



Academic Plan for School Year 2021-22

School: Linapuni 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

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

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

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School

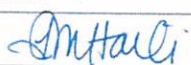
Design, Teacher Collaboration, Student Voice.

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

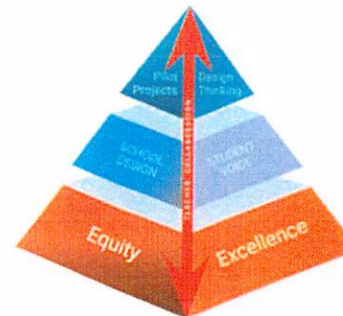
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

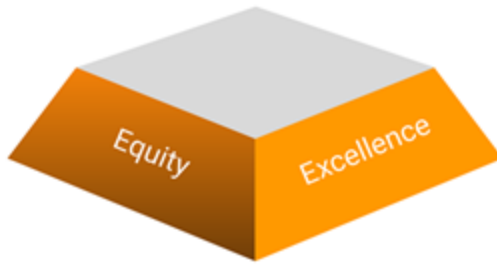
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core**

(page 2).

Principal (print): Tami Marie Haili	
Principal's signature: 	Date: 5/5/21

Complex Area Superintendent (print): Rochelle Mahoe 	5/7/21
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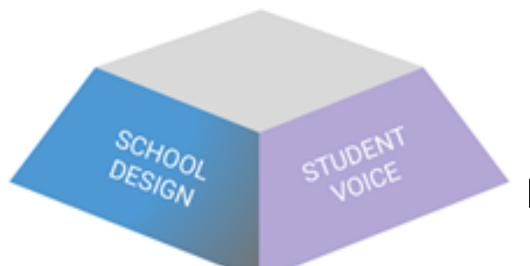
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>1. Increase achievement levels in reading and math for all students.</p> <p>We need to increase and improve strategies to develop language skills throughout all content areas in order to improve listening comprehension, vocabulary both common and academic, speaking, reading and writing skills. In math, we need to increase and improve strategies that develop number sense.</p> <p>a. English Learners (EL)</p> <p>Increase the students’ Speaking and Listening scores in order to increase the school growth to target rate so our EL students meet English language proficiency.</p> <p>LES’s current student population of English Learner is 65.77%. In school years 2018-19 and 2019-20, our growth to target rates were 82% and 77%, respectively. Our goal for school year</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If the school continues to strengthen and implement HMTSS in both instruction and behavior support with fidelity, then all students will demonstrate an increase in achievement levels, EL scores, and attendance.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success:</p> <ul style="list-style-type: none"> Students will be taught using teaching strategies conducive to working with EL populations. A schoolwide assessment system will be used for literacy and math to inform instruction to improve student learning outcomes. Focus on early learning in order to improve PreK & K EL student learning in conversations and patterning - TS Gold Language (10a) and Math (23), respectively Focus on Social-Emotional Learning to acquire knowledge, skills and attitudes to develop healthy identities. Families will be provided the opportunity to participate in family engagement activities to strengthen home-school relationships to promote student success. <p>Staff Success:</p>

<p>2020-21 is for 83-100% of our EL population to be on-track to English language proficiency.</p> <p>Developmental data from Teaching Strategies Gold (TS Gold) indicated that there is a significant learning gap between NEP students who are not meeting grade level proficiency ranging from 51.3% to 67.9% on the Literacy, Language, and Mathematics objectives stated in our Comprehensive Needs Assessment (CNA). (SW 1)</p> <p>b. Special Education (SpEd) LES's current student population for Special Education is 7.18% (Grades PreK to 1) which include a range of disabilities. Historically, the percent of students that receive SpEd services range between 7 - 9%. Developmental data from TS Gold indicates that there is a wide range of performance of students with special needs meeting grade level proficiency from no learning gap to 94.4% on the Literacy, Language, and Mathematics objectives stated in our CNA.. We continue to work on closing the learning gap for our students with special needs. (SW 1)</p>		<ul style="list-style-type: none">• Teachers will work in Professional Learning Communities to analyze data, collaborate, and share and learn instructional strategies.• Teachers and support staff will participate in Professional Development including but not limited to EOEL, Anita Archer, PREL (Cultural), and EL West Education• Teachers will improve Tier 1 instruction through instructional coaching<ul style="list-style-type: none">○ HMTSS○ PLCs○ Coaching Cycles○ Learning Walks
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Innovation in Support of the Core: School Design and Student Voice



Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

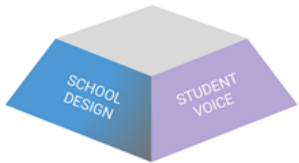
Describe here your Conditions for Success for School Design and Student Voice

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design:</p> <p><i>All students who are taught through research-based early learning strategies and developmentally appropriate practices will increase in their academic achievement.</i></p> <p><u>TS-GOLD</u> 70% - 100% of students will show an increase of at least one level in proficiency from the Fall checkpoint in the TS-Gold objectives that were selected. 70% - 100% of our students will be rated within their grade-level band in TS-Gold by the end of the school year.</p> <p><u>BAS</u> By the end of SY 20-21, 70-80% of all students will show growth towards BAS/Early Literacy goals which indicate effective implementation of strategies gained through recently acquired literacy & language professional development opportunities and PLC research. (Capacity Building)</p> <ul style="list-style-type: none">Grades K & 1 - 2-4 levels	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design:</p> <p><i>All students who are taught through research-based early learning strategies and developmentally appropriate practices will increase in their academic achievement.</i></p> <p><u>TS-GOLD</u> 80% - 100% of students will show an increase of at least one level in proficiency from the Fall checkpoint in the TS-Gold objectives that were selected. 80% - 100% of our students will be rated within their grade-level band in TS-Gold by the end of the school year.</p> <p><u>BAS</u> By the end of SY 20-21, 80-90% of all students will show growth towards BAS/Early Literacy goals which indicate effective implementation of strategies gained through recently acquired literacy & language professional development opportunities and PLC research. (Capacity Building)</p> <ul style="list-style-type: none">Grades K & 1 - 2-4 levels	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design:</p> <p><i>All students who are taught through research-based early learning strategies and developmentally appropriate practices will increase in their academic achievement.</i></p> <p><u>TS-GOLD</u> 90% - 100% of students will show an increase of at least one level in proficiency from the Fall checkpoint in the TS-Gold objectives that were selected. 90% - 100% of our students will be rated within their grade-level band in TS-Gold by the end of the school year.</p> <p><u>BAS</u> By the end of SY 20-21, 90-100% of all students will show growth towards BAS/Early Literacy goals which indicate effective implementation of strategies gained through recently acquired literacy & language professional development opportunities and PLC research. (Capacity Building)</p> <ul style="list-style-type: none">Grades K & 1 - 2-4 levels

<ul style="list-style-type: none">● (Quarterly formative) K ELB 2-4+ Questions = growth● (Quarterly formative) K BAS - 1-2 levels = growth● (Pre-Mid/Mid-Post) Grade 1 BAS - 2-4 levels = growth● Pre-K - grow by at least 1 item on the ELB checklist <p><i>Faculty and staff will utilize the HMTSS framework to build a welcoming and safe learning environment for all students by implementing the PCM strategies with fidelity to strengthen our Tier 1.</i></p> <ul style="list-style-type: none">● Students will show a decrease in the annual percentage of chronic absenteeism from 11% to 10%.● Students will show a 15% decrease in scores on the BEISY, rated by classroom teachers, for both internalizing and externalizing behaviors from BOY-rating to EOY-rating <p>Student Voice:</p> <p><i>All students, through HMTSS will be supported in their social emotional development through building relationships and teaching self-regulation.</i></p> <ul style="list-style-type: none">● 70-80% of students will have positive responses on the Choose Love post survey, which indicate the effectiveness of our HMTSS efforts on their social-emotional learning. (Multi-Tiered Systems of Support) <p><i>All students will engage in at least one experience that is a student-selected, STEM-A-/NGSS-/HCSSS-based(Science, Technology, Engineering, Math-Arts), and the Engineering</i></p>	<ul style="list-style-type: none">● (Quarterly formative) K ELB 2-4+ Questions = growth● (Quarterly formative) K BAS - 1-2 levels = growth● (Pre-Mid/Mid-Post) Grade 1 BAS - 2-4 levels = growth● Pre-K - grow by at least 1 item on the ELB checklist <p><i>Faculty and staff will utilize the HMTSS framework to build a welcoming and safe learning environment for all students by implementing the PCM strategies with fidelity to strengthen our Tier 1.</i></p> <ul style="list-style-type: none">● Students will show a decrease in the annual percentage of chronic absenteeism from 10% to 9%.● Students will show a 20% decrease in scores on the BEISY, rated by classroom teachers, for both internalizing and externalizing behaviors from BOY-rating to EOY-rating <p>Student Voice:</p> <p><i>All students, through HMTSS will be supported in their social emotional development through building relationships and teaching self-regulation.</i></p> <ul style="list-style-type: none">● 80-90% of students will have positive responses on the Choose Love post survey, which indicate the effectiveness of our HMTSS efforts on their social-emotional learning. (Multi-Tiered Systems of Support) <p><i>All students will engage in at least two experiences that are student-selected, STEM-A-/NGSS-/HCSSS-based (Science, Technology, Engineering, Math-Arts), and the Engineering</i></p>	<ul style="list-style-type: none">● (Quarterly formative) K ELB 2-4+ Questions = growth● (Quarterly formative) K BAS - 1-2 levels = growth● (Pre-Mid/Mid-Post) Grade 1 BAS - 2-4 levels = growth● Pre-K - grow by at least 1 item on the ELB checklist <p><i>Faculty and staff will utilize the HMTSS framework to build a welcoming and safe learning environment for all students by implementing the PCM strategies with fidelity to strengthen our Tier 1.</i></p> <ul style="list-style-type: none">● Students will show a decrease in the annual percentage of chronic absenteeism from 9% to 8%.● Students will show a 25% decrease in scores on the BEISY, rated by classroom teachers, for both internalizing and externalizing behaviors from BOY-rating to EOY-rating <p>Student Voice:</p> <p><i>All students, through HMTSS will be supported in their social emotional development through building relationships and teaching self-regulation.</i></p> <ul style="list-style-type: none">● 90-100% of students will have positive responses on the Choose Love post survey, which indicate the effectiveness of our HMTSS efforts on their social-emotional learning. (Multi-Tiered Systems of Support) <p><i>All students will engage in at least three experiences that are student-selected, STEM-A-/NGSS-/HCSSS-based (Science, Technology, Engineering, Math-Arts), and the</i></p>
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<p><i>Design Process-based (EDP) through Project-Based Learning (PBL).</i></p> <ul style="list-style-type: none"> 90-100% of all students will show growth from Pre-to Post assessments for each learning target, as measured quarterly by common, grade-level-developed teacher observation/rubric of performance task. 	<p><i>Design Process-based (EDP) through Project-Based Learning (PBL).</i></p> <ul style="list-style-type: none"> 90-100% of all students will show growth from Pre-to Post assessments for each learning target, as measured quarterly by common, grade-level-developed teacher observation/rubric of performance task. 	<p><i>Engineering Design Process-based (EDP) through Project-Based Learning (PBL).</i></p> <ul style="list-style-type: none"> 90-100% of all students will show growth from Pre-to Post assessments for each learning target, as measured quarterly by common, grade-level-developed teacher observation/rubric of performance task.
<p><i>Why are you implementing them?</i></p> <p>Achievement: Based on our school’s SY 2019-20 TS-Gold/Benchmark Assessment System (BAS) data, it indicated a need to increase academic achievement in ELA for all students in all subgroups.</p> <p>Attendance: Our school’s SY 2019-20 Strive Hi Data, our chronic absenteeism rate is 11%, which is 2% above the State’s benchmark of 9%.</p> <p>HMTSS: Majority of our student population lives within an at-risk socio-economic environment; therefore, our students would benefit from an SEL program.</p> <p>STEM-A-/NGSS-/HCSSS: Our Mid-Cycle WASC self study identified PBL as a critical learner need for students to be more involved in a topic of interest and to build their own problem solving, critical thinking and collaboration skills.</p>	<p><i>Why are you implementing them?</i></p> <p>Achievement: Based on our school’s SY 2019-20 TS-Gold/Benchmark Assessment System (BAS) data, it indicated a need to increase academic achievement in ELA for all students in all subgroups.</p> <p>Attendance: Our school’s SY 2019-20 Strive Hi Data, our chronic absenteeism rate is 11%, which is 2% above the State’s benchmark of 9%.</p> <p>HMTSS: Majority of our student population lives within an at-risk socio-economic environment; therefore, our students would benefit from an SEL program.</p> <p>STEM-A-/NGSS-/HCSSS: Our Mid-Cycle WASC self study identified PBL as a critical learner need for students to be more involved in a topic of interest and to build their own problem solving, critical thinking and collaboration skills.</p>	<p><i>Why are you implementing them?</i></p> <p>Achievement: Based on our school’s SY 2019-20 TS-Gold/Benchmark Assessment System (BAS) data, it indicated a need to increase academic achievement in ELA for all students in all subgroups.</p> <p>Attendance: Our school’s SY 2019-20 Strive Hi Data, our chronic absenteeism rate is 11%, which is 2% above the State’s benchmark of 9%.</p> <p>HMTSS: Majority of our student population lives within an at-risk socio-economic environment; therefore, our students would benefit from an SEL program.</p> <p>STEM-A-/NGSS-/HCSSS: Our Mid-Cycle WASC self study identified PBL as a critical learner need for students to be more involved in a topic of interest and to build their own problem solving, critical thinking and collaboration skills.</p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know if they are causing improvement if we meet the above measurable outcomes towards our school’s mission and vision.</p> <p>Vision: Lifelong learning begins here.</p> <p>Mission: Linapuni Elementary School empowers all students through an early learning environment within our unique community in Hawaii.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know if they are causing improvement if we meet the above measurable outcomes towards our school’s mission and vision.</p> <p>Vision: Lifelong learning begins here.</p> <p>Mission: Linapuni Elementary School empowers all students through an early learning environment within our unique community in Hawaii.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know if they are causing improvement if we meet the above measurable outcomes towards our school’s mission and vision.</p> <p>Vision: Lifelong learning begins here.</p> <p>Mission: Linapuni Elementary School empowers all students through an early learning environment within our unique community in Hawaii.</p>
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021- 22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Achievement: Baseline data will be collected using the BAS and TS-GOLD.</p>	<p><i>Add throughout the year measurements here.</i></p> <p>Achievement: Mid-point data will be collected using the BAS and TS-GOLD.</p>	<p><i>Add end of year goals here.</i></p> <p>Achievement: End-of-year data will be collected using the BAS and TS-GOLD.</p>

Attendance: Strive HI data for the previous year. HMTSS: Baseline data will be collected using the Choose Love pre-survey; BEISY data will be collected in BOY. STEM-A-/NGSS-/HCSSS: Teacher-created assessments based on NGSS.	Attendance: Daily student attendance. HMTSS: Mid-point data will be collected using an informal survey; BEISY data will be collected in MOY. STEM-A-/NGSS-/HCSSS: Teacher-created assessments based on NGSS.	Attendance: Strive HI data for the previous year. HMTSS: End-of-year data will be collected using the Choose Love post-survey; BEISY data will be collected in EOY. STEM-A-/NGSS-/HCSSS: Teacher-created assessments based on NGSS.
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Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
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<p><u>Student Achievement - TS-GOLD</u></p> <p>By end of school year 2021-2022, 80% - 100% of all students will show at least one level of growth on the TS Gold color band from the Fall checkpoint in the TS-Gold objectives that were selected. (10a, 18a, 23)</p> <p>By the end of school year 2021-22, 80% - 100% of all students will be rated within their grade-level band in TS-Gold by the end of the school year.</p> <p><u>Student Achievement - BAS</u></p> <p>By the end of SY 20-21, 80-90% of all students will show growth towards BAS/Early Literacy goals which indicate effective implementation of strategies gained through recently acquired literacy & language professional development</p>	<p>Teachers will provide instruction via an Early Learning Approach (Investigation and Inquiry Based Approaches) and Authentic, Real-World, Ongoing Assessments</p> <ul style="list-style-type: none">● Developmentally Appropriate Practices● Project work● Readers/Writers Workshop● Math Workshop● Conversations● Executive Function● English Language Arts● Math <p>Teachers/PTTs will provide instruction using a balanced literacy approach through early learning strategies, including but not limited to:</p> <ul style="list-style-type: none">● Interactive Read Aloud● Shared Reading● Guided Reading● Independent Reading● Modeled Writing● Shared Writing● Guided Writing● Independent Writing● Writing Conferences● Author’s Chair● Shared Sustained Conversations● Explicit instruction	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p>	<p>EOEL</p> <p>Title I WSF</p> <p>Title 1 Title 2</p>	<p>Learning Walks</p> <p>Assessment Data</p> <p>WAPT/WIDA ACCESS data</p>	<p>Monthly</p> <p>Weekly</p> <p>Yearly</p>	
[Linapuni ES], [Version 1], [3-29-2021]						

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<p>opportunities and PLC research. (Capacity Building)</p> <ul style="list-style-type: none"> • Grades K & 1 - 2-4 levels • (Quarterly formative) K ELB 2-4+ Questions = growth • (Quarterly formative) K BAS - 1-2 levels = growth • (Pre-Mid/Mid-Post) Grade 1 BAS - 2-4 levels = growth • Pre-K - grow by at least 1 item on the ELB checklist 	<ul style="list-style-type: none"> • Literacy Stations <p>Teachers/EAs/PTTs will provide instruction using targeted strategies for teaching EL/SpEd students</p> <ul style="list-style-type: none"> • Sheltered Instruction <ul style="list-style-type: none"> ○ PREL ○ Project GLAD ○ SIOP • Differentiated Instruction <p>Response to Intervention</p> <ul style="list-style-type: none"> • All students to receive tiered instruction to target student deficits in small groups with PTTs, EAs • Fountas & Pinnell Leveled Literacy Intervention Program <p>Professional Learning Communities and Data Teams</p>	Yearlong	Title 3 WSF			
		Yearlong	Title 1	Assessment data Can-Do Descriptors	Quarterly	
		Yearlong	Title 1	PLC Minutes Academic Plan Progress Monitoring Document	Weekly Quarterly	

<u>Attendance</u> By the end of SY20-21, students will show a decrease in the annual percentage of chronic absenteeism from 10% to 9%.	Attendance Support Plan <ul style="list-style-type: none"> ● Attendance Support Meetings ● Attendance/Counselor Support EA to monitor daily attendance, do home-visits and assist with school adjustment for students. 	Yearlong	WSF	Attendance Data	Daily	
<u>HMTSS</u> 80-90% of students will have positive responses on the Choose Love post survey, which indicate the effectiveness of our HMTSS efforts on their social-emotional learning. (Multi-Tiered Systems of Support)	Students will be provided with opportunities to develop a well-rounded individual through: <ul style="list-style-type: none"> ● Conversations ● Project Work ● MTSS ● Resources (PE, Library, Hawaiian Studies, Character Ed/SEL) ● Performing Arts Activities <ul style="list-style-type: none"> ○ Taiko ○ T-Shirt Theatre ○ Polynesian Cultural Dancers 	Yearlong	WSF	Student Surveys	2x/year	

<u>Parent/Community Involvement</u> At least 30% of our parents/families will participate in family engagement activities	Linapuni Lane (school store) to build upon our Positive Behavioral Intervention and Supports System	Yearlong	WSF			
	School-sponsored Parent/Community Events, Activities, and Partner Programs. <ul style="list-style-type: none"> ● Provide a school/community PCNC to facilitate activities ● Parent liaison to help with communication in Chuukese ● Provide materials and goods for activities 	Yearlong	Title 1	Event Sign In Sheets Event Exit Passes	Weekly/Monthly	
<u>NGSS</u> 90-100% of all students will show growth from Pre-to Post assessments for each learning target, as measured semester by common, grade-level-developed teacher observation/rubric of performance task.	All students will engage in at least two experiences that are student-selected, STEM-A-/NGSS-based (Science, Technology, Engineering, Math-Arts), and the Engineering Design Process-based (EDP) through Project-Based Learning (PBL).	Yearlong	WSF	Teacher-created assessments	Semester	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><u>Professional Development</u></p> <p>By the end of the school year, 90-100% of teachers will improve their content knowledge and instructional strategies and</p> <p>By the end of the school year, 90-100% of teachers will use the learned knowledge from PD opportunities to inform instruction.</p>	<p>Provide professional development by instructional coach, EOEL, Anita Archer, PREL, etc. in Early Learning Approach (Investigation and Inquiry Based Approaches) and Authentic, Real-World, Ongoing Assessments</p> <ul style="list-style-type: none"> • Developmentally Appropriate Practices • Project work • Readers/Writers Workshop • Math Workshop • Conversations • Executive Function • English Language Arts • Math <p>Induction for teachers new to Linapuni</p> <ul style="list-style-type: none"> • HMTSS • Early Literacy • Developmentally Appropriate Practices • Assessments <ul style="list-style-type: none"> o TS-Gold o BAS • Math 	Yearlong	<p>Title 1</p> <p>Title 2</p>	<p>Learning Walks</p> <p>PD Exit Passes</p> <p>PLC Minutes/Reflections</p>		
<u>Professional Learning Communities</u>						

100% of our teachers to work collaboratively in groups in order to improve instruction, student engagement, and student achievement	Professional Learning Communities, Data Teams, Grade Level Meetings, and Collaboration Days	Title I Title II				
<p><u>HMTSS</u></p> <p>At the beginning of the school year 90%-100% of faculty and staff are prepared to implement HMTSS.</p> <p>100% of teachers will provide all students with academic and behavior support.</p>	<p>Refresh of HMTSS strategies</p> <ul style="list-style-type: none"> ● HMTSS Committee ● Review Tiers ● Strategies 	WSF		<p>MTSS Exit Pass Learning Walks</p> <p>BEISY KIT Meetings</p>		



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Responsive Teaching - teacher is supportive of and uses student wonderings, observations, and explorations to respond and plan</p> <p>Student-Initiated (and Teacher-Initiated) Integrated Studies - students truly take ownership of their learning; teacher plans/implements instruction based on student interests and integrates content and skills in order to support learning of state standards</p> <p>Project-based learning - sustainability</p> <p>Performing Arts</p> <p>Trauma-Informed</p>	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none">1. <u>Vision and Mission</u> - We must have a clear and measurable mission and vision.2. <u>Trust</u>: We must develop and maintain trusting relationships with each other.3. <u>Self Efficacy</u>: Everyone needs to believe in our abilities to affect positive change.