Iao Intermediate School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Matt Dillon

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Plan Submitted by

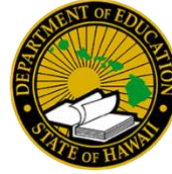Principal   Date   5/28/20

Plan Approved by

Complex Area Superintendent   Date   6/5/2020

Iao School Academic Plan 2020-21

05/20/20
Iao School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year 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 a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) 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 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).
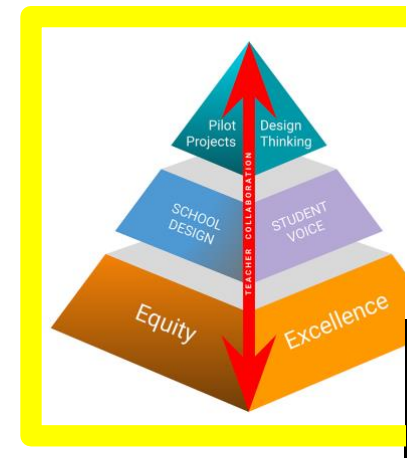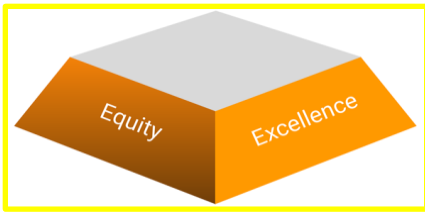
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying <u>enabling activities</u> in the academic plan should address identified subgroup(s) and their needs.

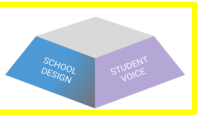| Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements. ***Achieve Gap #1:*** *SQS Data- there is a gap between the teacher's perception of* **safety** *and parents/students. While not specifically an academic gap, academic growth is promoted when the school culture creates a supportive and nurturing setting in which all stakeholders feel safe. Review of data for the current year indicates higher incidents over all in the following categories: Tardies (373), Insubordination (137), Disrespect/Noncompliance (125), Physical Contact (96), Violation of Other School Rules (87), Class Cutting (72), Disorderly Conduct (60), Truancy (40), Leaving Campus Without Consent (23), Panorama survey percentage of positive responses for school safety was 46% but school quality survey safety dimension component was 54%.* *SW1*	*What is your Theory of Action (if-then) to improve the achievement gap?* **Gap #1 School Safety/School Culture** ● If all staff members utilize common procedures, consistent practice and consequences to support students to learn and meet behavioral expectations (e.g. address dress code, do tardy sweeps, timely attendance, effective classroom management, etc.) then students will learn to follow school rules and engage as contributing citizens in the academic setting. ● If all students participate in Social Emotional Learning instruction that teaches skills to 1) strengthen effective communication, 2) build positive relationships, 3) manage emotions and behaviors, and 4) set personal goals, then students will learn to be positive and engaged learners. ● If students designated at risk receive both behavioral and academic interventions that strengthen identified deficit skills, then over time, they should be able to meet school behavior expectations. ● If all stakeholders clearly understand and follow emergency procedures, then all stakeholders will respond to emergency situations in a manner that ensures the	*What are your <u>Enabling Activities</u> to improve the achievement gap?* **Goal #1 All stakeholders collaborate to sustain a safe and nurturing environment that addresses the social emotional learning needs of all students, supports them to engage as contributing citizens, and promotes academic growth.** 1. Routinely review behavioral expectations and safety procedures with all stakeholders (staff meetings, advisory, parent meetings, etc.) and provide incentives for students who model expectations. 2. Utilize the advisory block to **1)** provide **SEL instruction**, 2) integrate **trauma informed restorative practices** (nonviolent communication, community circles, re-entry circle, restorative circles, peer mediation), **(SW5)** and **3**) design **team and community building activities**. **(SW6)**. (Title I funded: **Subscriptions 3502** -Second Step online program -$3,000, **Contract Services 7104**- NVCNext Gen $20,000, **Instructional supplies 3006**-$2,000, **subs** for peer mediation training-3 subs for 3 days $1749 (9 X178.42=1605.78 + 143.07 fringe) 3. Integrate **tiered counseling services** in R&R, BIC, and school wide to assist students in early identification and strengthening of deficit skills needed to meet behavior expectations (tier 2 and 3 behavior RTI) **(SW6)**. 4. Identify and implement professional development opportunities (training, book reads) to strengthen staff understanding of **effective behavioral interventions and social emotional learning (instructional supplies 3006**- $1,000) **(SW6).** 5. Utilize teachers, counselors, and admin input to implement balanced **consequences** and **interventions** to support students identified as at risk for behaviors to learn and practice positive behaviors. Administration with support from the Safety Committee will assess safety/emergency procedures throughout the year, schedule training and practice of procedures and update the emergency handbook as needed **(SW6)**. 6. Provide first aid, CPR and defibrillator training to selected staff. 7. Strengthen provision of tiered academic supports (SW6). (WSF funded: **Subscriptions 3502**- Acellus online program 13,000) 8. Maintain an **ongoing school improvement process** that collects data and feedback

safety of all on campus.

*Achievement Gap #2: BERC Model to learn data indicates a gap in instructional **engagement** in classrooms.*
Panorama survey-percentage of favorable responses for classroom engagement was 47%. School belonging-46%.

Gap #2: Engaging Instruction
- If all teachers utilize knowledge of the qualities of effective instruction as prescribed in the STAR protocols to reflect on teaching and set personal teaching goals to guide lesson planning for rigor, engagement, and clear alignment to priority standards, all students will be provided effective instruction that leads to academic success and connection to their own learning.
- If teachers design standards based lessons incorporating student voice, service learning, project based learning, authentic assessment and talk to learn, students will develop agency and be more engaged in their own learning.
- If student voice is considered in lesson design and the school improvement process, then students will recognize the relevance of learning and develop a sense of connection to the school.

from all stakeholders to guide allocation of funds and use of resources and analyzes effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students **(SW1, SW3)**. (Title I funded: 10 subs-$1,943.17 -10 x 178.42 = 1784.20 +158.97 Fringe)

Goal #2: All teachers will provide effective instruction aligned to the four habits of powerful teaching and learning that engages students in relevant learning tasks.
1. Teachers engage in **STAR protocol** walk-throughs and reflective goal setting with follow up individualized professional development and coaching support to design rigorous, relevant, brain based, engaging lessons that align to priority standards, consider student needs, plan for talk to learn, and incorporate student voice and choice **(SW6)**. (Title I funded: **Contract Services 7104**- BERC Group $20,000, subs-$10,299 (53 x 178.42 = 9456.26 + 842.55 Fringe)
2. Provide funding to support **place based, project based and/or service learning** opportunities including 1) subs for teachers to participate in training, planning, and off campus instruction, 2) **field trip** transportation and entrance fees to community events and venues aligned to instructional goals, 3) supplies and equipment to support lessons and, 4) development of flexible learning environments **(SW6)** (Title I funded: **subs**-$4,663.61 (24 X 178.42 = 4282.08 + 381.53 fringe), **transportation 4810**-$5,000, **instructional supplies 3006**-$2,000, **instructional equipment 7705**- furniture 10,000 supporting flexible seating/ groupings, movement, and innovative 21st century instructional practices-$10,000)   **WSF funding-entrance fees**-$5,000, outdoor shade tents for extending outdoor learning opportunities-$5,000.
3. Ensure all teachers and students have **access to online programs, curriculum and technology** that supports engaging instruction and 21st century learning aligned to state standards **(SW6)** (10 Macbook Computers for teacher usage with warranty-$12,000 WSF-$9,760/Title I $2,240, Title I Funded **Subscriptions 3502-**Brainpop site license $2,000, Stemscopes online licenses $6,000, GIzmos online program-$7,000, Achieve3000 site license-$28,000, Kahoot licenses $4,000, Quizlet licenses -$2,000, Flocabulary Licenses-$1,200, NearPod License-$13,000 **Instructional supplies 3006**-Stemscopes supply kits $16,000)
4. Ensure interdisciplinary teams have time to plan **integrated units of study (SW6).**
5. Provide teachers intra-state **professional opportunities** to learn about innovative practices aligned to characteristics of middle school students **(SW6)** (Title I funded: HAMLE **conference registration 7203**-12 people= $1,200, **airfare 4401** =$3,600, **car rental**=$200, **parking**=$120, **subs:** $2,332 (12 sub days 12 x 178.42 = $2141.04 + $190.76 fringe)
6. Run **student focus groups** to gather feedback for school improvement and academic plan development **(SW2)**

*Achievement Gap #3: 18/19 School SBA **Math** scores were below the state average. Grade Level SBA*

Gap #3 Math Proficiency
- If non proficient math students are

Math Target Data indicates low proficiency levels in the following areas:
Grade 6: Numerical Expressions, Place Value, Operations with Fractions, Geometry, Measurements
Grade 7: Algebraic Expressions, Geometry, Statistics, Distribution,
Grade 8: Proportional relationships, Operations with fractions, Equivalent expressions, Algebraic Expressions and equations, Geometric figures, Angle, area, volume, Random samplings, Probability models

Achievement Gap #4: 18/19 School SBA ELA scores were below the state average. Grade Level SBA ELA Target Data indicates low proficiency levels in the following areas:
Grade 6: Word meanings, analyzing text structure t interpret and explain text,
Grade 7: Use text to support conclusions, word meanings, text structures, themes, impact of figurative language, words, phrases
Grade 8: Details to support conclusions, summarizations, word meanings, impact of text structures on meaning and presentation.

Achievement Gap #5: Grade 6 EL

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provided engaging tier three math instruction tailored to their specific needs, two to three times per week, from a qualified math teacher that is able to build a personal connection, the students should be able to make gains in understanding foundational math concepts that will impact proficiency on grade level standards.

- If all math teachers provide rigorous instruction that is 1) aligned to priority standards, 2) engaging and relevant, 3) embeds foundational math skills-tier two supports, and 4) utilizes student voice, then students will be more connected to their learning and should increase in math proficiency.

Gap #4: ELA Proficiency
- If non proficient reading students are provided engaging tier three reading instruction tailored to their specific needs, two to three times per week, from a qualified reading teacher who is able to build a personal connection, the students should be able to make gains in reading fluency and comprehension that will impact proficiency on grade level standards.
- If all teachers provide instruction that is engaging, relevant, and utilizes student voice and includes 1) study of and contextual use of key terms, 2) opportunities to embed literacy strategies to scaffold access content related text, and 3) writing opportunities that call for evidence to support conclusions, then all students should make increases in ELA proficiency assessments.

Goal #3 All students will show growth in the area of math proficiency with the overall school proficiency increasing by 5%.
1. Recruit **highly qualified math teachers (SW6).**
2. Math teachers are given time and support to **analyze curriculum, review math pacing guides, and revise priority standards** in grades 6 and 7 to vertically align to grade 8 standards.
3. Math teachers utilize **Math Project, STAR protocols** and reflective practice to identify and engage in individual professional development opportunities designed to strengthen lesson presentation aligned to the four habits of teaching and learning and embedded opportunities for strengthening foundational math skills **(SW6).**
4. Implement a **tier two pullout and/ or push in math intervention** that would be available for intermittent support as needed (e.g. drop in tutoring sessions before and after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc.)**(SW6)** (Title I funded: **subscriptions-3502**-IXL online program $11,000)
5. Provide training and materials to **tier three math intervention** teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase math proficiency, and 3) standards based instruction **(SW6).** (Title I funded: **subscriptions-3502-** I-ready diagnostic screener-site license $25,000)

Goal #4 All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5%.
1. All core teachers provided **time** and support to 1) analyze effectiveness of curriculum and pacing of priority standards, and 2) embed instruction of key vocabulary, literacy strategies, and writing that calls for textual evidence to support conclusions **(SW6).** (Title I funded: Sub days-$28,759 (148 x $178.42=$26,406.16 + $2,353 fringe)
2. All teachers utilize STAR protocols and reflective practice to identify and engage in **individual professional development opportunities** designed to strengthen lesson presentation and build understanding of embedding opportunities for strengthening foundational reading and writing skills **(SW6).**
3. Incorporate **silent sustained reading** in the advisory block utilizing common text for each grade level, individual choice within each class, and use of online programs **(SW6).** (Title I funded: **instructional supplies-3006** classroom sets of books $2,000)
4. Provide resources and training to **tier three reading intervention** teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase reading fluency, improve comprehension and build academic vocabulary to increase reading proficiency, and 3) standards based instruction **(SW6).** (Title I funded: **subscriptions-3502-** Reading Plus intensive online reading instruction-$30,000)

*ACCESS Scores for 18/19-12 students 2 made gains, 9 had lower scores, 1 did not test. Only 15% of all EL designated students showed adequate growth to meeting **English Language proficiency***	**Gap #5: English Language Learners** ● If all teachers utilize a framework for planning lessons that include language objectives and language acquisition strategies, then all students will be supported to increase proficiency in reading, writing, speaking and listening and EL students in particular should make gains in the ACCESS assessment.	**Goal #5: Implement school wide integration of WIDA Language Standards into lesson design based on the domain levels of EL students and provision of small group or 1:1 supports as needed to address growing acquisition of English as evident by a .5 or higher annual increase in the WIDA Access assessment score for individual students and an increase in school wide adequate growth to meeting EL proficiency by a minimum of 5%.** 1. Provide **school-wide professional development** (SIOP, GLAD, WIDA LDS) and follow up planning time and coaching to support **integration of WIDA Language Development Standards** and **language acquisition strategies** into lessons across the content **(SW6) (**Title 1 funded **Instructional supplies 300**6-PD materials as needed $1,000). 2. Provide intermittent **push in/pullout** support in the core content classes, during advisory, and/or in **electives** designed to assist EL students to access grade level instruction and complete work assignments **(SW6)**. 3. Review **EL instructional materials** and update as needed to meet individual needs as identified by assessment data **(SW6).** (Title I funded: **Instructional Supplies 3006**-$2,000)
***Achievement Gap #6 Pacific Islanders** have noticeably lower achievement scores for ELA and Math, lowest MGP for ELA-34, and second lowest for Math-36 (Native Hawaiian had the lowest 34). Highest chronic absenteeism (35%) higher referrals/suspensions.*	**Gap #6: Pacific Islanders** ● If Pacific Island students and their families feel welcomed and connected to Iao school staff, then there is a higher chance they will have the motivation to attend classes, meet behavioral expectations, and be receptive to receiving academic interventions.	**Goal #6: Provide opportunities for Pacific Islander students to build positive connections to the school community.** 1. Explore starting **extracurricular service based clubs** to strengthen students' connection to home cultures and community role models **(SW6)** (Title I funded: **Instructional Supplies 3006**- $2,000). 2. Provide **homework assistance** for targeted students before and after school, and during recess, lunch, and advisory **(SW6)**. 3. Counselors create **check in group**s to meet with periodically during the advisory block **(SW6)**. 4. Explore the diversity of student cultural backgrounds via cultural representation activities in the Advisory block.
***Achievement Gap #7:** SBA gap data from 2018-2019 indicates a 28 point gap in Language Arts and a 29 point gap in math. Students identified with a **disability** on average make minimal gains on their SBA assessments.*	**Gap #7: Special Education** ● If co-teachers are provided ongoing professional development, coaching, and planning time for the models of co-teaching, instruction in inclusive settings in the core content areas for all grade levels will better meet the needs of individual students and support increases in student academic achievement. ● If special education teachers develop effective IEPs and follow up with provision	**Goal #7: Continue to strengthen co-teaching and instructional practices in the core content areas that address students' IEP goals and objectives to support academic growth for all students.** 1. Utilize surveys and observations to provide ongoing **professional development** and coaching tailored to the needs of individual teachers on the models of co-teaching **(SW6)**. 2. Provide **time for co-teachers to plan** lessons integrating IEP benchmarks and scaffolding strategies to ensure all students have access to grade level curriculum and instruction **(SW6)**.

	of differentiation strategies that address IEP goals and benchmarks, students will make progress in their goals and increase in academic proficiency.	3. Schedule **training** meetings with special education teachers as needed to 1) assess department needs, 2) ensure understanding of IEP development and reevaluation processes and 3) strengthen instructional skills needed to assist students in meeting IEP goals and benchmarks as well as grade level standards **(SW6)**.
*Achievement Gap #8: Iao School receives **Title I** funding due to 50.71% of students qualifying for free or reduced lunch. Federal requirements for Title I funding include parent outreach. Feedback from parents at the School Community Council meeting indicates a continuing need to strengthen communication with families.* **SW2**	**Gap #8: Parent Outreach** ● If parents are engaged as partners in the learning process, students will be supported in the home environment to make academic gains.	**Goal #8: Build connection with families and community to strengthen academic support in the home setting.** 1. Utilize school planners (Title I funded: **Instructional materials 3006**-Planners-$9,200 18902-$8606, 18935-$594), newsletter, online school website, social media, flyers/letters home, and electronic marquee (Title I funded: $300-paper, marquee-$12,000) to **provide families and community members information** needed to be active participants in the learning process **(SW7)**. 2. Upgrade the school video equipment to support online instruction and provide **live and mobile broadcasts** accessible to parents and community **(SW7)**. (Title I funded: **Instructional equipment 7705**-Tricaster, microphones, cables, cameras-$5,000) 3. Solicit **parent/community attendance** at venues designed to 1) share information that supports student success in meeting academic and behavioral standards, 2) share information and gather feedback in the school improvement process/academic plan development **(SW2, SW4,SW7)**, and 3) showcase student products, performances, and reflection on learning aligned to standards . (Title I funded: refreshments-$1,300 - **18935,** paper goods/supplies $800.00) 4. Enhance **transition supports** between feeder school and high school **(SW7)**

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

Describe here your complex/school contexts for School Design and Student Voice. *Iao School is made up of a diverse group of students with over 50% of students receiving free or reduced meals. Pacific Islanders, students with multiple ethnicities, and Asians make up the majority of ethnicities within the school. ELA SBA scores have been increasing over the past few years but more than half of the students continue to test below proficiency. Math scores have made minimal gains with approximately seventy five percent of students testing below proficiency.*
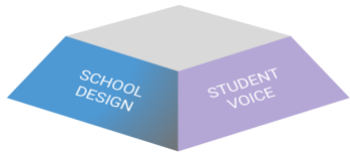
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. *Iao School has consciously integrated several initiatives to support all students in making academic growth and attaining the vision of being connected, capable and contributing members of the community. These include: Middle School practices of teaming and advisory, establishment of co-teaching teams to support individual student learning plans, use of STAR protocols for reflective practice around strategies aligned to how the brain works, focus on service learning for elective classes, project based learning, integration of professional development opportunities and students needs meetings built into the school daily schedule, trauma informed restorative practices.*

Describe here your Conditions for Success for School Design and Student Voice. *To be successful in meeting the academic needs of all students, staff needs to work together as a cohesive team to achieve the goal of creating a nurturing environment in which all stakeholders are welcomed and feel **connected** to the school, all teachers have the **capability** to provide a rigorous and engaging learning environment that addresses individual student needs as well as grade level standards, and all stakeholders **contribute** to the success of each student and the community at large to ensure ample opportunities and resources are available to ensure students can connect learning to the real world and recognize their place as productive citizens in the society.*

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? • SQS survey will indicate a 5% gain in favorable responses in the area of safety. • School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations. • School wide attendance will meet the 95% state goal. • Decrease in total number of behavior incidents (2019-2020: 936) • Student proficiency scores on the math SBA will increase by 5% from 26% to 31%. • Student proficiency scores on the ELA SBA will increase by 5% from 42% to 47%. • School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. 50% of EL grade 6 students will achieve growth on the annual ACCESS assessment. • Decrease the number of chronic absenteeism for Pacific	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations. • SQS survey will indicate a 5% gain in favorable responses in the area of safety. • School wide attendance will meet the 95% state goal. • Decrease in total number of behavior incidents • Student proficiency scores on the math SBA will increase by 5% from 31% to 36%. • Student proficiency scores on the ELA SBA will increase by 5% from 47% to 52% • School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. All EL students will achieve growth on the annual ACCESS assessment.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations. • SQS survey will indicate a 5% gain in favorable responses in the area of safety. • School wide attendance will meet the 95% state goal. • Decrease in total number of behavior incidents • Student proficiency scores on the math SBA will increase by 5% from 36% to 41% • Student proficiency scores on the ELA SBA will increase by 5% from 52% to 57% • School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. All EL students will achieve growth on the

Islanders by 5% from 35% to 30%. ● Decrease the number of EL students at risk for marks: 2020 EOY data ELA-6, Math-9, Science-3, Social Studies-2 ● Inclusion LRE placements in the general education setting will increase by 5% from 43% to 48% ● SQS survey will indicate a 5% gain in parent overall satisfaction.	● Inclusion LRE placements in the general education setting will increase by 5% from 48% to 53% ● SQS survey will indicate a 5% gain in parent overall satisfaction.	annual ACCESS assessment. ● Inclusion LRE placements in the general education setting will increase by 5% from 53% to 58% ● SQS survey will indicate a 5% gain in parent overall satisfaction.
Why are you implementing them? ● The foundation for learning starts with a nurturing environment in which all students and staff feel safe and welcomed. SQS, panorama surveys and anecdotal evidence indicate a perception that classrooms and the school are not safe environments. To address this, the school continues to clarify behavior expectations, appropriate consequences, interventions, and safety procedures. and is strengthening SEL instruction and restorative practices that respond to outside school trauma students may have experienced. Professional development can address the lack of "expertise" in how to identify lagging skills contributing to student misbehavior and provision of appropriate interventions. ● The Panorama survey, student focus groups and BERC data collection has identified the need to strengthen tier one instruction across the content in pedagogical effectiveness, classroom rigorous expectations and engaging lesson design. ● Response to outside of school trauma students experience that impact their ability to self manage ● School proficiency scores in ELA and Math continue to fall below the state averages. Math scores have made minimal gains in the past three years with about 70% students below proficiency. Reading scores are slowly improving but diagnostic data indicates that more than half of the student population needs to strengthen skills in reading comprehension. ● ACCESS data indicates there is minimal growth for the majority of students identified as EL towards attaining English Language proficiency.	*Why are you implementing them?* ● With a new crop of grade six students each year and turnover in staff, systematic review of expectations and procedures will ensure continuity and strengthening of practices that build a nurturing learning environment. The school continues to integrate trauma informed practices designed to support students in the development of skills to build positive relationships, self regulate behaviors, and set and meet academic goals. Consistent use of a common SEL curriculum will build the understanding of school values and what it means to be a contributing citizen. ● As teachers shift to innovative practices aligned to project based real world application of knowledge, increased use of embedded online instruction, and integrated interdisciplinary collaboration, student engagement will increase leading to improved academic growth. ● Embedding language development standards across all content areas and in all classrooms will benefit not only EL students, but all students with below level skill sets in reading and writing.	*Why are you implementing them?* ● Maintaining and strengthening practices to ensure a safe and nurturing environment that welcomes all stakeholders and supports academic growth for all students. ● Strengthen innovative instructional practices aligned to learning standards that connects students to the world around them and helps them recognize their place as responsible and productive citizens in their community. ● Ensure supports are in place to address the individual learning needs of each student and helps all students strengthen foundational skills in reading, writing, and math.

How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*
● The number of tardies, referrals, and suspensions will decrease. ● SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. ● BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. ● Overall proficiency scores for ELA and Math SBA will increase by 5% or more. ● Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. ● Behavioral data for Pacific Islander students will show a decrease of incidents. ● Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.	● The number of tardies, referrals, and suspensions will decrease. ● SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. ● BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. ● Overall proficiency scores for ELA and Math SBA will increase by 5% or more. ● Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. ● Behavioral data for Pacific Islander students will show a decrease of incidents. ● Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.	● The number of tardies, referrals, and suspensions will decrease. ● SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. ● BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. ● Overall proficiency scores for ELA and Math SBA will increase by 5% or more. ● Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. ● Behavioral data for Pacific Islander students will show a decrease of incidents. ● Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.

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
Strive HI data: Language arts Math Attendance Data: EL ACCESS data	Formative Assessments-i-Ready Attendance Data Behavioral Data Course marks	•Increase percentage of proficient scores on Math and ELA SBA by 5 percent •Reduction in the number of referrals and suspensions over time •Decrease absenteeism to to meet 95% attendance goal

Student/Staff Outcomes (SY 2020-21)

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)
Goal #1 All stakeholders collaborate to sustain a safe and nurturing environment that addresses the social emotional learning needs of all students, supports them to engage as contributing citizens, and promotes academic growth. **STUDENT OUTCOMES** •Reduction in incidents (2019-1091, 2020-936), referrals (no data at this time), and suspensions (2019-271, 2020-54) over time. •5% Increase in student positive responses for safety measures on SQS (2018-59.8%, 2019-71.4%, 2020-54%) and	1. Routinely review behavioral expectations and safety procedures with all stakeholders (staff meetings, advisory, parent meetings, etc.) and provide incentives for students who model expectations.	yearlong	WSF for emergency handbooks, Donations for incentives	PBIS/Safety Committee minutes document staff trainings PBIS committee track student incentives	quarterly	
	2. Utilize the advisory block to **1)** provide **SEL instruction**, 2) integrate **trauma informed restorative practices** (nonviolent communication, community circles, re-entry circle, restorative circles, peer mediation), **(SW5)** and **3**) design **team and community building activities**. **(SW6)**	yearlong	Title I 18902 Second Step online program-$3,000 Contracted Services-NVC-$20,000 Supplies-$2,000 Substitutes-$1,749	R&R data review LDS data review Peer Mediation data review Walkthrough data	monthly	
	3. Integrate **tiered counseling services** in R&R, BIC, and school wide to assist students in early identification and strengthening of deficit skills needed to meet behavior expectations (tier 2 and 3 behavior RTI) **(SW6)**.	yearlong	-	counseling dpt. mtg. minutes, R&R/BIC data reviewed by PBIS/RTI team/committee	monthly	
	4. Identify and implement professional development opportunities (training, book reads) to strengthen staff understanding of **effective**	yearlong	Title I 18902 PD materials for strengthening	PD log PD evaluations	quarterly	

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Panorama School Safety (2019/2020 -54%) •5% Increase in percentage of favorable responses for School belonging-(2019/2020 score-46%) •Meet overall attendance rate of 95% (2019-93.29, 2020-93.24%) •Increasing numbers of peer mediations (data to be gathered). •Decrease the number of retentions. **STAFF OUTCOMES** •Increase in positive responses for safety SQS (2018-31.8%, 2019-44.1%) •Increase in positive responses for Well Being on SQS (2018-48.8%, 2019-57.6%) •Increasing SEL instruction and Circling groups observed during Advisory walkthroughs. •Increase in positive responses for Involvement/Engagement on SQS (2018-47.3%, 2019-55.4%)	**behavioral interventions and social emotional learning (SW6).**		behavioral supports, SEL-$1,000			
	5. Utilize teachers, counselors, and admin input to implement balanced **consequences** and **interventions** to support students identified as at risk for behaviors to learn and practice positive behaviors. Administration with support from the Safety Committee will assess safety/emergency procedures throughout the year, schedule training and practice of procedures and update the emergency handbook as needed **(SW6)**.	quarterly	-	Safety Committee mtg. minutes,	quarterly	
	6. Provide first aid, CPR and defibrillator training to selected staff.	Fall	WSF-TBD	Training agenda and sign in sheet	Annual	
	7. Strengthen provision of tiered academic supports (SW6).	Ongoing as needed	WSF Acellus Subscription-$13,000	Track number of students making progress towards completion of credit.	quarterly	
	8. Maintain an **ongoing school improvement process** that collects data and feedback from all stakeholders to guide allocation of funds and use of resources and analyzes effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students **(SW1, SW3)**	quarterly	Title I 18902 Subs-$1943	SCC Minutes, Staff meeting minutes, ART memos	quarterly	
Goal #2: All teachers will provide effective instruction aligned to the four habits of powerful teaching and learning that engages students in relevant learning tasks. STUDENT OUTCOMES	1. Teachers engage in **STAR protocol** walk-throughs and reflective goal setting with follow up individualized professional development and coaching support to design rigorous, relevant, brain based, engaging lessons that align to priority standards, consider student needs, plan for talk to learn, and incorporate student voice and choice **(SW6)**.	yearlong	Title I 18902 Contracted services-BERC group $20,000 Substitutes-$10,299	PD log, Teacher STAR reflections, classroom observations, EES data	quarterly	

•5% Increase in ELA SBA scores over previous year •5% Increase in Math SBA scores over previous year. •Increase in panorama survey-percentage of favorable responses for classroom engagement was 47%. •STAR data collection 2019-Students develop/demonstrate effective thinking processes 22% •Students demonstrate they are reflecting on a prompt/and or learning 22% •Students demonstrate meaningful personal connection to lesson-29% •Students produce something for an audience within or beyond classroom-34% •Students work collaboratively to provide social, peer support for learning-37% **STAFF OUTCOMES** •Increase in positive responses for Satisfaction on SQS (2018-39.4%, 2019-44.2%) •Increasing number of Teachers participate in Teacher Led PD (Need to gather data) •All teachers satisfactory or above on EES	2. Provide funding to support **place based, project based and/or service learning** opportunities including 1) subs for teachers to participate in training, planning, and off campus instruction, 2) **field trip** transportation and entrance fees to community events and venues aligned to instructional goals, 3) supplies and equipment to support lessons and, 4) development of flexible learning environments **(SW6)**	yearlong	Title I 18902 substitutes-$4,664 transportation-$5,000 supplies-$2,000 furniture -$10,000 WSF entrance fees-$5,000, Shade covering $5,000	Walkthrough data Field trip Evaluation forms Student grades Student Surveys	ongoing ongoing quarterly twice per year	
	3.Ensure all teachers and students have **access to online programs, curriculum and technology** that supports engaging instruction and 21st century learning aligned to state standards **(SW6)**	yearlong	Title I 18902 Subscriptions Brainpop $2,000 Stemscopes $6,000 Gizmos-$7,000 Achieve3000 $28,000 Kahoot-$4,000 Quizlet-$2,000 Flocabulary-$1,200 Nearpod -$13,000 **Equipment-**Macbook computers and warranty WSF-$9,760/Title I $2,240,	STAR Protocol walkthroughs Teacher survey Pacing guide reviews	quarterly	
	4. Ensure interdisciplinary teams have time to plan **integrated units of study (SW6)**	yearlong	-	minutes of meetings	weekly	
	5. Provide teachers intra-state **professional opportunities** to learn about innovative practices aligned to characteristics of middle school students **(SW6)**	annually	Title I Conference fees, air fare, car rental, per diem, parking, subs	Document teacher sharing of learning via teacher led PD or faculty share out	semester 2	
	6. Run **student focus groups** to gather feedback for school improvement and academic plan development **(SW2)**	twice per year	-	Meeting minutes Collected feedback from students	each semester	
Goal #3 All students will show growth in the area of math proficiency with the overall school proficiency increasing by 5%. STUDENT OUTCOMES •Student proficiency scores on the math SBA will	1.Recruit highly qualified math teachers.	yearlong	-		annual	
	2. Math teachers are given time and support to analyze curriculum, review math pacing guides, and revise priority standards in grades 6 and 7 to vertically align to grade 8 standards.	yearlong	See Goals 2.1, 4.1 for sub information.	Math pullout day agenda and sign in sheet, pacing guide review	quarterly	

increase by 5% from 26% to 31%. •i-Ready diagnostic data indicates a minimum of 10% increase between Fall and Winter scores for students enrolled in workshop classes. STAFF OUTCOMES •Clear vertical alignment of priority standards evident in grade 6-8 pacing guides •Math workshop teacher works with data coach to track individual student growth scores in I-ready/IXL and implements timely interventions	3.Math teachers utilize Math Project, STAR protocols and reflective practice to identify and engage in individual professional development opportunities designed to strengthen lesson presentation aligned to the four habits of teaching and learning and embedded opportunities for strengthening foundational math skills.	ongoing	See Goals 2.1, 4.1 for sub information.	Agendas and sign in sheets for PD Classroom observations utilizing STAR protocols	monthly	
	4. Implement a **tier two pullout and/ or push in math intervention** that would be available for intermittent support as needed (e.g. drop in tutoring sessions before and after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc. **(SW6)**	ongoing	Title I funded:, **subscriptions-3502**-IXL online program $11,000	RTI Data collection notes (TBD)	quarterly	
	5.Provide training to tier three math intervention teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase math proficiency, and 3) standards based instruction.	quarterly	Title I funded: I-ready diagnostic screener-site license $25,000	Agendas and sign in sheets RTI Data collection notes (TBD)	quarterly	
Goal #4 All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5%. STUDENT OUTCOMES •Overall student proficiency scores on the ELA SBA will increase by 5% from 42% to 47%. •School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. •50% of EL grade 6 students will achieve growth on the annual ACCESS assessment. •Reading Plus Data indicates 50% of students utilizing the program at least once per week.	1.All core teachers provided **time** and support to 1) analyze effectiveness of curriculum and pacing of priority standards, and 2) embed instruction of key vocabulary, literacy strategies, and writing that calls for textual evidence to support conclusions **(SW6)**.	ongoing	Title I funded: Sub days-$28,759	Agendas and sign in sheets for Dpt. planning days Pacing Guide review of core content areas Classroom walkthroughs	quarterly monthly	
	2. All teachers utilize STAR protocols and reflective practice to identify and engage in **individual professional development opportunities** designed to strengthen lesson presentation and build understanding of embedding opportunities for strengthening foundational reading and writing skills **(SW6)**.	ongoing	See 2.1 for funding	Agendas and sign in sheets for PD Data from STAR protocol classroom observations	monthly	
	3. Incorporate **silent sustained reading** in the advisory block utilizing common text for each grade level, individual choice within each class, and use of online programs **(SW6)**.	ongoing	Title I funded: **instructional supplies-3006** classroom sets of books $2,000	Advisory walkthrough data Reading Plus data	monthly	
	4. Provide resources and training to **tier three reading intervention** teachers to strengthen 1)		Title I funded: **subscriptions-3502**	RTI Data collection notes (TBD)	quarterly	

•Reading Plus Data indicates workshop students utilize the program minimum of 3 times per week. STAFF OUTCOMES •Embedded literacy strategies evident in pacing guides for core content areas	analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase reading fluency, improve comprehension and build academic vocabulary to increase reading proficiency, and 3) standards based instruction **(SW6)**.		Reading Plus online license 30,000	Reading Plus usage data, Reading plus student growth data		
Goal #5: Implement school wide integration of WIDA Language Standards into lesson design based on the domain levels of EL students and provision of small group or 1:1 supports as needed STUDENT OUTCOMES • Increase school wide adequate growth to meeting EL proficiency by a minimum of 5%. STAFF OUTCOMES •Walkthroughs will indicate 50% of teachers integrating WIDA Language Development standards.	**1.** Provide **schoolwide professional development** (SIOP, GLAD, WIDA LDS) and follow up planning time and coaching to support **integration of WIDA Language Development Standards** and **language acquisition strategies** into lessons across the content **(SW6)**	ongoing	Title 1 funded **Instructional supplies 300**6-PD materials as needed $1,000	Agendas and sign in sheets for PD Classroom observations	quarterly	
	2.Provide intermittent **push in/pullout** support in the core content classes, during advisory, and/or in **electives** designed to assist EL students to access grade level instruction and complete work assignments **(SW6)**.	ongoing	WSF -TBD	RTI Data collection notes (TBD) Student grades	quarterly	
	3. Review **EL instructional materials** and update to meet individual needs as identified by assessment data **(SW6).**	ongoing	Title I funded: **Instructional Supplies 3006**- $2,000	EL coordinator notes and student data including grades, i-ready assessments	quarterly	
Goal #6: Provide opportunities for Pacific Islander students to build positive connections to the school community. STUDENT OUTCOMES •Decrease the number of chronic absenteeism for Pacific Islanders by 5% from 35% to 30%. •Decrease the number of EL students at risk for marks: 2020 EOY data ELA-6, Math-9, Science-3, Social Studies-2	**1.**Explore starting **extracurricular service based clubs** to strengthen students' connection to home cultures and community role models **(SW6)**	ongoing	Title I funded: **Instructional Supplies 3006**- $2,000.	TBD	quarterly	
	2. Provide **homework assistance** for targeted students before and after school, and during recess, lunch, and advisory **(SW6)**.	ongoing	Uplinks funded	Monitoring student grades Sign in sheets for assistance	2xs per month	
	3. Counselors create **check in group**s to meet with periodically during the advisory block **(SW6)**.	ongoing	-	Behavioral data for students designated at risk, Attendance data for designate chronic absenteeism Anecdotal evidence from counselors	monthly	
	4. Explore the diversity of student cultural backgrounds via cultural representation activities in the Advisory block.	quarterly	-	Anecdotal evidence, student products	quarterly	

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Goal #7: Continue to strengthen co-teaching and instructional practices in the core content areas that address students' IEP goals and objectives to support academic growth for all students. STUDENT OUTCOMES •Inclusion LRE placements in the general education setting will increase by 5% or more from 43% to 48% •Identified students will increase SBA Math and ELA scores by 3% or higher. STAFF OUTCOMES	**1.**Utilize surveys and observations to provide ongoing **professional development** and coaching tailored to the needs of individual teachers on the models of co-teaching **(SW6)**.	ongoing	-Utilize the PLC blocks, waiver days and 21 hours as needed	Agenda and sign in sheets Co-teaching strategies documents via classroom walkthroughs	monthly	
	2. Provide **time for co-teachers to plan** lessons integrating IEP benchmarks and scaffolding strategies to ensure all students have access to grade level curriculum and instruction **(SW6)**.	ongoing	-Utilize the PLC blocks, waiver days and 21 hours as needed	Agenda and sign in sheets Meeting minutes and agendas, Scaffolding strategies documents via classroom walkthroughs	monthly	
	3. Schedule **training** meetings with special education teachers as needed to 1) assess department needs, 2) ensure understanding of IEP development and reevaluation processes and 3) strengthen instructional skills needed to assist students in meeting IEP goals and benchmarks as well as grade level standards **(SW6)**.	ongoing	-Utilize the PLC blocks, waiver days and 21 hours as needed	Agenda and sign in sheets Timeline reports	quarterly	
Goal #8: Build connection with families and community to strengthen academic support in the home setting. PARENT OUTCOMES •SQS survey will indicate a 5% gain in parent overall satisfaction. •Increase participation at the SCC community meetings (20 or more attendance)	**1.** Utilize school planners newsletter, online school website, social media, flyers/letters home, and electronic marquee to **provide families and community members information** needed to be active participants in the learning process **(SW7)**.	ongoing	Title I funded: **Instructional materials 3006**-Planners-$9,200 18902-$8606, 18935-$594 $300-paper, marquee-$12,000	Tracking parent outreach via Title I documentation processes		
	2.Upgrade the school video equipment to support online instruction and provide **live and mobile broadcasts** accessible to parents and community **(SW7)**.	ongoing	Title I funded: **Instructional equipment 7705**-Tricaster, microphones, cables, cameras-$5,000	Linked into website Survey feedback from parents	quarterly	
	3.Solicit **parent/community attendance** at venues designed to 1) share information that supports student success in meeting academic and behavioral standards, 2) share information and gather feedback in the school improvement process/academic plan development **(SW2, SW4,SW7)**, and 3) showcase student products, performances, and reflection on learning aligned to standards .	ongoing	Title I funded: refreshments-$1,300 - **18935,** paper goods/supplies $800.00	Agendas and sign in sheets, Focus group feedback Event Evaluations Tracking parent outreach via Title I documentation processes	quarterly	
	4.Enhance **transition supports** between feeder school and high school **(SW7)**	quarter one/quarter 4	-	Anecdotal evidence of activities, sign in sheets, agendas,	semester	

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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.

As the HIDOE 2030 Promise Plan is finalized, a "Forward Focused" 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
Please describe your school's ideas around innovation and pilot projects. 1. Integrating trauma informed restorative practices into the school discipline and intervention procedures. The school is in year three of a five year plan to introduce restorative practices consisting of 1) Trauma informed practices reviewed with staff annually, 2) SEL instruction and community building check in circles in all advisory classes, 3) lessons for grade six students in nonviolent communication, 4) follow up lessons for grade seven students, 5) peer mediation training for interested students and support teachers and provision of services to all students as needed, 6) use of re-entry circles for suspended students, 7) use of restorative circles for mending harm, 8) use of check in circles/instructional circles with staff to support ongoing understanding of trauma informed restorative practices. 2. Project based, place based and/or service learning integrated into core instruction to help students recognize the relevancy of what is being taught. This includes student research and outreach to community organizations as sources of information. Student voice in guiding topics is key. The focus of support initially is in the elective classes but some core teachers are integrating these concepts into their lesson planning. An example is the sustainability club that formed this year as a follow up to an ELA research project and is working to integrate sustainable practices into the cafeteria. 3. Teacher directed professional development will guide the bulk of professional learning communities and faculty meeting topics. Using the STAR protocols observation practices, teachers set personal learning goals and resources are directed to support the ongoing strengthening of skill and practice that improves tier one instruction, increases student engagement, and utilizes technology effectively. 4. Iao School has developed inclusion teams with dedicated co-teaching pairs across all grade levels to support students identified with disabilities. 5. With the forced school closure due to Covid 19 and uncertainties about how instruction will	*Please describe your Conditions for Success:* 1. The primary condition for success is ongoing administrative voice in holding the vision for integrating trauma informed practices into the school discipline plan and providing funding and time for ongoing professional development to help all teachers recognize the benefits that come from being a "restorative school". Other conditions for success include a peer mediation coordinator to schedule and oversee and follow up on student mediator training and mediations, contracted services for ongoing professional development and follow 2. Teachers need time to plan lessons and identify sources of support. There needs to be flexible scheduling and flexible spaces for students to engage in hands-on learning. Funding needs to be in place to support transportation and entrance fees for field trips, guest speakers, supplies, and substitutes. Teachers may need professional development to help them recognize best practices for projectbased learning. 3. Teachers need the opportunity to visit other classrooms, through use of substitutes or flexible scheduling, to see teaching from a different perspective, be able to reflect on personal practices, and set individual goals for improving instructional practice. The STAR protocol provides a structured approach to assess instruction for the specific purpose of personal growth. Follow up modeling and coaching when requested provides the second set of eyes that can help a teacher move from "wanting to try something new" to actually implementing changes that lead to stronger tier one instruction. A system needs to be in place to gather information from teachers to guide use of time, provide effective professional development, provide coaching and feedback, plan for purchasing of supplies, equipment, and furniture that supports innovation and growth, and reflection on progress. 4. Co-teachers need dedicated time to meet for analysis of data, lesson planning, and developing modifications and/or accommodations for instruction and assessments.

look in the 2020-2021 school year, teachers have been researching blended learning models as well as online programs to support distance learning. Provision of effective blended instruction that meets the varied needs of students will be a focus.	5. Data will need to be gathered to understand the specific needs of individual teachers and for planning professional development activities that support effective use of technology and online programs.

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Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Iao School
Date: 05/20/20

SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Pg. 3, Goal #1 Activity 7	CNA SCC Assurances
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	Pg. 4 Goal #2 Activity 5 Pg. 6 Goal #8 Activity 3	SCC Meeting Minutes SCC Assurances Leadership/Faculty Meeting Minutes
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	Pg.3 Goal #1, Activity 7	ART memos
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Pg. 6 Goal #8 Activity 3	School Website, State DOE Website SCC meeting minutes
SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence	Pg. 2 Goal #1 Activity 2 NVQ Next Gen contracted services	Contract Agreement PD/Training meeting agendas

prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	Pg. 7 Goal #7 Activity 3	

SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
 	
(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;
 	
(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 	
(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
    (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services,
	(i) (ii)
	Pg. 4 Goal #3 Activities 3-5
	Pg. 4. Goal #4 Activities 3-4
	Pg. 5 Goal #5 Activities 1-3
	Pg. 5 Goal #6 Activities 1-3
	Pg. 5 Goal #7 Activities 1-3
	
	(ii)
	Pg. 3 Goal #2 Activities 1- 4
	Pg. 4 Goal #3 Activity 3
	Pg. 4 Goal #4 Activities 1-3
	
	(iii)
	Pg. 2 Goal #1 Activities 2-5
	Pg. 5 Goal #5 Activity 2
	Pg. 5 Goal #6 Activities 1-3
	Pg 2 Goal #1 Activities 3-5
	Pg. 4 Goal #3 Activity 1
		ART memos
		PD/Training agendas and minutes
		Dpt. meeting minutes
		Walkthrough data
		Teachers surveys
		Student surveys
		Panorama data

coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;		
SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))	Pg. 6 Goal #8 Activities 1-4	School newsletters, school website Flyers/agendas/sign in sheets for parent information nights,