



Hawaii Department of Education: Academic Plan School Year: 2022-2023

School Name: Liholiho Elementary School

Submitted By: Alan Lee, Principal

Date: 3/28/22

CAS Signature:

Date: 4/5/22

Developing a collaborative Academic Plan framed by the HDOE 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:

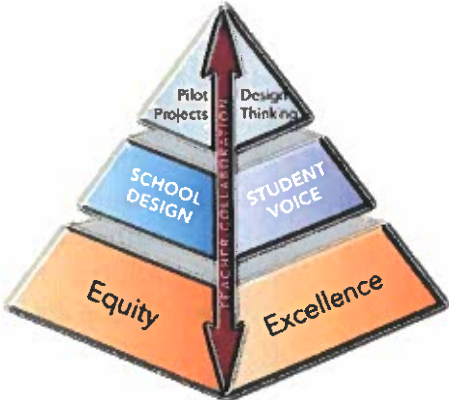
Focus: equity and excellence in core curriculum and supports.

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).

Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.

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><u>Addressing language development (English Learners)</u> Although the number of students reaching level 5 and 6 on the WIDA Access is increasing (15%), we have noticed that many of our students are having difficulty in the areas of speaking and writing. Even students who reached level 5 and 6 demonstrated the lowest scores in these areas. It is a need to better support students in producing oral and written academic language across all content areas. (EL Plan)</p>	<ul style="list-style-type: none"> ● Provide additional EL Intervention support ● Focus PD around EL Strategies (i.e. graphic organizers, visual supports, multi-sensory learning) ● Find funding (title III) for supplementary oral fluency practice ● Provide opportunities for all students to showcase learning (i.e. speech festival)
<p><u>Addressing the ELA achievement gap</u> The overall achievement gap for ELA on the SBA is 26 points. (high needs: 46%, non-high needs: 72%) There is a need to analyze best Tier I practices in ELA and utilize them across content areas to better meet the needs of our high-needs students. (Learning Supports)</p>	<ul style="list-style-type: none"> ● Continue creation of a school-wide writing continuum for students to self-assess for quality ● Utilize articulation time to address student needs (data teams) ● There is a need for vertical articulation between grade levels in order to ensure more continuity of expectations for the next grade level. ● Establish meeting time between general education and intervention teachers to discuss student needs and progress
<p><u>Continuing to close the math achievement gap</u> The overall achievement gap for math on the SBA is 19points. (high needs: 50%, non-high needs: 69%). Analyzing and sustaining best practices will help us continue to close the gap even further. (Learning Supports)</p>	<ul style="list-style-type: none"> ● Continue to track and evaluate new SBA data to analyze causation for growth in math scores ● Continue to integrate problem solving into the Stepping Stones curriculum to increase rigor and real-world connections ● Address needs of low SES and SPED sub groups ● Utilize articulation time to address student needs (data teams) ● There is a need for vertical articulation between grade levels in order to ensure more continuity of expectations for the next grade level.

<p>Addressing the new HCSSS and NGSS standards With the introduction of new standards in Social Studies and Science, we have found it difficult to address all the standards. There is a need to integrate content into the core subjects such as ELA and math.</p>	<ul style="list-style-type: none"> ● Continue to develop integrated units and share with staff ● Utilize PD opportunities to develop curriculum ● Adapt lesson plans to better fit student needs and address instructional shifts in new standards ● Engage in professional development to become more familiar with new standards ● Utilize articulation time to address student needs (data teams) ● There is a need for vertical articulation between grade levels in order to ensure more continuity of expectations for the next grade level.
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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)
Equity: West ED EL Initiative	Kelly Elms, Katie Imanaka
School Design Principles	Alan Lee
Empowerment (Student Voice)	Alan Lee
Innovation	Alan Lee
Key School Initiatives Addressed in the Plan	Leads(s)
English Learners (Language Development)	Kelly Elms, Katie Imanaka
ELA Achievement	CathyLynne Fong
Math Achievement	Ashley Okazaki, Richard Marsh

2022-2023 Academic Plan: Liholiho Elementary

HCSSS and NGSS Standards	Katie Imanaka, Alan Lee
Professional Development and Collaboration	Alan Lee
Hawaii Multi-Tiered Systems of Support	Sachi Matsushita, Kelly Lopes
Student Voice (Assessment, Showcases)	Alan Lee

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 needs</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>English Learners have a need for...</p> <ul style="list-style-type: none"> ● newcomer support ● language development in areas of speaking and writing ● key instructional strategies to support learning and achievement in an inclusive setting 	<p>English Learners in 2020-21</p> <ul style="list-style-type: none"> ● ELA Achievement <ul style="list-style-type: none"> ○ EL-46% ○ Non-High Needs-89% ○ Gap: 43 points ● Math Achievement <ul style="list-style-type: none"> ○ EL-78% ○ Non-High Needs-82% ○ Gap: 4 points <p>High Needs vs. Non-High Needs in 2020-21</p> <ul style="list-style-type: none"> ● ELA Achievement <ul style="list-style-type: none"> ○ High Needs-61% ○ Non-High Needs-89% ○ Gap: 28 points ● Math Achievement <ul style="list-style-type: none"> ○ High Needs-66% ○ Non-High Needs-82% ○ Gap: 16 points 	<p>English Learners</p> <p>If all teachers receive high-quality professional development and implementation support for effective EL strategies, then all students will better be able to gain access to the content and be better equipped to achieve defined learning outcomes. <i>(Professional Development)</i></p> <p>If principals provide opportunities for teachers and instructional staff to engage in collaborative discussions around instructional planning and student learning, grounded in data, then teachers will be able to make appropriate adjustments to instruction to help all students attain higher levels of achievement. <i>(Support and Coaching)</i></p>	<p>English Learners</p> <ul style="list-style-type: none"> ● Offer student classes to enhance communication and help acclimate students to our culture ● Student ambassadors to help welcome new students ● Provide Sheltered Instruction professional development for teachers to ensure teachers have EL credit ● Provide training to EL Part-Time Teachers incorporating effective EL strategies ● Develop a common understanding that all teachers are English language instructors ● Implement oral fluency practice during supplementary EL programs (after school, summer, etc.) ● Intentionally provide additional opportunities for EL students to speak and write across all settings ● Push-in support allows for small group instruction to meet the needs of all students in an inclusive setting

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 2022-23 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<ul style="list-style-type: none"> ● Equity and Access: Liholiho will continuously evaluate its efforts to ensure that all students have equitable access to rigorous, high-quality Tier 1 instruction in all content areas. ● Hawaii Multi-Tiered Systems of Support: Liholiho embraces a continuous school improvement mindset reflected in a multi-tiered system of support that identifies students for specific and timely support. ● Capacity Building: Professional development is valued by Liholiho staff as a means to build and enhance learning structures for all students. ● Student Agency: Students have the opportunity to reflect on their learning and evaluate self and peer work to take responsibility for their learning outcomes. ● Academic Showcases: Liholiho provides opportunities for students to demonstrate their learning and participate in academic showcases. 	<ul style="list-style-type: none"> ● In order for all students to have equitable access to a quality education, we must include multiple means for students to access the curriculum through differentiation strategies along with appropriate support and interventions. (Learning Supports) ● We will continue to use data to identify and provide support to meet the academic and social emotional needs of all students. ● We will continue to extend and expand upon professional development by allowing time to plan and collaborate with colleagues to implement new learning. ● In order for all students to take responsibility for their learning outcomes, we will continue to model and provide opportunities for students to evaluate self and peer work. ● We will develop a platform to virtually showcase student learning across content areas. 	<ul style="list-style-type: none"> ● Continuous reflection by faculty and administration is needed to ensure equity for all students. We need to provide all students with a range of opportunities to demonstrate their learning and celebrate their success as learners. (Decision Making) ● Sufficient staffing to support an intensive Response to Intervention program is needed to ensure we are able to continue to meet the needs of all students. We need to have an understanding that the classroom teacher is also a form of intervention support. ● Time for teachers to plan and collaborate will be provided. Time for sharing and reflection across grade levels to improve our practices will be provided. ● Time is needed to create, revise, and share clear learning destinations to ensure that all teachers have an understanding of what is expected at each grade level. ● Procedures need to be created for hosting academic showcases to sustain these types of events despite personnel changes.

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

Part II (over 3 years)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>Equity and Access, HMTSS What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on the Smarter Balanced Assessment, the ELA achievement gap for EL students will decrease from 44% to 40%, and the Math achievement gap will decrease from 16% to 15%. Based on the WIDA Access, the number of students reaching level 5 or 6 will increase from 15% to 20%. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Providing access to rigorous, high-quality Tier 1 instruction in all content areas will decrease the achievement gap seen between high-needs and non-high-needs students. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Students will show growth on targeted formative assessments throughout the year. 	<p>Access through Design, HMTSS What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on school-level assessment screeners, 75% of all students receiving pull-out intervention will demonstrate growth in their targeted areas of need. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Providing high-quality, targeted intervention to identified students will help to increase overall achievement. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Students will show growth on targeted formative assessments throughout the year. Teacher and parent feedback can also help indicate improvement. 	<p>Access through Design, HMTSS What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on school-level assessment screeners, 50% of all students receiving pull-out intervention will be provided with some type of home-school connection. (Take-Home Activity Packs) <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Providing materials for students to continue their learning at home may help support high-needs students and increase student learning. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Students will show growth on targeted formative assessments throughout the year. Teacher and parent feedback can also help indicate improvement.

Part II (continued)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>Capacity Building: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 80% of teachers will provide evidence of implementing instructional strategies from a staff professional development session. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Provide teachers with opportunities to implement new instructional strategies as a means of increasing pedagogical capacity. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Teachers will independently develop, implement, refine, share and discuss the effectiveness of the strategies with colleagues. 	<p>Capacity Building: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 90% of teachers will provide evidence of implementing instructional strategies from a staff professional development session or a data team process. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Provide teachers with opportunities to implement new instructional strategies as a means of increasing pedagogical capacity. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Teachers will independently develop, implement, refine, share and discuss the effectiveness of the strategies with colleagues through a data team process. 	<p>Capacity Building: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 100% of teachers will provide evidence of implementing instructional strategies from a staff professional development session. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Provide teachers with opportunities to implement new instructional strategies as a means of increasing pedagogical capacity. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> Teachers will independently develop, implement, refine, share and discuss the effectiveness of the strategies with colleagues.

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>Student Agency: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 80% of teachers will provide evidence of students engaging in self and/or peer evaluations based on strategies learned from staff professional development. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Allowing students to reflect on their learning and be a part of the assessment process increases student voice. <p>How will you know that they are resulting in an improvement?</p>	<p>Student Agency: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 80% of teachers will provide evidence of students engaging in self and/or peer evaluations based on strategies learned from staff professional development or through a data teams process. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Allowing students to reflect on their learning and be a part of the assessment process increases student voice. <p>How will you know that they are resulting in an improvement?</p>	<p>Student Agency: What are your measurable outcomes?</p> <ul style="list-style-type: none"> Based on a whole faculty discussion, 100% of teachers will provide evidence of students engaging in self and/or peer evaluations based on strategies learned from staff professional development. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Allowing students to reflect on their learning and be a part of the assessment process increases student voice. <p>How will you know that they are resulting in an improvement?</p>

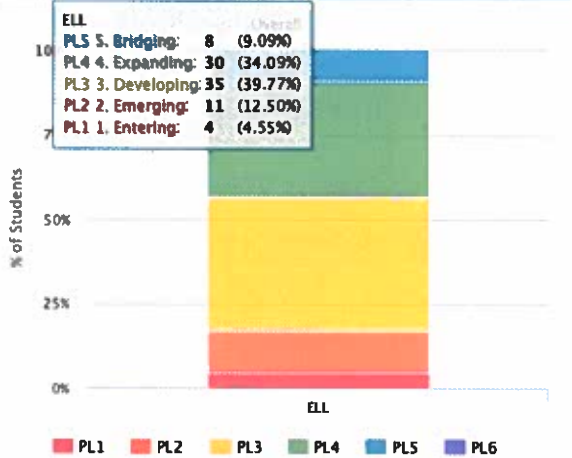
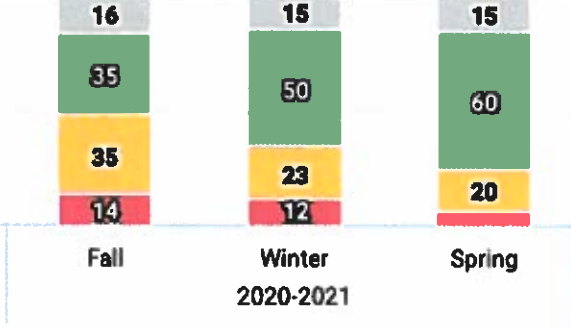
<ul style="list-style-type: none"> • Students begin to demonstrate more independence when engaging in self and peer feedback. 	<ul style="list-style-type: none"> • Students begin to demonstrate more independence when engaging in self and peer feedback. 	<ul style="list-style-type: none"> • Students begin to demonstrate more independence when engaging in self and peer feedback.
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Part II (continued)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>Academic Showcases: What are your measurable outcomes?</p> <ul style="list-style-type: none"> • 100% of classes will submit student work to be displayed in a school-wide Science Showcase in order to determine projects that will participate in the Honolulu Science and Engineering Fair (HONSEF) • 100% of grade levels will submit at least one product highlighting student work for a virtual showcase, utilizing school rubric. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing opportunities for students to showcase their learning is a means of increasing students' academic confidence. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students and parents attend school showcases highlighting student work based on school rubric criteria. 	<p>Academic Showcases: What are your measurable outcomes?</p> <ul style="list-style-type: none"> • Continue to participate in HONSEF • 100% of grade levels will submit at least one product highlighting student work for a virtual showcase, utilizing school rubric. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing opportunities for students to showcase their learning is a means of increasing students' academic confidence. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students and parents attend school showcases highlighting student work based on school rubric criteria 	<p>Academic Showcases: What are your measurable outcomes?</p> <ul style="list-style-type: none"> • Continue to participate in HONSEF • 100% of grade levels will submit products quarterly highlighting student work for a virtual showcase, utilizing school rubric. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing opportunities for students to showcase their learning is a means of increasing students' academic confidence. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students and parents attend school showcases highlighting student work based on school rubric criteria.

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

Part III (over 1 year)

SY 2022-2023 Formative Measures (beginning of the year)	SY 2022-2023 Formative Measures (throughout the year)	SY 2022-2023 Summative Measures (end of the year)																																						
<p>SY2020-21</p> <ul style="list-style-type: none"> • ELA Smarter Balanced Assessment achievement gap for EL students - 26.18 points • 2020-21 Math Smarter Balanced Assessment achievement gap for EL students - 1.8 points • 2020-21 WIDA Access levels - <p>ACCESS % by Proficiency Level and Classification (Composite and Language)</p>  <table border="1"> <caption>ACCESS % by Proficiency Level and Classification (Composite and Language)</caption> <thead> <tr> <th>Proficiency Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>PL5 S. Bridging</td> <td>8</td> <td>9.09%</td> </tr> <tr> <td>PL4 4. Expanding</td> <td>30</td> <td>34.09%</td> </tr> <tr> <td>PL3 3. Developing</td> <td>35</td> <td>39.77%</td> </tr> <tr> <td>PL2 2. Emerging</td> <td>11</td> <td>12.50%</td> </tr> <tr> <td>PL1 1. Entering</td> <td>4</td> <td>4.55%</td> </tr> </tbody> </table>	Proficiency Level	Count	Percentage	PL5 S. Bridging	8	9.09%	PL4 4. Expanding	30	34.09%	PL3 3. Developing	35	39.77%	PL2 2. Emerging	11	12.50%	PL1 1. Entering	4	4.55%	<p>Formative data will be collected as to:</p> <ul style="list-style-type: none"> • use the iReady diagnostic screener as a formative measure of ELA and Math proficiency. • use of the SBA Interim test as a formative measure of ELA and Math proficiency will be explored. <p>iReady - ELA 2020-21</p>  <table border="1"> <caption>iReady - ELA 2020-21</caption> <thead> <tr> <th>Season</th> <th>PL1</th> <th>PL2</th> <th>PL3</th> <th>PL4</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>14</td> <td>35</td> <td>35</td> <td>16</td> </tr> <tr> <td>Winter</td> <td>12</td> <td>23</td> <td>50</td> <td>15</td> </tr> <tr> <td>Spring</td> <td>20</td> <td>20</td> <td>60</td> <td>15</td> </tr> </tbody> </table>	Season	PL1	PL2	PL3	PL4	Fall	14	35	35	16	Winter	12	23	50	15	Spring	20	20	60	15	<p>Equity and Access, Multi-Tiered Systems of Support:</p> <p>Based on the Smarter Balanced Assessment, the ELA achievement gap for EL students will decrease from 44% to 40%, and the Math achievement gap will decrease from 16% to 15%. Based on the WIDA Access, the number of students reaching level 5 or 6 will increase from 15% to 20%.</p>
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<p>Classroom observations and teacher discussions will be used to identify the implementation of research-based professional development strategies; Habits of Mind, learning targets, integrated units, differentiated small group instruction, co-constructing criteria, learning destination checklists, etc.</p>	<p>Articulation and collaboration meetings will be used to assess and support teachers in utilizing strategies. Evidence of effective teacher implementation, including student work will be shared.</p>	<p>Capacity Building: Based on a whole faculty discussion, 80% of teachers will provide evidence of implementing instructional strategies from staff professional development sessions.</p>																				
<p>Classroom observations and teacher discussion will be used to identify the percentage of teachers engaging students in self and/or peer evaluations.</p>	<p>Articulation and collaboration meetings will be used to assess and support teachers in the implementation of student self and peer evaluations. Evidence of effective teacher implementation, including student work will be shared.</p>	<p>Student Agency: Based on a whole faculty discussion, 75% of teachers will provide evidence of students engaging in self and/or peer evaluations based on strategies learned from staff professional development.</p>																				
<p>A teacher survey will be used to identify the percentage of classes with a plan for participation in the school-level science showcase.</p> <p>A teacher survey will be used to identify the percentage of classes with a plan for participation in a virtual showcase highlighting student work across content areas.</p>	<p>A science showcase planning timeline will be collected to ensure that all classes will have student work to submit in time for the school-level science showcase.</p> <p>Articulation and collaboration meetings will be used to provide support and share ideas for participation in a virtual showcase.</p>	<p>Academic Showcases: 100% of classes will submit student work to be displayed in a school-wide Science Showcase in order to determine projects that will participate in the Honolulu Science and Engineering Fair (HONSEF)</p> <p>100% of grade levels will submit at least one product highlighting student work for a quarterly virtual showcase.</p>																				

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

Part IV

Student Outcomes (2022-23 SY)	Staff Outcomes (2022-23 SY)	Lead
<ul style="list-style-type: none"> ● Student achievement (formative assessment) will increase in response to a range of differentiated strategies, supports, and interventions. ● Students know that their voice is valued and thus, openly express their ideas and reflect on their learning. ● Students will engage in integrated units centered around universal concepts helping them to make connections between their learning and the real world. 	<ul style="list-style-type: none"> ● Teachers will use differentiated pedagogical strategies and other supports and interventions in the classroom which address learning needs of all students. (Learning Supports) ● Teachers will create a comfortable and safe learning environment where students readily express themselves and accept different voices and viewpoints shared by others. (Learning Spaces) ● Teachers will value learning and collaborating with colleagues to share strategies and ideas. (Instructional Teams) ● Teachers will become comfortable reflecting and sharing their challenges and successes. (Support and Coaching) ● Teachers will begin to promote student voice and foster classroom environments that are student-centered. (Learning Spaces) 	<ul style="list-style-type: none"> ● Alan Lee

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

Part V

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
<p>Year-Long Learning Supports EL Language Development (Aligns with EL Plan)</p> <ul style="list-style-type: none"> • Offer student classes to enhance communication and help acclimate students to our culture • Student ambassadors to help welcome new students. • Provide Sheltered Instruction professional development for teachers to ensure teachers have EL credit (EL, differentiated small group instruction) • Implement oral fluency practice during supplementary EL programs (after school, summer, etc.) 	<p>WSF</p> <p>Title II</p> <p>Title III 30 hrs/wk @ \$42.16</p>	<ul style="list-style-type: none"> • increased achievement on WIDA Access - 25% of students will move up from their previous Proficiency Level • increase in semester student confidence and performance 	<p>Principal Kelly Elms Katie Imanaka</p>		

2022-2023 Academic Plan: Liholiho Elementary

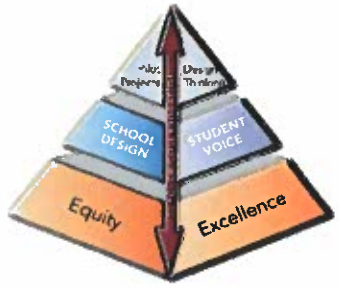
Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
<p>Year-Long Learning Supports ELA Achievement Gap</p> <ul style="list-style-type: none"> ● Provide learning supports to better meet the needs of high-needs students through small group instruction, Daily 5, etc. ● Use the data team process to identify and provide support to meet the needs of all students ● Model and provide opportunities for students to evaluate self and peer work. Opportunities will be provided through the creation and implementation of a school-wide writing continuum. ● Professional development <ul style="list-style-type: none"> ○ EL, Differentiated Small Group Instruction, Data team process 	<p>WSF - 17 hrs/wk @ \$42.16</p> <p>Title II</p>	<ul style="list-style-type: none"> ● Annual HSA, ELA achievement gap for EL students will decrease by 10 points ● Evidence of students engaging in self and/or peer evaluations 	<p>Alan Lee, Katie Imanaka</p>		
<p>Year-Long Learning Supports Math Achievement Gap</p> <ul style="list-style-type: none"> ● Use the data team process to identify and provide support to meet the needs of all students ● Model and provide opportunities for students to evaluate self and peer work. ● Apply and sustain past professional development (Pit Problems, 10-minute tasks, OG Math etc.) 	<p>WSF - 17 hrs/wk @ \$42.16</p>	<ul style="list-style-type: none"> ● Eliminate Annual Math HSA achievement gap ● evidence of students engaging in self and/or peer evaluations 	<p>Principal Ashley Okazaki Tanner Marsh</p>		
<p>Year-Long Learning Supports Standards (HCSSS, NGSS)</p> <ul style="list-style-type: none"> ● Support and Coaching - Continue to develop integrated units and share with staff ● Adapt lesson plans to better fit student needs and address instructional shifts in new standards 	<p>WSF</p>	<ul style="list-style-type: none"> ● evidence of instructional strategies from a staff professional development session 	<p>Principal CathyLynne Fong</p>		

2022-2023 Academic Plan: Liholiho Elementary

<ul style="list-style-type: none"> Utilize Professional Development and collaboration opportunities to develop curriculum 		<ul style="list-style-type: none"> increase iReady scores - 20% of students will increase performance from the fall to spring 			
Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Fall Semester Student Showcases: <ul style="list-style-type: none"> i.e. Science Showcase, Virtual student showcase 	WSF	<ul style="list-style-type: none"> Measured by school rubric and increase in participation in showcases 	Principal		
Spring Semester Student Showcases: <ul style="list-style-type: none"> i.e. Gr. 2 Health/Environment Musical, Gr. 5 Social Studies Musical, May Day 	WSF	<ul style="list-style-type: none"> Measured by increase in student participation rate 	Principal		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>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.</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>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.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Inspiration Stations: We would like to develop a program where teachers can pick a subject of interest to teach (i.e. sewing, home economics, gardening, robotics etc.), and students can choose which class they would like to attend. We would like to start small and have these opportunities once a quarter, and slowly work up to once a month. We would like to consider these classes as an opportunity to include more student showcases where students can present their learning.</p> <p>Develop innovation center plans.</p>	<p>This program will help to promote student voice and choice. We also believe that these classes will help promote problem solving skills and provide opportunities for real world application of skills.</p> <p>Enable students to express creativity and innovation.</p>	<ul style="list-style-type: none"> ● We need to plan ahead to determine a schedule that would provide minimal disruption to core subjects. ● We need to allocate money for teachers to buy supplies to support their classes. ● Articulation/collaboration time for planning innovation center details. Funding for resources for the center.