2023 Academic Plan, School year 2023-24

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)
- 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: [Signature] Date: 4/14/23

Complex Area Superintendent (print): Rachelle Mahre
Complex Area Superintendent's Signature: [Signature] Date: 4/19/2023
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.

<table>
<thead>
<tr>
<th>Evidence and Rationale for Change</th>
<th>Key Strategies to Address and Promote Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through our IB evaluation process, SEL Panorama survey and our student behavioral referral form, our school has seen a need for more SEL development. In the HI Strive data, only 75% of our students reported a positive school climate, which means that 25% 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 PYP, 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 2018-2022. There is also an achievement gap of 30 points between high needs and non-high needs students in reading. Due to these data points, we are going to focus on supporting our students’ SEL and literacy needs. We will continue to use the feedback from our IB evaluation in order to make improvements to our PYP programme to continue to support student learning and achievement.</td>
<td>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.</td>
</tr>
</tbody>
</table>

We will:
- Focus on Social Emotional Learning practices, lessons, and skills in order to increase student attendance, support the whole child, and create a strong class culture and sense of belonging.
- 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. This is a transdisciplinary approach to meet the needs of our diverse learners.
  - Utilizing explicit strategies from Orton-Gillingham training school wide to enhance foundational skills in reading
- 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

These strategies will impact students’ growth in academics by developing stronger foundational skills, creating greater engagement, and applying skills to other disciplines in a safe and supportive environment.

HIDOE and School Initiatives

<table>
<thead>
<tr>
<th>Key HIDOE Initiatives Addressed in the Plan</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please refer to the table below</td>
<td>Please refer to the table below</td>
</tr>
</tbody>
</table>
### Key HIDOE Initiatives Addressed in the Plan

<table>
<thead>
<tr>
<th>Key HIDOE Initiatives addressed in the plan</th>
<th>Social Emotional Learning</th>
<th>Academic Achievement</th>
<th>PYP IB programme enhancements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Five Student Promises</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Equity</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Design</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowerment</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Innovation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIDOE implementation Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Voice</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teacher Collaboration</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Design</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Key School Initiatives Addressed in the Plan

- Enhanced IIT 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, RTI teachers
- 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 subgroup[s].
<table>
<thead>
<tr>
<th>Targeted Subgroup(s) and Identified Needs</th>
<th>Identify and Describe the Achievement Gap</th>
<th>A Related Theory of Action</th>
<th>Enabling Activities to Address/Improve the Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the targeted subgroup and their identified need</td>
<td>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.</td>
<td>What is your Theory of Action (If-Then) to improve the achievement gap?</td>
<td>What are your enabling activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>
| Our target subgroups are our high needs students which includes English Learners, economically disadvantaged, and students that receive Special Education services. | Smarter Balanced Assessment According to our Strive HI SBA data from SY 2021-2022, there was a 30-point achievement gap in reading between the high-need (41%) and non-high-need students (71%) Overall, 38% of our students are not meeting reading proficiency. | If we focus on instruction that:  
• Builds literacy skills and knowledge especially in foundational skills  
• Engages students and allows opportunities to respond to attain skills  
• Develops well-rounded and life-long learners that are knowledgeable, active and compassionate | • Inclusion model for all grade levels  
• All teachers will attend Dr. Anita Archer trainings to learn strategies that engage students and provide opportunities to respond  
• All teachers will receive training in Orton-Gillingham’s approach to provide explicit reading instruction on foundational skills.  
• Students in tier 3 will receive additional instructional support through our reading RTI program.  
• All students will receive social emotional learning skills, activities, and strategies to support the whole-child.  
• Enhancements to the PYP programme to |
|  | I-Ready Universal Screener  
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 21-22. | If we create environments that:  
• Builds relationships  
• Makes students feel valued and safe  
• Focuses on the social, emotional, and physical well-being of our students  
• Empowers our students to inquire, persevere, reflect, and take action |  |
|  | SEL Panorama Survey Data  
The Panorama survey data showed that our school’s greatest area of need is grit and sense of belonging when we compare our results to other schools in the Hawaii Department of Education. | Then:  
• More students will feel a sense of belonging and connection to school, which will increase attendance |  |
- Reading achievement gaps will decrease
- Students will make deeper connections to our IB Learner Profiles and IB programme

improve our rigorous, inquiry based curriculum
- Horizontal and vertical alignment for curriculum
- Address Chronic Absenteism: The school will update and revise our attendance policy and protocols in order to ensure that students access their education in a way that needs to impact academics and the learner profile.
  - Implement systematic interventions for attendance issues. (ie. calls home, email, specific P/T conferences, formal letters, admin home visits, eNotes reminders, etc...)

---

**Innovation in Support of the Core: School Design and Student Voice**
<table>
<thead>
<tr>
<th>Describe your complex/school contexts for School Design and Student Voice</th>
<th>Describe your current and continuing Initiative that will further advance your 23-24 school design and student voice</th>
<th>Describe your conditions for Success for School Design and Student Voice</th>
</tr>
</thead>
</table>
| • We strive to live the IB Learner Profile in order to make the world a better and more peaceful place  
  o Fostering social emotional learning will nurture our students in a caring, positive classroom community, which will build strong school culture.  
• Literacy foundational skills development will support students in closing the achievement gap. This will allow students to access and make deeper connections to the IB units of inquiry.  
• We learn conceptually through inquiry that is embedded in global contexts that will develop problem solving skills.  
• We believe every student can succeed and we dedicate resources in order to bridge our classrooms to the community and beyond  
  o We learn conceptually through inquiry that is embedded in local and global contexts | Initiative 1: Social Emotional Learning  
• Increasing our students' sense of belonging to bolster attendance  
• Create a strong class culture and build meaningful relationships  
• Provide skills, activities, and lessons that will develop the whole child  

Initiative 2:  
Address the achievement gap in reading:  
  a. Utilizing explicit strategies from Orton-Gillingham training school wide to enhance foundational skills in reading  
  • Teachers will use explicit multisensory procedures to support students learning of foundational skills  
  • Teachers provide students with structured, sequential and cumulative learning experiences.  
  • The OG approach makes connections between reading, spelling, writing and oral language which will help students to achieve academic success.  
  b. Providing opportunities for students to respond leading to increased student engagement.  
  • Students will attain skills by practicing and using visual, verbal, or written responses.  
  • Students will receive teacher feedback to make improvements in learning  
  • Students will be involved and participate in the learning  
  • Teachers will be able to check for understanding and provide immediate corrective, informative feedback based on student responses.  
  • This strategy can be utilized across various | • Fostering our students and teachers' total well-being will help to build intrinsic motivation, joy, curiosity in learning which is vital for student academic progress and achievement.  
• Using professional development opportunities to provide support to students and staff.  
• 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.  
• Strengthening our IB programme by allowing collaboration to share resources, implementing cohesive and well designed units, and reflecting upon different aspects of the IB practices and standards will develop well-rounded life long learners. |
Initiative 3: Development of our IB programme
- 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.

---

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

**Part II (over 3 years)**

<table>
<thead>
<tr>
<th>SY 2023-2024 Measurable outcomes</th>
<th>SY 2024-2025 Measurable outcomes</th>
<th>SY 2025-2026 Measurable outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are your measurable outcomes around school design and student voice?</strong></td>
<td><strong>What are your measurable outcomes around school design and student voice?</strong></td>
<td><strong>What are your measurable outcomes around school design and student voice?</strong></td>
</tr>
<tr>
<td><strong>Social Emotional Learning:</strong></td>
<td><strong>Social Emotional Learning:</strong></td>
<td><strong>Social Emotional Learning:</strong></td>
</tr>
<tr>
<td>- Strive HI report shows over 80% of students feel positively about our school climate.</td>
<td>- Strive HI report shows over 85% of students feel positively about our school climate.</td>
<td>- Strive HI report shows over 90% of students feel positively about our school climate.</td>
</tr>
<tr>
<td>- Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 80%</td>
<td>- Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 85%</td>
<td>- Panorama SEL survey shows greater sense of belonging by improving our percent favorable above 90%</td>
</tr>
<tr>
<td>- Culture of sharing forms among teachers and staff internally.</td>
<td>- Culture of sharing is established among teachers and staff internally and starts to extend outside of school.</td>
<td>- Culture of sharing is established among teachers and staff internally and externally.</td>
</tr>
<tr>
<td>- Decrease chronic absence percentage to less than 12%</td>
<td>- Decrease chronic absence percentage to less than 10%</td>
<td>- Decrease chronic absence percentage to less than 8%</td>
</tr>
<tr>
<td>Hahaione Elementary School</td>
<td>2023-2024 Academic Plan [FKKCA]</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Student engagement and development of IB programme will lead to improved literacy scores**  
  - Focus on high needs students' 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.  
  - Focus on high needs students' reading proficiency, reducing the achievement gap to less than 25 points. | **Student engagement and development of IB programme will lead to improved literacy scores**  
  - Focus on high needs students' 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.  
  - Focus on high needs students' reading proficiency, reducing the achievement gap to less than 15 points. | **Student engagement and development of IB programme will lead to improved literacy scores**  
  - Focus on high needs students' 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 20% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.  
  - Focus on high needs students' reading proficiency, reducing the achievement gap to less than 7 points. |

**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.

**How will you know that they are resulting in an improvement?**

**Observations**  
- **Learning Walks**  
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies  
  - Fewer behavioral incidents  
  - Improved attendance  
  - Structured and explicit reading lessons  
    - OG approach  
    - Implementing strategies from Dr. Anita Archer  
  - Higher engagement in reading  
- **Surveys**

**Observations**
- **Learning Walks**  
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies  
  - Fewer behavioral incidents  
  - Improved attendance  
  - Structured and explicit reading lessons  
    - OG approach  
    - Implementing strategies from Dr. Anita Archer  
  - Higher engagement in reading

**Observations**
- **Learning Walks**  
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies  
  - Fewer behavioral incidents  
  - Improved attendance  
  - Structured and explicit reading lessons  
    - OG approach  
    - Implementing strategies from Dr. Anita Archer  
  - Higher engagement in reading

**Observations**
- **Learning Walks**  
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies  
  - Fewer behavioral incidents  
  - Improved attendance  
  - Structured and explicit reading lessons  
    - OG approach  
    - Implementing strategies from Dr. Anita Archer  
  - Higher engagement in reading

**Surveys**

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

Part III (over one year)

<table>
<thead>
<tr>
<th>SY 2023-2024 Formative Measures (beginning of the year)</th>
<th>SY 2023-2024 Formative Measures (throughout the year)</th>
<th>SY 2023-2024 Summative Measures (end of the year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are your measurable outcomes around School Design and Student Voice</strong></td>
<td><strong>What are your measurable outcomes around School Design and Student Voice</strong></td>
<td><strong>What are your measurable outcomes around School Design and Student Voice</strong></td>
</tr>
<tr>
<td>- Check students attitude towards school and SEL strengths using student survey on Panorama</td>
<td>- Check students attitude towards school and SEL strengths using student Fall 2023 survey</td>
<td>- Final SEL survey should show an improvement of sense of belonging to 80%</td>
</tr>
<tr>
<td>- Analyze root cause to chronic absenteeism</td>
<td>- The results should show improvements especially in the area of positive school climate and sense of belonging, which should lead to improved absentee rate</td>
<td>- Decrease percentage of chronic absent students from 14% to 12%</td>
</tr>
<tr>
<td>- Identify the high needs students’ reading and math proficiency using I-Ready diagnostics, SBA data, fluency data, and teacher recommendations</td>
<td>- Support our identified high needs students through RTI and intentional and explicit strategies</td>
<td>- Strive HI report shows 85% of students feel positively about our school climate.</td>
</tr>
<tr>
<td>- We will use the enhanced ILT process to develop ideas around powerful innovative strategies and areas of need. Then we will allow teachers to collaborate and use their voice to build clarity and set a SMARTe goal. We will</td>
<td>- From the fall to winter diagnostic, we should see a 5% increase in tier 1</td>
<td>- Support our identified high needs students through RTI and intentional and explicit strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Percentage of tier 1 students from fall to spring diagnostic should increase by 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teachers select an initiative focus and form a committee to implement a</td>
</tr>
<tr>
<td>Hahaione Elementary School</td>
<td>2023-2024 Academic Plan [FKKCA]</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>-provide time for teachers to implement strategies while doing learning walks to ensure fidelity and mastery.</td>
<td>- Teachers select an initiative focus and form a committee to implement a powerful instructional practice</td>
<td></td>
</tr>
<tr>
<td>• Reflection of IB evaluation feedback in order to make a plan to improve our IB programme</td>
<td>• Measure the implementation and comfort using the The Level of Use tool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implementation of action plan in order to continue developing and improving our IB programme</td>
<td></td>
</tr>
</tbody>
</table>

Why are you implementing?

**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.**

**Why are you implementing?**

To identify if our initiatives are effective, reflect on our practice, and make adjustments as needed.

**Why are you implementing?**

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.

How will you know that they are resulting in an improvement?

**Observations**

- Learning Walks
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies
  - Fewer behavioral incidents
  - Improved attendance
  - Structured and explicit reading lessons
    - OG
    - Implementing strategies from Dr. Anita Archer
  - Higher engagement in reading

- Surveys
  - Implement surveys for students
    - IB vision and mission
    - SEL

**Observations**

- Learning Walks
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies
  - Fewer behavioral incidents
  - Improved attendance
  - Structured and explicit reading lesson
    - OG
    - Implementing strategies from Dr. Anita Archer
  - Higher engagement in reading

- Surveys
  - Implement surveys for students
    - IB vision and mission
    - SEL

**Observations**

- Learning Walks
  - Systematic, explicit and intentional implementation of offering opportunities to respond and engagement strategies
  - Fewer behavioral incidents
  - Improved attendance
  - Structured and explicit reading lesson
    - OG
    - Implementing strategies from Dr. Anita Archer
  - Higher engagement in reading

- Surveys
  - Implement surveys for students
    - IB vision and mission
    - SEL

**powerful instructional practice**

- Culture of sharing forms among teachers and staff internally

- Implementation of action plan in order to continue developing and improving our IB programme
  - Evaluation of progress
Hahaione Elementary School

- Effectiveness of PIPs (Powerful instructional practices)

Analyzing and evaluating data in GLAD articulation
- I-ready data
- Fluency data
- Based on feedback from our IB evaluation, the school will continue developing our IB programme

2023-2024 Academic Plan [FKKCA]

- Effectiveness of PIPs (Powerful instructional practices)

Analyzing and evaluating data in GLAD articulation
- I-ready data
- Fluency data
- Based on feedback from our IB evaluation, the school will continue developing our IB programme

- Effectiveness of PIPs (Powerful instructional practices)

Analyzing and evaluating data in GLAD articulation
- I-ready data
- Fluency data
- Based on feedback from our IB evaluation, the school will continue developing our IB programme

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

Part IV

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Staff Outcomes</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Emotional Learning:</strong></td>
<td></td>
<td>Social Emotional Learning:</td>
</tr>
<tr>
<td>- Strive HI report shows over 85% of students feel positively about our school climate.</td>
<td>The teachers will self-reflect and collaborate regularly to measure and improve the implementation of literacy and math instructional practices</td>
<td>Counselor: Kyoko Heberle</td>
</tr>
<tr>
<td>- Panorama SEL survey shows greater sense of belonging by improving our percent favorable to 80%</td>
<td>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</td>
<td>PYP coordinator: Haley Omiya</td>
</tr>
<tr>
<td>- Decrease percentage of chronic absent students from 14% to 12%</td>
<td>By the end of the SY 2023-2024, all teachers will be at a Routine Use Level or above, which will indicate the use of the OG literacy strategies becoming routine and comfortable</td>
<td>Academic Achievement and Engagement</td>
</tr>
<tr>
<td><strong>Student engagement and development of IB programme will lead to improved literacy scores</strong></td>
<td><strong>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.</strong></td>
<td>SSC: Wendy Shigeta, Kari Odo</td>
</tr>
<tr>
<td>- 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 10% from the 1st i-Ready diagnostic to the 3rd and final i-Ready diagnostic.</td>
<td><strong>Attendance data will be review and personalized interventions will be planned for all attendance issues.</strong></td>
<td>RTI coordinators: Denise Matsumura and Janice Avellana</td>
</tr>
<tr>
<td>- Focus on high needs students' reading proficiency, reducing the achievement gap to less than 25 points.</td>
<td>- Calls or emails home after all absences</td>
<td>PYP coordinator: Haley Omiya</td>
</tr>
</tbody>
</table>

**Improvement of IB programme:**
- PYP coordinator: Haley Omiya
Follow up calls if there is no response from the home
- After 3 tardies or absences - team meeting
- Formal letter to home after 4 absences or tardies
- Parent teacher conference after 5+ absences or tardies
- Team meetings at every 2 absences or tardy increments after the first 5

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

<table>
<thead>
<tr>
<th>Enabling activities</th>
<th>Budget (including source of funding)</th>
<th>School Monitoring Measurable Outcomes</th>
<th>School Monitoring Activities (including frequency)</th>
<th>Complex monitoring Measurable outcomes</th>
<th>Complex Monitoring Activities (including frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL focus:</td>
<td>WSF</td>
<td></td>
<td>Bi-weekly grade level articulation meetings to monitor progress in data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All classrooms will use sentence frames in order to support students with appropriate discussion dialogue to deepen conversations and build relationships with others.</td>
<td></td>
<td>Quarterly peer learning walks (or similar peers feedback system)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collaborative Conversations</td>
<td></td>
<td></td>
<td>Quarterly ART learning walks (or similar feedback system)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Morning Meetings</td>
<td>All classrooms will</td>
<td></td>
<td>External learning walks with feedback by guests per semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Strive HI report shows over 85% of students feel positively about our school climate.
- The Panorama SEL survey shows a greater sense of belonging by improving our percent favorable after each survey by 2%. By the
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.

- Choose Love

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.

<table>
<thead>
<tr>
<th>Literacy and math focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increasing student engagement by providing opportunities for students to respond.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>WSF Training provided by Dr. Anita Archer Complex Area Literacy Grant</th>
</tr>
</thead>
</table>

- Focus on high needs students' 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.

- Focus on high needs students' reading proficiency, reducing the

<table>
<thead>
<tr>
<th>Student surveys to collect data</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SEL (3 times a year)</td>
</tr>
<tr>
<td>- Student perception survey (yearly)</td>
</tr>
<tr>
<td>- Powerful instructional practices (quarterly)</td>
</tr>
</tbody>
</table>

I-ready data

- Diagnostics are taken 3 times a year which allow us to continue to differentiate and meet students needs

- Use GLAD articulation time (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.
<table>
<thead>
<tr>
<th>Feedback</th>
<th>Reading achievement gap to less than 25 points</th>
</tr>
</thead>
</table>

**IB PYP programme:**
- Using evaluation and self-study feedback in order to improve our IB programme.

All staff members will be 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.

**Chronic Absenteeism Focus:**
- The school will update and revise the attendance policy and protocols in

**WSF**
- IB annual fee ($8520) and budget for resources

- Teachers show an understanding of the IB standards and practices and can implement the selected practices with fidelity.
- If students are making meaningful connections and engaged in our IB programme, then we will see a decrease percentage of chronic absent students from 14% to 12%

- The student attendance policy and protocols will be shared with all of the school's stakeholders and regular

- Monthly attendance committee meetings with key personnel (Admin, SASA, Attendance clerk, SSC, SAC,
| Order to ensure that students access the education they need to impact academics and the learner profile. | Messages will be distributed to our families to promote regular student attendance.  
- The school will have an average daily attendance rate of at least 95%. | PCNC, counselor, PE teacher)  
- Review of current daily attendance and chronic absenteeism data.  
- Conduct family and student surveys of attendance root issues, causes and possible effective interventions. |

**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**
### Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

### Innovation in Support of the Core:

### Pipeline of Emerging Ideas:
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.

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 the capacity to improve, and continuously advance student learning.

As the HIDOE 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.

<table>
<thead>
<tr>
<th>Rationale for Emerging Ideas</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language Immersion pilot program</td>
<td>To support our school's and IB's mission and philosophy of creating a multicultural community that builds intercultural understanding and respect</td>
</tr>
</tbody>
</table>

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.