be taken for the remainder of the period. If a student does not want to give their phone to me, they will be referred to security. **Upon the third offense, I will call home to speak with the parents about the situation, as well as referring the student to security.**

GRADING:

Grades will be based on State of Hawaii Department of Education CTE Natural Resources Production Standards and Common Core State Standards. Through various in-class activities, quizzes, tests, written assignments, professionalism (demonstration of career skills), and participation with hands-on learning activities / projects, students will demonstrate their achievement of the standards and benchmarks.

Quarter, Semester, and Year grades will be determined by a student's success in meeting the standards and benchmarks of the class, based on the following:

- A: (Exceeds): Student demonstrates **excellent** achievement of all the benchmarks covered during the quarter; shows an **in-depth** understanding of the concepts and skills; **consistently** uses appropriate problem solving strategies; grasps and applies the key concepts for the grade level.
- B: (Meets): Student demonstrates **acceptable** achievement of all the benchmarks during the quarter; shows a **solid** understanding of the concepts and skills; **consistently** uses appropriate problem solving strategies; grasps and applies the key concepts for the grade level.
- C: (Partial Proficiency): Student demonstrates proficiency in **some** of the benchmarks; shows an **acceptable** understanding of the concepts and skills; **occasionally** uses appropriate problem solving strategies; grasps and applies the key concepts for the grade level.
- D: (Novice): Student demonstrates a **marginal** proficiency in some of the benchmarks; shows **minimal** understanding of the concepts and skills; but has **not yet achieved** them; is **beginning** to grasp and apply key concepts and skills for the grade level.
- F: (Well Below): Student demonstrates **unacceptable** proficiency in the benchmarks or provides **no evidence**.

*Grades should be checked by students and parents on the “infinite campus” website.

Participation- 10%

FFA- 15%

SAE- 15%

Classwork- 30%

Test/Quizzes- 10%

Farm Projects- 20%

NOTE TO PARENTS:

Please feel free to call or email me at any time. I am happy to assist in any way possible, as well as hear any concerns or comments you might have. I am 100% committed to a positive and productive classroom environment and look forward to getting to know my students as well as their families.

This is an agricultural class, as so we will be doing a lot of project based lessons that will require your student to use both hand tools and power tools, I will be sending home a permission slip for every student's parent to sign acknowledging this. The use of both hand and power tools throughout the year will be properly and safely demonstrated and thoroughly explained. Each student will need to pass a safety test with 100% accuracy. **Each student will be required to participate in 3 FFA activities per quarter.**

Your student will bring to you (the parent) a home-visit sign-up form in the beginning of the school year. A home visit is a chance for me to meet with each student and a parent at a location convenient to you, so that we can discuss how to best tailor your student's agricultural experience at Kauai High School.

ACKNOWLEDGEMENTS:

Student Acknowledgement: I have read and understood the information presented in the "Kaua'i High School Natural Resources Production: Information for parents/guardians and students," and will abide by the policies described. Please sign and date below:

Student Signature Student Name (please print legibly) Date

Parent/Guardian Acknowledgement: I have read and understood the information presented in the "Kauai High School Natural Resources Core: Information for parents/guardians and students," and will assist the teacher and the school to provide our students with the best education possible. Please sign and date below:

Parent/Guardian Signature Print Name and relation to student Date

31. Daily grade sheets from each course taught. (Note: Black out student names and/or ID numbers) **Highlight** the columns assigned for FFA and SAE points.

I am providing the grade sheets for this year's class. However it does not include FFA or SAE sections due to previously listed reasoning.

Term: Q3 (11/04/22 - 03/11/22)		Section: T: TGG1104.5 ADV GUID (A)		Task: Final		Uncategorized Assignments: 0	
+ Add		List		Sort		Filter	
Save		Students -		Grade		Classwork #	

Item Q3 (11/04/22 - 03/11/22) Section 1: TGG1104.5 ADV GUID (A) Task Final Uncategorized Assignments 0

Save

Students

Grade	Classwork #	1:1 Seq 1.00 Due 01/14 Classwork Points 10	AE1 Seq 1.00 Due 01/19 Classwork Points 20	AE2 Seq 1.00 Due 01/19 Classwork Points 25	AE3 Seq 1.00 Due 01/19 Classwork Points 20	DE Seq 1.00 Due 01/25 Classwork Points 5	BPC Seq 1.00 Due 01/27 Classwork Points 20	TAM1 Seq 1.00 Due 02/01 Classwork Points 5	TAM2 Seq 1.00 Due 02/02 Classwork Points 6	TAM3 Seq 1.00 Due 02/04 Classwork Points 5	VEPA Seq 1.00 Due 02/15 Classwork Points 40	TSTW1 Seq 1.00 Due 02/16 Classwork Points 72	TSTW2 Seq 1.00 Due 02/16 Classwork Points 60	TAM4 Seq 1.00 Due 02/18 Classwork Points 10	CEB1 Seq 1.00 Due 02/23 Classwork Points 10	CEB2 Seq 1.00 Due 02/28 Classwork Points 5	CEB3 Seq 1.00 Due 03/04 Classwork Points 10
		10	20	25	X	5	20	5	6	5	40	8	60	0	10	5	5
		10	20	25	20	5	20	1	5	0	40	0	52	0	10	X	5
		10	20	25	20	X	20	3	X	5	40	72	0	0	10	5	5
		10	20	15	X	X	20	5	6	5	40	72	60	10	10	5	10
		10	20	15	20	X	20	5	6	4	40	72	59	10	10	5	5
		10	20	25	20	5	20	0	6	0	40	0	48	9	0	5	7
		10	20	20	20	5	20	5	4	5	40	0	50	4	10	5	5
		10	20	0	X	X	X	0	X	0	40	0	55	0	10	5	0
		10	20	0	20	5	20	0	6	0	40	0	60	0	10	X	7
		10	20	0	X	X	X	5	6	5	25	0	0	10	0	X	0
		10	20	25	20	X	20	4	6	4	40	71	60	10	10	5	0
		10	20	25	X	5	X	4	X	4	40	70	0	0	10	5	5
		10	20	25	20	5	X	4	6	4	40	0	55	0	10	5	0
		10	20	22	20	X	20	5	5	5	40	72	60	9	10	5	0
		10	20	22	20	X	20	0	0	0	40	0	0	0	0	5	0
		10	20	25	20	5	15	5	3	5	40	72	40	10	10	X	0
		10	20	16	20	5	20	0	6	5	40	0	56	6	0	5	5
		10	20	25	20	5	20	5	4	5	40	0	59	10	0	5	5
		10	20	25	20	X	20	5	6	5	40	72	52	10	5	0	5

32. Completed SAE supervision forms used on project/home visits (At least 10 copies of current year's students)
33. Copy of a School Board-approved policy statement pertaining to SAE as an integral part of the Ag program, or the SAE requirement referenced in your course outlines or course syllabus. **Highlight** the requirement in your course outlines.

34. Copy of a School Board-approved policy statement pertaining to FFA as an integral part of the Ag program, or the FFA requirement referenced in your course outlines or course syllabus. Highlight the requirement in your course outlines.
35. FFA Program of Activities
36. Recruitment program (a brief one-page statement of your activities and/or program used to recruitment students to the Agriculture program)

At Lahainaluna High School Agriculture program historically we have always had an 8th grade recruitment day where the Lahaina Intermediate School will bring the 8th grade class onto the LHS campus and tour them around our entire school. They will typically spend 30-60 minutes at the different elective course areas as well. During this time, there is a planned activity for the 8th grade students to participate in alongside their high school counterparts. This provides them with a small opportunity to see what our Natural Resources pathway has to offer. A few key students from the natural resources pathway will be chosen to also speak to each tour group to explain the comprehensive program and what it's like on a day to day basis. We also take them on a small tour of our school farm area.

Another way we advertise our program pathway is through the CTE recruitment program where students from each CTE pathway create videos and content for the incoming freshmen to view and participate in. This is done in order to create interest in each pathway and showcase the pathway to entice the students to sign up for the program. Since Covid-19 has been in effect the students have not been allowed onto campus for these activities and instead are shown this content on a virtual platform which is much harder to create buzz from. We do our best to create interest but the real advertisement comes from the word of mouth from the students themselves.

37. FFA chapter scrapbook – A picture is fine of the cover and a few of the pages.

38. A copy of your summer activities plan or calendar

39. A copy of your graduate follow-up survey instrument

40. The results of the graduate follow up surveys

41. A copy of the Agriculture department's "Comprehensive Program Plan"
42. Advisory committee meeting agendas for the current year
43. Advisory Committee meeting minutes for the current year
44. A copy of your Advisory Committee's constitution and by-laws
45. Copy of proficiency standards, or work in progress on proficiency standards
(Note: this is part of the Comprehensive Program Plan)
46. A copy of your credential(s) or authorization letter(s) from the Commission on
Teacher Credentialing

HAWAII TEACHER STANDARDS BOARD

PROVISIONAL LICENSE

This is to certify that

Caitlyn Madrid

has met the requirements of the Hawai'i Teacher Standards board and is hereby granted this Provisional License to teach in the State of Hawai'i in the authorized field(s) entered below.

Authorizing Teaching Field(s):
CTE - Natural Resources 6-12

License Number: 45600

* Valid:
08/01/2018 - 06/30/2022

Selicia Villalobos

Chair, Hawai'i Teacher Standards Board

Lynn Hammonds

Executive Director, Hawai'i Teacher Standards Board

* Verify current status of this license or permit by visiting hawaiiteacherstandardsboard.org

47. A calendar of your/department/chapter activities

48. A list of your expected professional growth and development activities for the current year

Due to covid-19 all professional development activities for the past two years have been on virtual platforms. For all Hawaii state teachers we have something called 21 hours of professional development. This allows for our work day to be extended from 2:45pm to 3:45 pm and we get one hour of credit for professional development. This is usually done at an extended faculty meeting and things like WASC or departmental activities are completed. After completing our 21 hours each school year we are given 3 professional development credits. After gaining 15 professional development credits we are eligible for teacher reclassification.

As a CTE teacher I attend a yearly ACTE Conference where all CTE teachers from across the islands meet in a central location and have a general session as well as pathway specific breakout sessions for two days. We are also eligible to use higher education as a source of professional development as well as using a PDE 3 system that offers different professional development courses approved for any teacher throughout the State of Hawaii.

49. Copy of current year's R-2 report (Note: This is not the FFA roster)
50. Copy of a completed travel request submitted to your administration

Due to Covid-19 we have been restricted from traveling for the past two years, therefore I cant provide any completed travel requests.

51. A copy of your CATA membership card for the current year
52. A copy of a report that was submitted to your administration after attending a professional development activity

I recently attended the Academy of CTE teachers conference virtually. Due to the conference being virtual our administration asked us to provide them with a written summary of the two day conference. Here is the summary I provided.

ACTE Conference SY 21-22

The 21-22 ACTE Conference was held virtually for the second year in a row. It is disappointing to have to attend this conference on a virtual field as opposed to the Hawaii Convention Center on Oahu as it is a conference I look forward to every year. I get to network with my counterparts at different schools across the state and I think that is invaluable information and hard to replicate in an online format.

The keynote speaker this year was Ka'ala Souza. Who to my understanding, is some kind of motivational speaker. Honestly I had a difficult time following his speech and logic in his keynote address on day 1. He seemed to be all over the place and talking about irrelevant topics such as the Jetsons for the majority of the time during day one. Day two when he addressed the conference attendee's was much better than day one. He had a panel discussion with many members including Alex Harris of the Castle Foundation, Keala Peters of the chamber of commerce, Jarrel Yip who is a program officer at the Department of Labor and Industrial Relations for the state of Hawaii, and Dr. Carlos Penaloza who is the Chancellor of Leeward Community College. Their panel discussion encompassed what is the future of CTE and how do we get there. They gave us really great resources at the college level and great advice about industry and how to incorporate our students' learning and relevance into these industries. Overall the second day's panel discussion was actually relevant to the things I teach in my classroom on a daily basis and I appreciated that. I also appreciated that he kept the George Jetson talk to a minimum as well. I am much more of a realist than I am an optimist or dreamer and it is hard for me to relate to that type of discussion as I strive to teach my students hands-on learning and experiences are much more valuable than theoretical learning.

I attended several seminars including ICEV online, Recovery for the Body, Canva, a free design tool, designed for everyone, and Sector Partnerships, Collaborating for our future workforce. I really enjoyed the ICEV online and Canva presentations the most. I found those two seminars or breakout sessions to be the most valuable to me personally. I use ICEV on a regular basis and attended only because I use it so often, at the start I didn't think there was anything they would talk about that I didn't already know. However, I was pleasantly surprised to find out that I learned many new things. I didn't realize there were different clusters of courses that you could purchase depending on your subject area you are teaching. I was also sort of fuzzy about the certificate programs that they offer and never used them as I wasn't sure if the students would actually be able to utilize their certificates post high school. I found out they are valuable and I am considering using them in the future. I never knew that I could connect my grades directly from ICEV into google classroom and then plug them into Infinite Campus once I have graded them in Google Classroom. This I feel is the single most valuable piece of information I got throughout the entire conference.

I also really enjoyed the breakout session from the Canva representative. She was knowledgeable and showed us real examples of her works she has created as well as how to create things from scratch. I have been encouraging my students to use canva for several years

and was surprised to find out that there is a canva for education website that both of us can utilize instead of just the regular canva website.

53. Your “wish list” (i.e. five-year acquisition list)

Right now my wish list is pretty short due to the fact that I am focusing more on bringing FFA into the classroom curriculum and really revamping the FFA program in general more so than acquiring different materials. I have most things that I need already for my school farm. I of course will need to order consumables such as floral supplies, soil and seeds and things of that nature.

54. Current year’s operating budget for the agriculture department, including all sources of revenues (local, state, and federal)

Due to my teaching partner being in charge of the agricultural budget I can't provide the detailed budget but I can provide a summary of the budget I have access to.

State Funding: \$3,200

Federal or Perkins Funding: provided on a case by case basis. A written proposal for a project purchase must first be submitted and the requested funds can be for any amount. Our school's CTE Perkins budget this school year was \$57,000. This monetary amount is split between the 10 CTE teachers within the department. Generally when requesting a large monetary amount the teachers will rotate on a yearly basis and this is preplanned.

Learning Center Funds: Lahainaluna High School is unique in the sense that it is classified as a learning center and therefore given more funding. We are provided with

\$17,000 worth of learning center funds that do not require purchase orders or school level administration approvals.

55. Brief (one-half page) description of your district/department budget process

Our departmental budget process is done on a yearly basis. Each member of the department meets with the CTE coordinator and goes over what they would like moving into the upcoming school year. All budget requests are to be made for the upcoming school year by the end of the current school year which is May 31st historically. The CTE coordinator will write up and Perkins requests once the meeting takes place. The Perkins requests are then sent to the state CTE coordinator for review and approval and forwarded to the appropriate funding agency. For state funding we will be asked to fill out purchase orders and have the CTE coordinator approve them. Once approved by the coordinator it will get forwarded to the school administration and once approved it will go to the account clerk for processing and then the requesting teacher will get an approved purchase order back and can then make the purchases.

56. Copy of the department chairperson's duties and responsibilities (submit only if you are the department chairperson)

I am not the department chairperson. We have a CTE coordinator who takes care of departmental duties and responsibilities.

57. Copy of the department's "Chart of Responsibilities" (if in a multiple-person department)

We do not have a chart of this nature at my school.

58. Copy of your substitute teacher procedures and plans

When I have a substitute teacher first I have to create an absence in the TSEAS system which is our Hawaii State Employee Assistance System and request for a substitute teacher. Then I go into my google classroom and post a lesson plan and directions for the students to follow directly. I will also provide a lesson plan and directions as well as a copy of each class roster in a binder labeled Substitute Teacher Binder.

59. A description of a "program completer"

We don't necessarily have program completers as the CTE programs in Hawaii are only 2-3 year courses and the fourth year is a capstone course which is a project based learning project along with an internship for a senior who has completed three years of one pathways classes.

60. Copies of "2+2 agreements" with a community college (if appropriate)

We do not have a program like this at my school.

61. Description of your reimbursement process for personal expenses incurred for all integral activities associated with FFA, SAE, and professional development.

We do not have a reimbursement process at my school. Everything that has to do with travel at my school and with the State of Hawaii is purchased through a P-Card which is a credit card provided by the school. We use the P-Card for airline, hotel, rental car, and gas expenses. The per diem is usually provided to us in the form of a check prior to the date of travel.

If any of the supporting completion materials are not included in the binder, the candidate needs to provide written explanation as to why the item(s) is not included, and/or the plans in place for creating the required material.

BK3129

VIII. Conclusion

We had such an amazing response from the faculty and staff about this project that it really encouraged me to implement this program in the upcoming school year. The students loved this project as well. They were proud of what they created and had a wonderful time learning the design skills and completing the hands-on portions of this project. Overall, this was a phenomenally successful project and I would like to continue moving forward with this.

There was an immense amount of work and worry put into this project. I spent well over the 30 hours required for this project and was running around going to different stores pricing out different supplies and items needed. I learned so much about the purchasing process, I used to think I knew how it worked but now I am an expert in the process. I made some really good connections in the process of securing all my supplies and that alone is quite valuable. We have a new

principal and it made a really good impression on her and will help to get her on board to further support our program needs.