



2020 Academic Plan, School Year 2020-21

[School: **Waianae Intermediate 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).

Submitted by John Wataoka / Principal

Approved by Complex Area Superintendent Ann Mahi

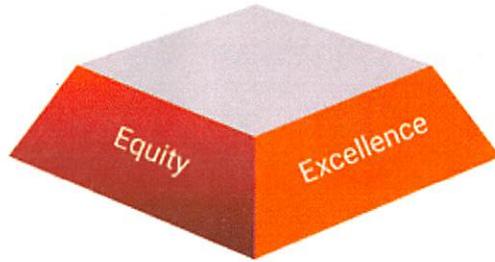
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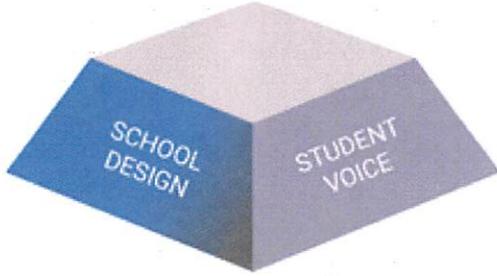


Teaching & Learning Core: Equity and Excellence

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 | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------|-------------------|------|---------|-----|-----|---------|-----|-----|---------|-----|-----|------------|-----|------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---|--|
| <p><i>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.</i></p> <p>SY 18-19 Strive HI Data:</p> <table border="1" data-bbox="129 743 747 878"> <thead> <tr> <th>Non-High Needs</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>2017-18</td> <td>37%</td> <td>26%</td> </tr> <tr> <td>2016-17</td> <td>35%</td> <td>28%</td> </tr> </tbody> </table> <table border="1" data-bbox="129 911 747 1045"> <thead> <tr> <th>High Needs</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>27%</td> <td>14%</td> </tr> <tr> <td>2017-18</td> <td>23%</td> <td>14%</td> </tr> <tr> <td>2016-17</td> <td>19%</td> <td>17%</td> </tr> </tbody> </table> <p><i>High needs: English Learners, economically disadvantaged and students receiving Special Education services</i></p> <p><i>Non-High Needs: All other students</i></p> <p>Achievement Gap in ELA: 24 points Achievement Gap in Math: 17 points Goal: Close the current achievement gap in ELA from 24 points to 20 points and Math from 17 points to 15 points.</p> <p>SW1</p> | Non-High Needs | ELA | Math | 2018-19 | 51% | 31% | 2017-18 | 37% | 26% | 2016-17 | 35% | 28% | High Needs | ELA | Math | 2018-19 | 27% | 14% | 2017-18 | 23% | 14% | 2016-17 | 19% | 17% | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><i>If We:</i></p> <p>Provide support for our teachers through professional development, implement a systematic program of various academic interventions and strategies, provide necessary technological resources to support classroom instruction, and monitor student progress to address individual student needs.</p> <p><i>Then:</i></p> <p>Student's academic success in all subject areas will increase and the achievement gap for high-needs students will decrease.</p> | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. Develop and implement a systematic program providing a variety of academic interventions, support, and enrichment to address individual needs and improve student achievement. 2. Provide tech support to help teachers implement technology in the classroom. 3. Provide PD on higher order thinking, AVID strategies and formative assessment to increase student engagement and achievement. 4. Increase use of AVID strategies to 50% of all classrooms. 5. Provide Professional Development on Data Cycle (Plan-Do-Check-Act), and build understanding of standards, assessments, and effective instructional practices (NM Consulting). <p>SW6</p> |
| Non-High Needs | ELA | Math | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 51% | 31% | | | | | | | | | | | | | | | | | | | | | | | | |
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Innovation in Support of the Core: School Design and Student Voice



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

At Wai’anae Intermediate School our school design focuses on a smaller learner community, where students have opportunities to engage in standards-based authentic learning experiences. Teachers participate in weekly professional development to support our understanding of the academic and socio-emotional growth of our students, and in weekly department meetings that support standards-based engagement. Through these frequent opportunities for professional growth, instructional staff will have a positive impact on the overall success of our students.

WIS Needs:

- To decrease behavioral incident referrals and Chapter 19 offenses
- To increase current teacher retention rate of 17%
- To continue to improve school attendance of 92% and reduce chronic absenteeism of 36%
- To reduce achievement gaps for SPED and ELL students. Need for intervention support to address student diverse needs.
- To increase student cognitive engagement.
- To support teachers in the use of student learning data.

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

Wai’anae Intermediate School has adopted the smaller learning community model, where students are broken into houses (7th and 8th grade) and teams to create a more intimate learning environment. Each team of students are assigned a counselor and set of 4 core teachers that support their academic and socio-emotional well-being. Furthermore, all students are assigned to an advisory class that further supports our students in the aforementioned areas.

Teacher Development:

1. Supporting teachers with strategies that build on a rigorous and positive learning environment to reduce student infractions.
2. Building a stronger teacher retention rate.
3. Supporting teachers on their understanding of standards, practices that enhance learning, and the effective use of student learning data.
4. Admin and coaches conduct classroom observations regularly to provide constructive feedback on instructional strategies and academic content areas.

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

In order to positively impact the academic and socio-emotional needs of our students, Wai’anae Intermediate School will need to ensure that we are following through with weekly Professional Development, weekly department meetings that focus on student learning, and bi-weekly team meetings to monitor the academic and socio-emotional well-being of our students.

Condition for Success:

- Monitoring regularly the implementation of PD provided and progress through data analysis.
- Leadership team ensures consistent communication with staff.
- Promote and reinforce consistent, high expectations and proactive measures for positive student behaviors throughout the school year.
- Plan and track parent and family involvement events/activities.
- Implement Middle School practices by incorporating an Advisory period.
- Providing PD on building positive and influential relationships with the students.

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| <ul style="list-style-type: none"> To strengthen Tier I instruction and Tier II level of supports. <p>SW 5, 6</p> | <ol style="list-style-type: none"> Continue Professional Learning Communities (PLCs) for teachers to learn from each other. Continue to focus on common formative assessment aligned to Common Core Standards, to formative instruction, and making decisions/adjustment based on student data. Focusing on 3 instructional traits: Learning Targets, Higher Order of Cognitive Demand, and Formative Assessments. <p>Staff Morale:</p> <ol style="list-style-type: none"> Communication through our Leadership team by incorporating multiple means of disseminating and gathering feedback. <p>School Climate:</p> <ol style="list-style-type: none"> Continue to focus on PBIS. Working and refining to maintain supports (Catch 'em being Good through HERO, Welcome Back Team building week, Advisory program, Hale Nowelo, School and Classroom routines, and monitoring system) that have enhanced our campus culture to build the ideal learning climate. Continue to implement the Opportunity Program (OP)-an alternative to off-campus suspension. Continue to provide Twilight program (afterschool) and Alternative Learning Classroom (off-campus) and implement Restorative Justice practices. <p>Interventions:</p> <ol style="list-style-type: none"> Building a stronger Tier II level of support. Continue to provide Credit Recovery Program during and after-school hours and throughout the summer. | <ul style="list-style-type: none"> Implementing Advisory curriculum (Social-Emotional Lesson, College and Career Lessons, Wellness activities). |
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| | <ol style="list-style-type: none"> 3. Continue to offer after-school tutoring to help students with their work as well as summer remedial classes in math and reading 4. Providing re-teaching days along with tutorial support within the Advisory class. 5. Continue with AVID strategies through Advisory classes to promote Career and College Readiness skills. 6. Exploring and monitoring through Administration and Coaching (ACT) meeting and Leadership Team. <p>Parent/Family Involvement and Community Partnership:</p> <ol style="list-style-type: none"> 1. Increase parent and family involvement that support school attendance, student achievement and success. 2. Continued partnership with Kapolei Truancy Court and Community Health Center to increase school attendance and reduce chronic absenteeism 3. Continued partnership with After-School All-Stars for enrichment activities <p>K-12 Alignment:</p> <ol style="list-style-type: none"> 1. Expand articulation among the schools within the complex to address K-12 curriculum, instruction, and assessment which challenge student academically. | |
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| SY 2020-21 Measurable Outcomes | SY 2021-22 Measurable Outcomes | SY 2022-23 Measurable Outcomes |
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| <i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> | | <i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> |

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| <p>1. STUDENT ACADEMIC & BEHAVIORAL OUTCOMES:</p> <ul style="list-style-type: none"> • ELA, Math and Science proficiency will increase by 5%. • Close the current achievement gap in Math from 17 points to 15 points and ELA from 24 points to 20 points. • Formative Assessment observations will show that 65% are conducting formative assessments. • Suspensions will decrease by 5%. • Reduce chronic absenteeism rate to 30%. • All students will participate in an advisory period that includes: Social Emotional Learning and Career and College Readiness lessons. • Increase the amount of student participation by 5% in the After School All Stars Program. • Provide parent/family involvement opportunities that support student success. • Provide our students with college and career readiness activities and opportunities. <p>2. STAFF OUTCOMES:</p> <ul style="list-style-type: none"> • Increase the level of staff retention from 75% to 90%. • 75% of teachers will attain a rating of “effective” on their summative evaluation. | | |
| <p><i>Why you are implementing them?</i></p> <p>1. STUDENT ACADEMIC SUCCESS: Instructional Needs: Students of WIS suffer from the same impacts as other children on the Leeward coast such as high rates of poverty, homelessness, and transiency. These community factors impact the</p> | <p><i>Why you are implementing them?</i></p> | <p><i>Why you are implementing them?</i></p> |

educational needs of our students. WIS focuses its resources on improving instruction through professional development, academic coaching; and professional learning communities. During the past 2 academic school years our PLC efforts have focused on the development of our curriculum. During the 2016-2017 school year, our focus has shifted to Formative Assessments. All core departments have developed common formative assessments based on key or power standards. The focus on this coming school year will be on differentiation strategies when students are not grasping specific skills or concepts. Reading and Math levels continue to be below state averages. Effective instructional practices have proven to be an effective method for student's academic success.

2. STUDENT BEHAVIORAL SUCCESS:

Social-Emotional Needs: WIS students' needs also include social and emotional issues that impact learning. School staff as part of our PBIS committee participates in Diana Browning-Wright training to support the overall effort to create a more positive school environment. An emphasis has been placed on the development of positive relationships. Professional development sessions are conducted monthly with staff, and morning messages emphasize the building a positive school culture. Monthly incentives and campaigns are developed to promote positive decision making with our students. For students that are struggling with making healthy choices, a behavioral intervention class is conducted where counselors go through our SEL curriculum (Second Steps). Furthermore, a school-based community health center has expanded to include mental health support. We intend to build out this section as part of our school-

based community health center next school year. Student behavior continues to be a challenge on campus. Positive relationship and mentoring with students has proven to be an effective method for student success. Attendance continues to be challenging as close to 40% of our school population were identified as chronically absent.

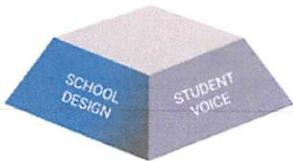
3. STAFF SUCCESS:

Staff Success Needs – Staff Morale: Based on our School Synergy report 2 years ago, staff morale was a key area that needed to be addressed. In an effort to address this area, we approached it two-fold: 1) Establish a Staff Morale Committee 2) Improve our communication system. Since teacher retention continues to be a challenge, we are still developing strategies to address our morale in an effort to improve staff stability. Teacher retention has historically been close to 75%. In order to increase our teacher retention levels, we will continue to address our staff morale and improve staff communication.

4. SUCCESSFUL SYSTEMS OF SUPPORT:

Community Engagement: WIS has developed several partnerships in recent years. As previously stated, we opened our school-based community health center to address our student physical health needs. Next year we intend to build out the center to include mental health services. Furthermore, we just completed our first full year of our partnership with District Family Court. These efforts have yielded positive results. Understanding the power and resources within our community, our intention is to seek out other partnerships that will help our school and students achieve higher degrees of success.

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| <p>How will you know that they are causing an improvement?</p> <p>WIS will track Suspensions using Longitudinal Data system, student progress tracker, BIESY survey and office suspensions.</p> <p>WIS will track academic progress through common formative assessments (MyOn and teacher made assessments)</p> <p>WIS will track attendance data using infinite campus, LDS system and family court-truancy court pilot project data.</p> | <p><i>How will you know that they are causing an improvement?</i></p> | <p><i>How will you know that they are causing an improvement?</i></p> |
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

| Baseline Measurements | Formative Measures | Summative Goals |
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| <p>Add beginning of the year measurements here.</p> <ul style="list-style-type: none"> • ELA – 32% • Math – 18% • Science – 25% • Achievement gap -Math: 17 points • Achievement gap-ELA: 24 points • Suspension: 326 • Chronic Absenteeism – 36% • Staff Retention rate -75% | <p>Add throughout the year measurements here.</p> <p>Academic Progress: Common formative assessments, MyOn lexile data</p> <p>Suspensions: Longitudinal Data system, student progress tracker, BIESY survey and office behavioral/suspensions log, Infinite Campus</p> <p>Attendance: Infinite campus, LDS system and family court-truancy court pilot project data.</p> | <p>Add end of year goals here.</p> <ul style="list-style-type: none"> • ELA – 37% • Math – 23% • Science – 30% • Achievement gap -Math: 15 points • Achievement gap-ELA: 20 points. • Suspension: 310 • Chronic Absenteeism -- 30% • Staff Retention rate - 90% |

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| | <p>increase student engagement and achievement.</p> <p>4. Increase use of AVID strategies to 50% of all classrooms.</p> <p>5. Provide Professional Development on Data Cycle (Plan-Do-Check-Act), and build understanding of standards, assessments, and effective instructional practices (NM Consulting).</p> | | | | | |
| <p>Outcome 3: Formative Assessment observations will show that 65% are conducting formative assessments.</p> | <p>1. Peer and Classroom Observations will be conducted by school administration and Academic Coaches</p> <p>2. Provide professional development (PD) for teachers on incorporating higher order cognitive demand, formative assessment and learning targets.</p> | <p>Yearlong</p> <p>Yearlong</p> | <p>WSF</p> <p>WSF Title I</p> | <p>Weekly Admin & Coaches Meetings</p> | <p>Monthly</p> <p>Weekly</p> | |
| <p>Outcome 4: Suspensions will decrease by 5%.</p> | <p>1. Develop and Deliver Professional Development: DBW's 17 proactive strategies, Second Steps SEL curriculum, Review of School-Wide expectations and behavior matrix</p> <p>2. Analyze school discipline data for patterns of infractions and need for additional support with administration and counselors.</p> | <p>Yearlong</p> | <p>WSF</p> | <p>Committee Meetings</p> | <p>2x/month</p> | |

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| <ol style="list-style-type: none"> 3. Re-introduce, implement and monitor behavior matrix and 3 student expectation characteristics. 4. Continue to implement “Hale Nowelo”: A non-punitive, cool off room for students to reflect on their negative behaviors in the classroom and track progress 5. Create a monthly behavioral pass to reward positive student behavior on campus (i.e. Fast-pass for lunch, Snack Pass, Free Dress, HERO) 6. Twilight program will be implemented for students that continue to demonstrate repeated disruptive behavior, that include academic and behavioral support. 7. Continue implementation of the school-wide discipline policy. 8. Behavioral Intervention (conducted by grade level counselors) class will be held twice a week to support “High Flier” students in making positive choices during advisory. | | | | | |
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| | <p>9. PBIS Committee will display messages of model behavior traits, quotes, recognition from both students and staff. Examples connected to three school-wide expectations.</p> <p>10. PBIS Committee will encourage teachers to choose a Model Citizen of the Semester.</p> <ul style="list-style-type: none"> a. Star/write-up in library b. Principal recognition letter c. End of the semester luncheon <p>11. Welcome Back Week at start of the school year to promote team building, peer relationships, and review school-wide expectations.</p> <p>12. Promote Restorative Justice practices including; peer-peer mediation, staff-student mediation, appeals panel, curriculum that promotes respect on campus.</p> | | | | | |
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| <p>Outcome 5: Reduce the school's chronic absenteeism rate to 30%.</p> | <ol style="list-style-type: none"> 1. Implement ASCA model school-wide 2. Continue implementation of school-wide attendance policy. 3. In-service teachers on the policy at the beginning of the school year. 4. Participate in monthly truancy court- Family Court Partnership. 5. Through an existing partnership with District Family court, we will support students by: <ol style="list-style-type: none"> a. Implementing complex area policy on student attendance b. Designating school staff to monitor student attendance c. Coordinating weekly meetings with Family court officers d. Holding quarterly meetings with Family Court personnel e. Developing a data system that better monitors the effectiveness of our results 6. Continue partnership with the Wai'anae Coast Comprehensive Health Center to address student health issues by: <ol style="list-style-type: none"> a. Holding quarterly meetings with WCCHC staff | <p>Yearlong</p> | <p>WSF</p> | <p>Team meetings with counselors</p> | <p>2x/week</p> | |
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| | <ul style="list-style-type: none"> b. Continuing to operate School-Based Student Health Center on campus during school hours c. Continuing to advertise to families Health center through school communication systems d. Building out a Mental Health support section through partnership with WCHCC and YMCA | | | | | |
| <p>Outcome 6: All students will participate in an advisory period that includes: Social Emotional Learning and Career and College Readiness lessons.</p> | <ul style="list-style-type: none"> 1. Provide professional development to the staff on implementing Second Steps Curriculum. 2. All students will participate in 1 college lesson per week. | Yearlong | WSF Title I | Weekly Development during Team meetings | Weekly | |
| <p>Outcome 7: 100% of students will complete RIASEC survey for college and career readiness.</p> | <ul style="list-style-type: none"> 1. Through Advisory Period <ul style="list-style-type: none"> a. WICOR Wednesdays b. Wellness Fridays c. Provide teachers with PD for student lessons d. Social Emotional Lessons 2. P20 Grant <ul style="list-style-type: none"> a. College Campus Tours, 7th grade and 8th grade b. Academic Tutoring for all students with a C or D in all core subject areas | Yearlong | P20 Grant | <p>College Career Readiness Committee</p> <p>Community Engagement Committee</p> | <p>2x/month</p> <p>2x/month</p> | |

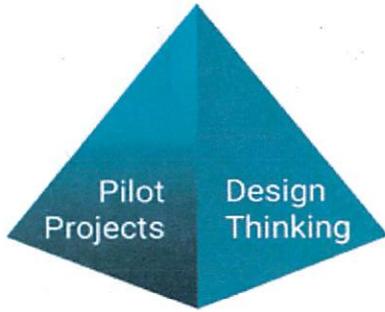
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| | <p>c. Summer Academy transition to 9th grade</p> <p>d. College Week and Career Day</p> <p>3. Plan parent sessions on college readiness and generate involvement in various school events through PCNC and College and Career Readiness Committee</p> <p>SW7</p> | | | | | |
| <p>Outcome 8: Provide parent/family involvement opportunities that support student success.</p> <p>SW7</p> | <p>1. Plan parent and family events that engage families with the school community (e.g Choir/Band Concerts, Winterfest, Community Carnival, May Day, Awards Night, AVID Night, Student Orientation, etc.) to support student achievement and success.</p> | Yearlong | Title I | <p>College Career Readiness Committee</p> <p>Community Engagement Committee</p> <p>Events Committee</p> | <p>2x/month</p> <p>2x/month</p> <p>2x/month</p> | |

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| <p>Outcome 9: Increase the amount of student participation by 5% in the After School All Stars Program.</p> | <ol style="list-style-type: none"> 1. ASAS staff will run daily lunch recess activities in order to build positive mentoring relationships and promote healthy activities after school hours. 2. Increase Program offering based on student interests. <ol style="list-style-type: none"> a. State Foundation on Culture and the Arts <ul style="list-style-type: none"> • Artists in the Schools: Create murals on campus with students and experts Artist in the Residency: Create a sculpture with students and experts | <p>Yearlong</p> | <p>21st Century Funds for ASAS contract</p> | <p>Principal meetings with ASAS staff</p> | <p>Monthly</p> | |
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Staff Outcomes (SY 2020-21) SW6

| 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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| <p>Outcome 10: Increase the level of staff retention from 75% to 90%.</p> | <ol style="list-style-type: none"> 1. Administer staff surveys annually to get a feel of the level of morale our staff is feeling; compile data to report back to staff/admin. 2. Facilitate Staff Recognition during monthly faculty meetings 3. Improve communication within the school through; weekly bulletin, bi-weekly team meetings, suggestion box, department and committee | <p>Yearlong</p> | <p>WSF</p> | <p>Leadership Meetings</p> | <p>2x/month</p> | |

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| | feedback, bi-monthly leadership meetings. | | | | | |
| Outcome 11: 75% of teachers will attain a rating of "effective" on their summative evaluation. | <ol style="list-style-type: none"> Teachers will participate in monthly peer observations during Wednesday Team meetings. Academic Coaches will facilitate reflective conversations during each peer observation. Provide training for all teachers by Aug. to ensure understanding of the requirements involved in the EES process. | Yearlong | WSF Title I | Admin Meetings | Quarterly | |



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE 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 HIDOE 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 |
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| <p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>As we move toward a place-based project-based learning, fostering a connection to a sense of place will be a critical attribute to enhancing the learning experience for our keiki. Our innovation is deeply rooted in the culture within our community and we intend to learn and collectively build a "Hale" that will perpetuate a sense of connection and pride within our students. Students will learn about the significance of the "Hale" (gathering place) within our island culture (Social Studies), but also deepen their understanding of cultural practices that connect to modern science. This "Hale" will go beyond just the academic enhancement of our students learning experience but also promote the Socio-Emotional well-being of our students as they build a sense of pride as they connect their culture to 21st Century learning and skills.</p> | <p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> • Community Partnerships (INPEACE, Kamehameha Schools, Kilohana Summer Program, Ka'ala Farms, Ma'o Farms, NOAA, UH West Oahu, UH Manoa) • On-going professional learning to build authentic learning experiences (INPEACE, Kilohana Summer Program, UH Manoa) • Technology (internet access within the outdoor space) • Garden Area (location, plans for irrigation, etc.) • Standards-based curriculum and assessments • Funding for materials, construction, professional development and Cultural practitioner |