

## 2022 Academic Plan, School year 2022-23

School: Hahaione Elementary School

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

Starting from a comprehensive needs assessments, school design measurable outcomes from the study of organizational, instructional, and student support systems. Measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized leading indicators.

### HIDOE Learning Organization

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


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


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

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

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

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

Principal (print): Shannon Goo	
Principal's Signature: 	Date: 4/12/2022

Complex Area Superintendent (print):	
Complex Area Superintendent's Signature: 	Date: 4/13/22

## 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.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Through our IB evaluation process and SEL Panorama survey, our staff has seen a need for more SEL development specifically in the area of sense of belonging. In the HI Strive data, only 79% of our students reported a positive school climate, which means that 21% of students have a negative connotation of school. On our Panorama survey results, we saw a decrease in how much students feel that school is engaging, important, and useful. In order to create strong connections to our IB learner profiles and the Primary Years Programme, having any students with a negative connotation of school is too much. We surmise that these data points have a strong correlation to achievement results, particularly in the area of reading. In our SBA scores, we have seen a decreasing trend from 2018-2021. There is also an achievement gap of 25 points between high needs and non-high needs students. Due to these data points, we are going to focus on supporting our students' SEL and literacy needs. We will use the feedback from our IB evaluation in order to make improvements to our PYP programme to continue to support student achievement.</p>	<p>We will innovate in the classroom by providing opportunities to inspire students' curiosity and intrinsic motivation, building content knowledge and skills through a rigorous, inquiry based curriculum, and promoting the development of the learner profiles and transdisciplinary skills.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Focus on Social Emotional Learning practices, lessons, and skills in order to support the whole child and create a strong class culture and sense of belonging.</li> <li>• Address the achievement gap in reading by providing opportunities for students to respond, which will help build student engagement and attain skills by allowing for practice, feedback, and reflection. Teachers will use the responses to give timely, informative feedback.</li> <li>• Use the feedback from our recent PYP International Baccalaureate Programme evaluation to strengthen our implementation of the PYP standards and practices and continue developing and implementing our rigorous, inquiry based curriculum</li> </ul> <p>These strategies will impact students' growth in reading by developing stronger foundational skills, creating greater engagement, demonstrating their understanding of literacy skills, and applying literacy skills to other disciplines in a safe and supportive environment.</p>

## HIDOE and School Initiatives

<b>Key HIDOE Initiatives Addressed in the Plan</b>	<b>Lead(s)</b>
Please refer to the table below	Please refer to the table below
<b>Key School Initiatives Addressed in the Plan</b>	<b>Lead(s)</b>

Please refer to the table below	Please refer to the table below
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Key HIDOE initiatives addressed in the plan		<u>Social Emotional Learning</u>	<u>Literacy Achievement: Student Engagement - Opportunities to Respond</u>	<u>PYP IB programme enhancements</u>
Five Student Promises	Hawaii	X		X
	Equity	X		
	School Design	X	X	X
	Empowerment	X	X	X
	Innovation			X
HIDOE implementation Plan	Student Voice	X	X	X
	Teacher Collaboration	X	X	X
	School Design	X	X	X
Key School Initiatives Addressed in the Plan		Enhanced ILT process with powerful innovation and sharing process Student Agency (Voice, Choice & Ownership) Teacher Agency (Distributive Leadership)		
	Leads	Curriculum Coordinator, SSC, Counselor, Principal	Curriculum Coordinator, SSC, Principal	Curriculum Coordinator, Principal

## 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
<p><i>Identify the targeted subgroup and their identified need</i></p>	<p><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></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>Our target subgroups are our high needs students which includes English Learners, economically disadvantaged, and students that receive Special Education services.</p>	<p><b><u>Smarter Balanced Assessment</u></b> According to our Strive HI SBA data from SY 2020-2021, there was a 25-point achievement gap in reading between the high-need (47%) and non-high-need students (73%) Overall, 35% of our students are not meeting reading proficiency.</p> <p><b><u>I-Ready Universal Screener</u></b> We also have 31% of students in tier 2 and 3, which means they are at least one grade level below according to our final I-ready assessment in SY 20-21.</p> <p><b><u>SEL Panorama Survey Data</u></b> The Panorama survey data showed that our school's greatest area of need is in the topic of sense of belonging. Compared to the average percentage in HIDOE, we are 5% below.</p>	<p>If we focus on instruction that:</p> <ul style="list-style-type: none"> <li>● Builds literacy skills and knowledge</li> <li>● Engages students and allows opportunities to respond to attain skills</li> <li>● Develops well-rounded and life-long learners that are knowledgeable, active and compassionate</li> </ul> <p>If we create environments that:</p> <ul style="list-style-type: none"> <li>● Builds relationships</li> <li>● Makes students feel valued and safe</li> <li>● Focuses on the social, emotional and physical well-being of our students</li> <li>● Empowers our students to inquire, reflect, and take action</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>● More students will feel a sense of belonging</li> <li>● Literacy achievement gaps will decrease</li> <li>● Students will make deeper connections to our IB Learner Profiles and IB</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion model for all grade levels</li> <li>● All teachers will attend Dr. Anita Archer trainings to learn strategies to engage students and provide opportunities to respond</li> <li>● All students will receive social emotional learning skills, activities, and strategies to support the whole-child.</li> <li>● Enhancements to the PYP programme to improve our rigorous, inquiry based curriculum</li> </ul>

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## 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 22-23 school design and student voice	Describe your conditions for Success for School Design and Student Voice
<ul style="list-style-type: none"> <li>● We strive to live the IB Learner Profile in order to make the world a better and more peaceful place                             <ul style="list-style-type: none"> <li>○ Fostering social emotional learning will nurture our students in a caring, positive classroom community, which will build strong school culture.</li> </ul> </li> <li>● Literacy foundational skills development will support students in closing the achievement gap and allow them to make deeper connections to the IB units of inquiry.</li> <li>● We believe every student can succeed and we dedicate resources in order to bridge our classrooms to the community and beyond                             <ul style="list-style-type: none"> <li>○ We learn conceptually through inquiry that is embedded in local and global contexts</li> </ul> </li> </ul>	<p>Initiative 1: Social Emotional Learning</p> <ul style="list-style-type: none"> <li>● Increasing our students' sense of belonging</li> <li>● Create a strong class culture and build meaningful relationships</li> <li>● Provide skills, activities, and lessons that will develop the whole child</li> </ul> <p>Initiative 2: Address the achievement gap in reading by providing opportunities for students to respond leading to increased student engagement.</p> <ul style="list-style-type: none"> <li>● Students will attain skills by practicing and using visual, verbal, or written responses.</li> <li>● Students will receive teacher feedback to make improvements in learning</li> <li>● Students will be involved and participate in the learning</li> <li>● Teachers will be able to check for understanding and provide immediate corrective, informative feedback based on student responses.</li> <li>● This strategy can be utilized across various content areas to support students</li> </ul>	<ul style="list-style-type: none"> <li>● Fostering our students and teachers well-being will help to build intrinsic motivation, joy, curiosity in learning which is vital for student academic progress and achievement.</li> <li>● Using professional development opportunities to provide support. Leadership will plan systematic, explicit and intentional initiatives that allow teachers to practice, develop and implement strategies. Continuous walkthroughs, modeling, and feedback will ensure implementation with fidelity.</li> <li>● Strengthening our IB programme by allowing collaboration to share resources, implement units, and reflect upon different aspects of the IB practices and standards will develop well-rounded life long learners.</li> </ul>

	<p><b>Initiative 3: Development of our IB programme</b></p> <ul style="list-style-type: none"> <li>In the 2021-2022 school year, our school completed the IB evaluation. Our entire school community engaged in a reflective process that leads to continuous development of our programme. Through this process, we were able to get a deeper understanding of the aspects that need to be improved and areas that are being effectively implemented. We will intentionally provide collaboration time for our staff to get a collective understanding of the standards and practices in order to select areas to address that will strengthen the implementation of our IB programme.</li> </ul>	
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## Innovation in Support of the Core: School Design and Student Voice

### Part II (over 3 years)

SY 2022-2023 Measurable outcomes	SY 2023-2024 Measurable outcomes	SY 2024-2025 Measurable outcomes
<p>What are your measurable outcomes around school design and student voice?</p> <p>Social Emotional Learning:</p> <ul style="list-style-type: none"> <li>Strive HI report shows over 85% of students feel positively about our school climate.</li> <li>Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 75%</li> <li>Culture of sharing forms among teachers and staff internally.</li> </ul> <p>Student engagement and development of IB programme will lead to improved literacy scores</p> <ul style="list-style-type: none"> <li>Focus on high needs students' reading</li> </ul>	<p>What are your measurable outcomes around school design and student voice?</p> <p>Social Emotional Learning:</p> <ul style="list-style-type: none"> <li>Strive HI report shows over 90% of students feel positively about our school climate.</li> <li>Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 85%</li> <li>Culture of sharing is established among teachers and staff internally and starts to extend outside of school.</li> </ul> <p>Student engagement and development of IB programme will lead to improved literacy scores</p> <ul style="list-style-type: none"> <li>Focus on high needs students' reading</li> </ul>	<p>What are your measurable outcomes around school design and student voice?</p> <p>Social Emotional Learning:</p> <ul style="list-style-type: none"> <li>Strive HI report shows over 95% of students feel positively about our school climate.</li> <li>Panorama SEL survey shows greater sense of belonging by improving our percent favorable above 90%</li> <li>Culture of sharing is established among teachers and staff internally and externally.</li> </ul> <p>Student engagement and development of IB programme will lead to improved literacy scores</p> <ul style="list-style-type: none"> <li>Focus on high needs students' reading</li> </ul>

<p>proficiency by decreasing the amount of tier 2 and 3 students. This will lead to an increase in the percentage of students in tier 1 by 5% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</p> <ul style="list-style-type: none"> <li>● Focus on high needs students' reading proficiency, reducing the achievement gap to less than 18 points.</li> </ul>	<p>proficiency by decreasing the amount of tier 2 and 3 students. This will lead to an increase in the percentage of students in tier 1 by 10% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</p> <ul style="list-style-type: none"> <li>● Focus on high needs students' reading proficiency, reducing the achievement gap to less than 10 points.</li> </ul>	<p>proficiency by decreasing the amount of tier 2 and 3 students. This will lead to an increase in the percentage of students in tier 1 by 15% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</p> <ul style="list-style-type: none"> <li>● Focus on high needs students' reading proficiency, reducing the achievement gap to less than 5 points.</li> </ul>
<p>Why are you implementing them? At Hahaione, we believe in developing well-rounded students who are caring, knowledgeable, active, and compassionate. Students' emotional intelligence, engagement, feelings towards school, and academic achievements are interconnected.</p>	<p>Why are you implementing them? At Hahaione, we believe in developing well-rounded students who are caring, knowledgeable, active, and compassionate. Students' emotional intelligence, engagement, feelings towards school, and academic achievements are interconnected.</p>	<p>Why are you implementing them? At Hahaione, we believe in developing well-rounded students who are caring, knowledgeable, active, and compassionate. Students' emotional intelligence, engagement, feelings towards school, and academic achievements are interconnected.</p>
<p>How will you know that they are resulting in an improvement?</p> <p>Observations</p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p>Surveys</p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> </ul> </li> </ul> <p>Analyzing and evaluating data in GLAD articulation</p>	<p>How will you know that they are resulting in an improvement?</p> <p>Observations</p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p>Surveys</p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> </ul> </li> </ul> <p>Analyzing and evaluating data in GLAD articulation</p>	<p>How will you know that they are resulting in an improvement?</p> <p>Observations</p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p>Surveys</p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> </ul> </li> </ul> <p>Analyzing and evaluating data in GLAD articulation</p>

<ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue improving our IB programme</li> </ul>	<ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue improving our IB programme</li> </ul>	<ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue improving our IB programme</li> </ul>
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## Innovation in Support of the Core: School Design and Student Voice

### Part III (over one year)

<b>SY 2022-2023 Formative Measures (beginning of the year)</b>	<b>SY 2022-2023 Formative Measures (throughout the year)</b>	<b>SY 2022-2023 Summative Measures (end of the year)</b>
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> <li>● Check students attitude towards school and SEL strengths using student survey</li> <li>● Identify the high needs students' reading proficiency using I-Ready diagnostics, SBA data and teacher recommendations</li> <li>● Teachers select an initiative focus and form a committee to implement a powerful instructional practice                             <ul style="list-style-type: none"> <li>○ Measure the implementation and comfort using the The Level of Use tool</li> </ul> </li> <li>● Reflection of IB evaluation feedback in order to make a plan to improve our IB programme</li> </ul>	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> <li>● Check students attitude towards school and SEL strengths using student Fall 2021 survey                             <ul style="list-style-type: none"> <li>○ The results should show improvements especially in the area of positive school climate and sense of belonging</li> </ul> </li> <li>● Support our identified high needs students through RTI and intentional literacy strategies                             <ul style="list-style-type: none"> <li>○ From the fall to winter diagnostic, we should see a 2.5% increase in tier 1</li> </ul> </li> <li>● Teachers select an initiative focus and form a committee to implement a powerful instructional practice                             <ul style="list-style-type: none"> <li>○ Measure the implementation and comfort using the The Level of Use tool</li> </ul> </li> <li>● Implementation of action plan in order</li> </ul>	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> <li>● Final SEL survey should show an improvement of sense of belonging to 75%</li> <li>● Panorama survey shows 85% of students feel positively about our school climate.</li> <li>● Support our identified high needs students through RTI and intentional literacy strategies                             <ul style="list-style-type: none"> <li>○ Percentage of tier 1 students from fall to spring diagnostic should increase by 5%</li> </ul> </li> <li>● Teachers select an initiative focus and form a committee to implement a powerful instructional practice                             <ul style="list-style-type: none"> <li>○ Culture of sharing forms among teachers and staff internally</li> </ul> </li> <li>● Implementation of action plan in order to continue developing and improving our IB programme                             <ul style="list-style-type: none"> <li>○ Evaluation of progress</li> </ul> </li> </ul>



	<p>to continue developing and improving our IB programme</p>	
<p><b>Why are you implementing?</b></p> <p>We would like to create a baseline for our future analysis of data. We want to ensure there is clarity about what we are doing, rationale for implementation, and the process of how we will get there.</p>	<p><b>Why are you implementing?</b></p> <p>To identify if our initiatives are effective, reflect on our practice, and make adjustments as needed.</p>	<p><b>Why are you implementing?</b></p> <p>To identify if our initiatives are effective and reflect on our practice. We will use our reflection to create a baseline for the next school year and adjust as needed.</p>
<p><b>How will you know that they are resulting in an improvement?</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p><b>Surveys</b></p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> <li>○ Effectiveness of PIPs (Powerful instructional practices)</li> </ul> </li> </ul> <p><b>Analyzing and evaluating data in GLAD articulation</b></p> <ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue developing our IB programme</li> </ul>	<p><b>How will you know that they are resulting in an improvement?</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p><b>Surveys</b></p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> <li>○ Effectiveness of PIPs (Powerful instructional practices)</li> </ul> </li> </ul> <p><b>Analyzing and evaluating data in GLAD articulation</b></p> <ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue developing our IB programme</li> </ul>	<p><b>How will you know that they are resulting in an improvement?</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>● Learning Walks             <ul style="list-style-type: none"> <li>○ Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies</li> </ul> </li> <li>● Fewer behavioral incidents</li> <li>● Innovative reading lessons             <ul style="list-style-type: none"> <li>○ Heggerty materials</li> <li>○ Implementing strategies from Dr. Anita Archer</li> </ul> </li> <li>● Higher engagement in reading</li> </ul> <p><b>Surveys</b></p> <ul style="list-style-type: none"> <li>● Implement surveys for students             <ul style="list-style-type: none"> <li>○ IB vision and mission</li> <li>○ SEL</li> <li>○ Effectiveness of PIPs (Powerful instructional practices)</li> </ul> </li> </ul> <p><b>Analyzing and evaluating data in GLAD articulation</b></p> <ul style="list-style-type: none"> <li>● I-ready data</li> <li>● Based on feedback from our IB evaluation, the school will continue developing our IB programme</li> </ul>

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

### Part IV

Student Outcomes	Staff Outcomes	Lead
<p><b>Social Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>● Strive HI report shows over 85% of students feel positively about our school climate.</li> <li>● Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 75%</li> </ul> <p>Student engagement and development of IB programme will lead to improved literacy scores</p> <ul style="list-style-type: none"> <li>● Focus on high needs students' reading proficiency by decreasing the amount of tier 2 and 3 students. This will lead to an increase in the percentage of students in tier 1 by 5% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</li> <li>● Focus on high needs students' reading proficiency, reducing the achievement gap to less than 18 points.</li> </ul>	<ul style="list-style-type: none"> <li>● The teachers will self-reflect regularly and measure the implementation of literacy instructional practices</li> <li>● Staff will develop and implement an action plan based on feedback from IB evaluation and self-study in order to continue improving our IB programme</li> <li>● By the end of the SY 2022-2023, all teachers will be at a Routine Use Level or above, which will indicate the use of the literacy strategies becoming routine and comfortable</li> <li>● All teachers will share their discoveries, best practices, challenges and overall progress with other staff members. The outcome of this practice is the forming of a culture of sharing.</li> </ul>	<p><b>Social Emotional Learning:</b> Counselor: Kyoko Heberle PYP coordinator: Haley Omiya</p> <p><b>Student Engagement</b> SSC: Wendy Shigeta RTI coordinators: Denise "Sumi" Matsumura and Janice Avellana PYP coordinator: Haley Omiya</p> <p><b>Improvement of IB programme:</b> PYP coordinator: Haley Omiya</p>

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


### Part V

Enabling activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex monitoring Measurable outcomes	Complex Monitoring Activities (including frequency)
<p><b>SEL focus:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Conversations</li> </ul> <p>All classrooms will use sentence frames in order to support students with appropriate discussion dialogue to deepen conversations and build relationships with others.</p> <ul style="list-style-type: none"> <li>• Morning Meetings</li> </ul> <p>All classrooms will implement morning meetings at least 4 times a week to ensure students feel valued and safe. We want to create a positive learning environment that fosters strong relationships and a sense of community.</p> <ul style="list-style-type: none"> <li>• Choose Love</li> </ul> <p>All students will receive Choose Love lessons that address 4 main areas (Courage, Gratitude, Forgiveness, and Compassion in Action) in order to support social emotional well-being</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>• Strive HI report shows over 85% of students feel positively about our school climate.</li> <li>• The Panorama SEL survey shows a greater sense of belonging by improving our percent favorable after each survey by 2%. By the end of the year, we would like to be at 75% favorable.</li> <li>• All teachers will engage in formal and informal conversations to build relationships that can deepen collaboration within our staff.</li> </ul>	<p>Quarterly peer learning walks (or similar peers feedback system)</p> <p>Quarterly ART learning walks (or similar feedback system)</p> <p>External learning walks with feedback by guests per semester</p> <p>Student surveys to collect data</p> <ul style="list-style-type: none"> <li>• SEL (3 times a year)</li> <li>• Student perception survey (yearly)</li> <li>• Powerful instructional practices (quarterly)</li> </ul> <p>I-ready data</p> <ul style="list-style-type: none"> <li>• Diagnostics are taken 3 times a year which allow us to continue to differentiate and meet students needs</li> <li>• Use GLAD articulation time</li> </ul>		

<p>Literacy focus:</p> <ul style="list-style-type: none"> <li>Increasing student engagement by providing opportunities for students to respond.</li> </ul> <p>All teachers will provide students multiple opportunities to respond in order to increase student engagement and allow students to attain skills through practice and reflection. All teachers will use the student responses to provide timely, corrective, and informative feedback.</p> <ul style="list-style-type: none"> <li>RTI implementation</li> </ul> <p>High needs students in tier 2 and 3 will receive intervention and literacy support to address specific needs and accelerate student learning in order to close the achievement gap.</p>	<p>WSF Training provided by Dr. Anita Archer Complex Area Literacy Grant</p>	<ul style="list-style-type: none"> <li>Focus on high needs students' reading proficiency by decreasing the amount of tier 2 and 3 students. This will lead to an increase in the percentage of students in tier 1 by 5% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</li> <li>Focus on high needs students' reading proficiency, reducing the achievement gap to less than 18 points.</li> </ul>	<p>(bi-weekly) to analyze data that show growth areas and share best practices. Articulation time will also include the RTI teachers to ensure that students' needs are being met and make the transition smooth between the classroom and RTI.</p>		
<p>IB PYP programme:</p> <ul style="list-style-type: none"> <li>Using evaluation and self-study feedback in order to improve our IB programme.</li> </ul> <p>All staff members will be</p>	<p>WSF IB annual fee (\$8520) and budget for resources</p>	<ul style="list-style-type: none"> <li>Teachers show an understanding of the IB standards and practices and can implement the selected</li> </ul>			

<p>given deliberate collaboration time in order to get a deeper understanding of the IB standards and practices. This will allow us to compare our self-study report with the IB evaluation team report to select standards and practices that can be refined and strengthened.</p>		<p>practices with fidelity.</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 HIOE 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

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>
<ul style="list-style-type: none"> <li>• Dual Language Immersion pilot program</li> </ul>	<ul style="list-style-type: none"> <li>• To support our school's and IB's mission and philosophy of creating a multicultural community that builds intercultural understanding and respect</li> </ul>	<p>Survey from parents indicates a need and desire to have dual language education.</p> <p>Personnel for the program is needed to continue the development of language for grades K-5.</p>

# IEP at A Glance

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Eligibility: \_\_\_\_\_ Annual ARD Date: \_\_\_\_\_

## Goal Areas

- Math
- Reading
- Writing
- Science
- Spelling
- Social Studies
- Speech
- Life Skills
- Behavior
- OT
- PT

## Accommodations

- Extra Time
  - Manipulatives
  - Dictionary
  - Frequent Breaks
  - Dictionary
  - Reduce Assignments
  - Supplemental Aids
  - Modified Curriculum
  - Oral Test
  - Oral Responses
  - Spelling List
- Other: \_\_\_\_\_

Service	Days	Time per week or day
Speech	MTWThF	Time per week/ day _____
Occupational Therapy	MTWThF	Time per week/ day _____
Physical Therapy	MTWThF	Time per week/day _____
Adaptive PE	MTWThF	Time per week/ day _____

## Goals:

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 Brooke Reagan