



# Hawaii Department of Education: 2020 Academic Plan School Year: 2020-2021

**School Name:** Hawaii School for the Deaf and the Blind (HSDB) **Farrington, Kaiser, Kalani Complex Area**  
**Principal Name:** Kinau Gardner **Principal Signature:** *Kinau Gardner* **Kinau Gardner Date:** May 11, 2020  
**Dr. Rochelle Mahoe, CAS** **CAS Signature:** *Rochelle Mahoe* **Date:** 5/22/20

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 measures and assessments.

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

## HIDOE Learning Organization

### Teaching and Learning Core:

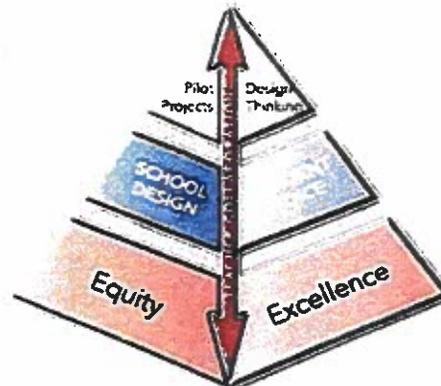
Focus: equity and excellence in core curriculum and supports.

### Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

### 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 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 2)

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

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

# A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

<b>Evidence and Rationale for Change</b>	<b>Key Strategies to Address and Promote Change</b>
<p>1. HSDB currently uses a bilingual, bicultural approach to language acquisition for all students, using American Sign Language (ASL) to teach required core subjects. All students enrolled at HSDB use ASL as their primary language to communicate and access all subject areas. The majority of students admitted to HSDB do not have any language, or arrive with no or low language skills in both English and in ASL. (CNA, pg. 3)</p> <p>2. Very few of our parents (15 of 65 or 23.4%) report communicating with their children using ASL. That means 76.6% of our families do not communicate with their children in their child's primary language. Receiving language access only during school hours has proven to not be sufficient for language development for any of our students. "Parent outreach and education is necessary to ensure that families can sign and support their child's acquisition of ASL." CNA. (pg. 5)</p> <p>3. Our universal screening data indicate that student reading levels are not growing at an expected rate (at least one year's growth per year), and HSA reading scores indicate that the majority of students are not reading at a proficient level. Math and science risks follow the same pattern.</p>	<p>1. Ensure all new/transferring students participate in an onboarding program that includes school-level ASL assessments and intensive ASL instruction, allowing students to become acclimated to a new school environment, routines, and class expectations.</p> <p>2. Provide parents/families with ASL support in many and varied ways. Expand outreach to effectively support families on their islands, in their homes, on-line, etc. by utilizing as many resources as possible, including third party agencies.</p> <p>3. Implement differentiation/UDL strategies to help raise the rigor for all students and reduce the need for students to utilize computer programs for remediation. Teachers need resources to provide students with multiple meaningful ways to demonstrate learning in both ASL and English.</p>

# HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
<p><b>Hawai'i:</b> students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai'i's local and global contribution. Social Studies - Hawaiiana (Kupuna program), field trips to local area, guest speakers, May Day celebration, after school walking tours of important areas in Waikiki</p>	<p><b>Social Studies Lead - Tom Graham</b></p>
<p><b>Equity:</b> Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. SEL, School based counseling, Student Government, Academic Bowl, Leadership Camp, Partnerships with other schools (sports at Kalani)</p>	<p><b>School Counselor - Misella Tomita</b></p>
<p><b>School Design:</b> Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. ASL classes to develop student communication skills, Transition program, Elective classes, ELO opportunities, computer science, PCNC</p>	<p><b>School Principal - TBA</b></p>
<p><b>Empowerment:</b> Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. As HSDB students develop more fluency in American Sign Language (ASL), they will also express their personality and engage in self exploration as they demonstrate increased knowledge about the world. Student Government, Leadership training</p>	<p><b>ASL Coordinator - Olivia Malcolm</b>  <b>Department Heads - Ali Tracey, Paul McDonnel, Brien Nakamoto</b></p>
<p><b>Innovation:</b> Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals Transition program, Robotics, computer science, field trips, UDL, ELO</p>	<p><b>Transition Coordinator - Loretta Finegan-Nelson</b></p>
<p><b>Key School Initiatives Addressed in the Plan</b></p>	<p><b>Leads(s)</b></p>

<p><b>1. Development of Language 1 - ASL Proficiency:</b> language acquisition - ASL and English in reading, writing and mathematics; additional HQ educators needed with strong ASL background to assist with supporting student's acquisition of L1, data collection and progress monitoring; PD in Bilingual Grammar Curriculum across all grade levels to support students' language acquisition</p>	<p>ASL Coordinator, Olivia Malcolm</p>
<p><b>2. English Language Development:</b> in Reading and Writing (literacy skills) in all content area, to include avenues that supplement the academic challenges - such as tutoring during non-school hours</p>	<p>Department Heads - Ali Tracey, Paul McDonnel, Brien Nakamoto Vice Principal (Title I Lead) - TBA</p>
<p><b>3. Parent Engagement:</b> ameliorate impact of family communication needs, provide several ASL classes to all parents: inclusive of geographic locations, times and modes</p>	<p>PCNC, DeeDee Mikasa</p>
<p><b>4. Adaptable, Reliable Methods of Assessment:</b> Operationalize systems and structures of accountability, continue exploration of standards, norm referenced tests for ASL</p>	<p>Data Coach, Dani DiDonna</p>
<p><b>5. Educational Continuity:</b> Effective Professional Development, Align Curriculum Maps, Establish Systems: data teams, classroom observations, student engagement, effective instructional/evaluation strategies</p>	<p>Principal, TBA</p>
<p><b>6. Access to Transition Services:</b> support to students transferring to HSDB with low to no language development leading to low academic performance; Deaf college student 1st year success rate is 30%;</p>	<p>Transition Coordinator - Loretta Finegan-Nelson SSC - David Hunter</p>

## Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	What is your Theory of Action (If-Then) to improve the achievement gap?	What are your enabling activities to improve the achievement gap?
Special Education, Economically Disadvantaged, English Learners (EL)	<p>More than 90% of HSDB students are transfers who arrive with little or no English or ASL skills. They have no established foundation or primary language. (CNA, p. 15)</p> <p>Deaf students with no/low language will likely take longer than four to seven years to acquire ASL (L1), especially if their families do not sign at home. (CNA p. 15)</p> <p>All students are behind in their reading and math levels, as many of them are not on track with their current grade level. (CNA STAR assessments, p. 13)</p>	If our students are provided with scaffolded and targeted support, then they will make significant progress towards their goals resulting in a decreased achievement gap and increase in proficiency.	<p>Hire additional personnel who can support intensive ASL instruction.</p> <p>Develop onboarding systems for effective transitions for students from home schools to HSDB, to include intensive ASL instruction.</p> <p>Implement instructional strategies (eg. UDL, differentiation, etc.)</p> <p>Provide PD in Bilingual Grammar Curriculum.</p> <p>Offer many and varied parent engagement opportunities.</p>

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

### Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p><b>Development of Language 1 - ASL Proficiency:</b></p> <p>HSDB is a special school for Deaf/Hard of Hearing students who may also be blind. As such, language acquisition is a huge need for all students as they do not come from homes where sign language is used. Thus, students are severely delayed in communication and learning English. The school is designed around acquiring language to be able to communicate through American Sign Language.</p> <ul style="list-style-type: none"> <li>• Incoming students, new to HSDB campus, receive intensive American Sign Language (ASL) instruction</li> </ul>	<p>American Sign Language (ASL) is the mode of communication throughout the school. Students come to the school at various levels ranging from no language to knowing very little. The majority of time during the first 5-6 years of schooling for students is focused on learning language, both ASL and English concurrently. There are two ASL teachers, however they are spread thin. We are in need of an additional ASL instructor to assist with supporting new students to the school and to support all students with ASL acquisition.</p>	<p>An additional ASL teacher is needed who can provide targeted support for students who have low ASL skills.</p> <p>ASL teachers are needed for all Deaf students in K-6 public schools throughout the State of Hawaii. Thus students on outer islands receive the ASL instruction needed to communicate before coming to HSDB.</p>

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<p><b>English Language Development:</b></p> <p>All students enrolled at HSDB use ASL as their primary language to communicate and access all subject areas. The majority of students admitted to HSDB do not have any language, or arrive with no or low language skills in both English and in ASL. HSDB students must develop proficiency in reading and writing English while also continuing to learn and develop their skills in ASL.</p>	<p>Teachers use ELA materials and resources aligned to the CCSS as well as the Bilingual Grammar Curriculum to support students' acquisition of English. In collaboration with the ASL team, teachers promote bilingual education approaches to promote vocabulary development, basic sentence foundational skills within grammar contexts, and sentence structures for expressive tools through signing and writing.</p> <p>Field trips are conducted to deepen students' learning by providing real world experiences related to what is being taught and learned in classes. The students reflect, write about, or create a presentation afterwards to tie in lessons with real life examples.</p>	<p>Universal Design for Learning strategies are implemented throughout daily lessons to increase student retention and understanding of lessons taught. Professional development is thoughtfully designed and prepared to assist teachers in preparing lessons with UDL strategies implemented throughout the day. Student feedback is collected to validate strategies that work best for them.</p> <p>Students are able to take part in many and varied real-world experiences through field trips, guest presenters, after school programs, etc. on a frequent basis to help students make connections between what they're learning in class and what they experience in the community. These experiences can be expanded on through writing activities that can bolster English skills.</p>
Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p><b>Parent Engagement</b></p> <p>Parents and families are invited to attend multiple school events and/or are provided with experiences to learn how to assist their children's growth, maturity and attainment of education goals while enrolled at HSDB. Some examples of these events/services are:</p> <ul style="list-style-type: none"> <li>● Deaf Mentor</li> <li>● 'Ohana Nights</li> <li>● Family Learning Adventure</li> <li>● Shared Reading Program</li> </ul>	<p>Parental participation in ASL classes allow parents to communicate more clearly with their Deaf/HH child. Having interpreters at all school events will facilitate parent participation and promote their assistance in their child's educational program..</p>	<p>Provide ASL training for family members on outer islands on a regular, consistent basis to support Deaf students within the home. Contract an outside agency to provide ASL classes within the home on a consistent basis, if necessary.</p> <p>Provide interpreters (ASL and other language) at all family activities.</p>

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

## Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year. Beginning of the year will serve as the baseline.</p> <p>Continued PD in UDL strategies is provided. Implementation begins in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. Baseline data of attendance rates are collected.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p><b>How will you know these measurable outcomes are resulting in an improvement?</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year.</p> <p>Implementation of UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. There is a 10% increase in parent participation from SY20-21.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p><b>How will you know these measurable outcomes are resulting in an improvement?</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year.</p> <p>Implementation of UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. There is a 10% increase in parent participation from SY21-22.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p><b>How will you know these measurable outcomes are resulting in an improvement?</b></p>

<p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p> <ul style="list-style-type: none"><li>● show expected growth on STAR Reading and STAR Math assessments.</li><li>● demonstrate increased proficiency scores for SBA Reading and Math</li><li>● graduate on time with requisite course work and transition support</li></ul> <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</p>	<p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p> <ul style="list-style-type: none"><li>● show expected growth on STAR Reading and STAR Math assessments.</li><li>● demonstrate increased proficiency scores for SBA Reading and Math</li><li>● graduate on time with requisite course work and transition support</li></ul> <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</p>	<p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p> <ul style="list-style-type: none"><li>● show expected growth on STAR Reading and STAR Math assessments.</li><li>● demonstrate increased proficiency scores for SBA Reading and Math</li><li>● graduate on time with requisite course work and transition support</li></ul> <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</p>
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# Innovation in Support of the Core: School Design and Student Voice

## Part III (over one school year)

<p><b>SY 2020-2021 Formative Measures</b> (beginning of the year)</p>	<p><b>SY 2020-2021 Formative Measures</b> (throughout the year)</p>	<p><b>SY 2020-2021 Summative Measures</b> (end of the year)</p>
<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year. Beginning of the year will serve as the baseline.</p> <p>PD in UDL strategies is provided. Implementation begins in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. Baseline data of attendance rates are collected.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will improve their scores on the school created ASL test, administered three (3) times per year, at each interval by 5-7%.</p> <p>Implementation of UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are conducted. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p><b>How will you know these measurable outcomes are resulting in an improvement?</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>Students will show continued growth throughout the year on their school created ASL test, for a total of 10-15% gain.</p> <p>Implementation of UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are conducted. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities.</p> <p><b>Why are you implementing these measurable outcomes?</b></p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p><b>How will you know these measurable outcomes are resulting in an improvement?</b></p>

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

## Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<p>Students will improve their scores on the school created ASL test, administered three (3) times per year, at each interval by 5-7%.</p> <p>Students will show continued growth throughout the year on their school created ASL test, for a total of 10-15% gain.</p> <p>All High school students will take the ASL-PI as administered by Gallaudet University.</p> <p>Students show an increase in ASL and English language skills as they continuously practice throughout the year as measured by:</p> <ul style="list-style-type: none"> <li>● classwork participation and completed homework assignments</li> <li>● MAP/RIT scores</li> <li>● IEP progress reports</li> </ul>	<p>Teachers will develop a greater understanding of Bilingual Grammar Curriculum through professional development and available resources.</p> <p>There will be two ASL specialists in addition to the ASL coordinator, to teach, monitor, and assess the progress of all students enrolled at HSDB.</p>	<p><b>ASL Coordinator - ASL Coordinator</b></p>

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

## Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Year-Long:</p> <p>1. Systems are in place to support incoming students new to school.</p> <ul style="list-style-type: none"> <li>a. Teachers are involved in transition meetings to HSDB.</li> <li>b. Incoming students are registered for appropriate classes; teachers/EAs are informed prior to students starting school.</li> <li>c. Data coach assists in collecting reports, needs assessment, etc. to provide teachers with accurate student needs profile</li> <li>d. Intensive 2 week ASL instruction for all students new to HSDB.</li> <li>e. Frequent field trips that allow HSDB students to experience the real world in many ways.</li> </ul> <p>2. Continuation of UDL/Differentiation training for all teachers, EAs, counselors and administration. . Continue to update spiraling curriculum maps and pacing guides, formative assessments and evidence based teaching.</p> <ul style="list-style-type: none"> <li>• Purchase formative assessments:STAR \$5,000 (18927); Summative Assessment: ASLPI \$5,000 (18927).</li> <li>• Provide classroom supplies: to include but not limited to paper, ink, pencils, pens, paints, PE equipment, poster paper, etc. \$868 (18902)</li> </ul>	<p>1. \$90,000 (CSI) additional ASL teacher</p> <p>\$2,500 (Title 1/CSI) for student field trips to expand student experiences and vocabulary during school day, ELO after school and ELO evening programs.</p> <p>2. \$5,000 (CSI) Subscription fees to UDL support websites</p> <p>\$10,000 (CSI) Formative/Summative assessments</p> <p><b>\$868 (Title 1) Classroom supplies</b></p>	<p>1. ASL teacher assists with assessing student ASL skills, teaches ASL curriculum, works with school teams to broaden ASL vocabulary in preparation for learning English.</p> <p>2. Curriculum guides and Lesson plans include UDL strategies. Student reading, writing and math scores increase.</p>	<p>1. New students participate in 2 week intensive ASL training, one to one with ASL coach/teacher</p> <p>Progress in communication skills as measured on school ASL test is reported in monthly data teams. Teachers report an increase in student communication skills.</p> <p>2. Data collected from class walkthroughs shows an increase of best practices for all students by all staff members.</p> <p>Students are prepared to participate in learning activities throughout the school day.</p>	<p>Schoolwide reports of progress monitoring are reviewed and checked monthly.</p> <p>Monthly classroom walkthrough data</p>	<p>Quarterly data reports through ART and Leadership meetings</p>

<p>3. Provide professional development to continue producing curriculum and formative assessments for all HSDB teachers to include evidenced-based Deaf Education strategies by building curriculum maps and pacing guides in all content areas that are aligned with CCSS, NGSS, and C3.</p> <ul style="list-style-type: none"> <li>Establish partnership with Fremont School for the Deaf to work on curriculum, instruction and assessment design, inclusive of ASL practices.</li> <li>Continuous IEP development and IDEA training that include clear and concisely written PLEPs that accurately reflect student's needs. New teachers will receive training on completing IEPs.</li> </ul> <p>4. Extended Learning Opportunity (ELO) programs for after school, Dorm program, to encourage students to continue learning while out of school.</p> <ol style="list-style-type: none"> <li>PTTs/PPTs hired to run ELO Robotics program for students to develop social and emotional skills needed to be successful in and out of school.</li> <li>Homework assistance is provided to all residential students.</li> <li>Field trips to various sites around the island for day and residential students to expand vocabulary, apply ASL/English, writing skills (budget in EA 1e).</li> <li>Classes offered after school, summer, to include, but not limited to: cooking, robotics, STEM, coding, sports, dancing, gardening. Supplies provided to teach students new skills and expand vocabulary.</li> </ol>	<p>(CAS funded?)</p> <p>4. \$35,000 To provide PTTs/PPEs for ELO after school</p> <p>[\$10,000 ELO Robotics (CSI);</p> <p>\$15,000 ELO Tutoring (CSI);</p> <p>\$10,000 ELO PTTs (Title 1)]</p>	<p>3. School leadership team is part of the planning for PD at the school.</p> <p>ELA/ASL teachers are trained in how to teach reading and writing in English to Deaf students using ASL. Teachers will create long range plans - curriculum guides and pacing maps based on CCSS..</p> <p>4. Students are engaged and have additional practice in learning new skills, practice reading/writing/communication in ASL/English, and practice SEL skills after school.</p>	<p>3. Plan is implemented Presentations, training, PSAs, news articles are captured, completed and uploaded into the school website for future use and references.</p> <p>4. An organized, well thought out and planned program that includes student voice and a variety of assessments is written out and shared with parents and staff provides all participants with learning activities.</p>	<p>District personnel continue to provide needed support to office staff, administration, and faculty through training, monitoring, participation in ART, faculty mtgs, classroom walkthroughs, etc.</p>	
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<p>5. Parent support and engagement: workshops and training, such as Deaf Mentor, 'Ohana Night and Shared Reading Program.</p> <p>a. ASL classes run in the homes by either: online, at school or within the home.</p> <p>b. Hire PTTs or outside companies to teach ASL lessons.</p> <p>c. Interpreters hired for all parent meetings, admin meetings, district support, district/state mandated meetings.</p> <p>d. Supplies for parent meetings to include: plates, utensils, cups, paper, ink, snacks</p>	<p>5. \$9,000 (Title 1) PCNC position (PPE)</p> <p>\$7,500 (Title 1) PTTs to run ASL Family classes</p> <p>\$10,000 (Title1) PTTs or contract outside company ASL Family</p> <p>\$438 (Title 1) Supplies for parent meetings</p>	<p>5. Parent meetings and training are planned and organized, conducted and assessed for improvement that include parent feedback to PCNC, administrators and program implementers.</p>	<p>5. School calendar includes parent training and activities. Agendas are shared with faculty and staff at least a week prior to events.</p>		
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# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p><b>Teaching and Learning Core:</b> Focus: equity and excellence in core curriculum and supports.</p> <p><b>Innovation in Support of the Core:</b> New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><b>Pipeline of Emerging Ideas:</b> To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a *“Forward Focus”* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

<p><b>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>1. Summer Academy: Provide a 4-week summer academy for all students.</p>	<p>1. Most HSDB students do not qualify for ESY. Although rates of regression and recoupment are with acceptable levels, the achievement gap is substantial between Deaf students and typically developing hearing students. Students arrive at HSDB behind in all areas of academics as ASL and English have not been mastered. Additional instruction to “move the needle” is necessary to close achievement gaps</p>	<p>1. A successful summer academy would require:</p> <ul style="list-style-type: none"> <li>● Curb to curb transportation at no cost to families, and</li> <li>● Adequate staffing with qualified personnel.</li> </ul>

<p>2. Partnerships and Outreach:</p> <ul style="list-style-type: none"> <li>● Ensure parents of a Deaf child are aware of HSDB as an educational option that prepares every student to be a whole person, succeeding academically and socially;</li> <li>● Collaborate with DOH to host early language classes, to include babies and parents, at HSDB.</li> <li>● Develop a strong educational outreach within the DOE so that HSDB is not considered only when all educational options have failed a Deaf child.</li> <li>● Support teachers on outer islands to teach Deaf/HH student ASL in grades PS - 3.</li> </ul> <p>3. Expand Transition and Living Skills Program Expanded residential facilities increase capacity to serve Deaf students and to support students to return to HSDB after graduating with a diploma for support in independent living skills, and/or vocational training. Expand residential program facilities to include post high school facilities.</p>	<p>and allow our Deaf students better access to the general curriculum.</p> <p>2. Students arrive at HSDB behind in all areas of academics as ASL and English have not been mastered. Greater exposure to the Deaf school may increase the possibility of parents advocating for their Deaf/HH child to attend HSDB. There are few qualified teachers of the Deaf on the outer islands to ensure that young students who are too young to dorm at HSDB acquire ASL.</p> <p>3. Deaf/HH students need tremendous support in transitioning post-high school. Currently, students on an academic track have no room in their schedules to take part in work study or internship opportunities without delaying graduation.</p>	<p>2. Partnerships must be forged and developed with agencies, such as the Department of Health, to educate parents of Deaf/HH children of the importance of ASL acquisition.</p> <p>If adequately staffed, HSDB personnel could provide support for teachers on the outer islands. Partnering with UH, ASL classes could be offered to teachers to increase their capacity to teach Deaf/HH students.</p> <p>3. Additional options for required coursework needed for graduation for Deaf/HH must be explored. Students should be supported in acquiring a diploma, while ensuring a comprehensive transition program that includes independent life skills, post-high school academic pursuits, and/or vocational training.</p>
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