Academic Plan for School Year 2022-23

[**School: Shafter Elementary**]

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).
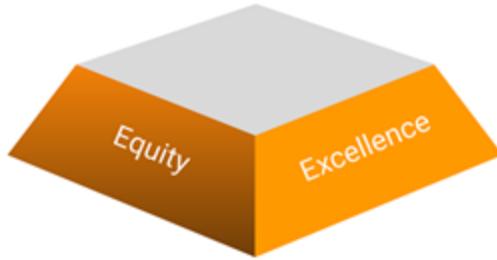
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
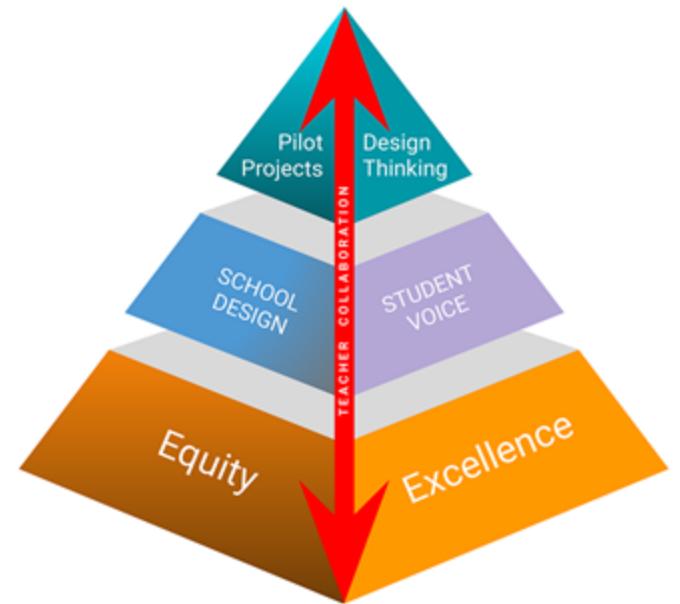
Principal (print): Michael Jose	
Principal's signature: (Signature on file)	Date: March 16, 2022

| Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:	Date: 04/08/2022

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
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. Current Achievement Gap in ELA - 41 points between high need and non-high need. (StriveHI 2020-2021 Report) Pending 21-22 Strive HI results Current Achievement Gap in Math - 33 points between high need and non-high need. (StriveHI 2020-2021 Report) Pending 21-22 Strive HI results	*What is your Theory of Action (if-then) to improve the achievement gap?* If ALL Shafter Elementary teachers implement an effective Multi-Tiered System of Support with an effective core instructional program (tier 1) with tiered interventions (tier 2 and 3), then the achievement gap will decrease over time. If ALL Shafter Elementary teachers in each grade level use assessment data to set smart goals focused on closing achievement gaps for students not on grade level, then the achievement gap will decrease over time. If ALL Shafter Elementary teachers increase equitable opportunities and student voice and choice, including Social and Emotional Learning in the design and implementation of daily classroom instruction, then the achievement gap will decrease over time. If Shafter Elementary includes special education students, as their abilities allow and is appropriate, in the general education classroom, then the achievement gap will decrease over time. If Shafter Elementary implements HMTSS and Inclusive Practices, then we will close the achievement gap between our high-needs and non high needs learners. In addition, more students with disabilities (SWDs) will be educated in the general education classroom 80% or more of the day.	*What are your Enabling Activities to improve the achievement gap?* Shafter Elementary will implement and monitor a tiered Response to Intervention system (RTI) via the Hawaii Multi-Tiered Systems of Support (HMTSS) to support the academic, behavioral, social/emotional and physical achievement of ALL students (HMTSS 4 Domains). Through the use of iReady data, functional classroom data, walkthroughs, Panorama SEL data, Professional Collaboration (PC) and discussion of effective instructional strategies, and using smart goals based on data to focus and monitor effectiveness of instruction and progress of the "whole child." Shafter Elementary will include, when appropriate, SPED/EL students in regular education settings 80% or more throughout the day through the implementation of Inclusive Practices (IP). Shafter Elementary will conduct professional development, increase professional collaboration and implement differentiated instruction and other evidence based strategies to improve student learning. Shafter Elementary will provide an array of supports for students with disabilities (as designed, advanced support, support facilitation, co-teaching, specialized supports) as appropriate and determined by students' IEPs.
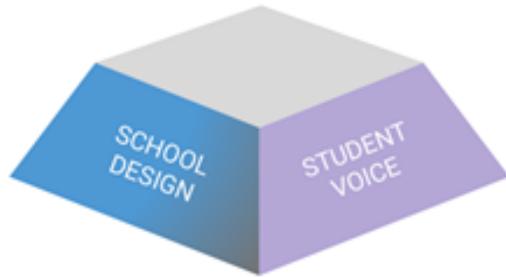
Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

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

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Equity: Teachers will increase effectiveness in differentiation strategies and inclusive practices (i.e. OG/MSL and inclusive practices) by the end SY 2021-22 as measured by surveys, walkthroughs, and discussions through professional collaboration times. WASC critical area 1,2, 7 & CNA. WASC Self-Study Growth Area #2 and #3 School Design: Students will increase in Language Arts scores by 3 - 5 percentage points (2021 StiveHI baseline) by the end of SY 2021-22. WASC Critical area 2. School Design: Students will increase in Mathematical scores by 3	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Equity: Teachers will increase effectiveness in evidence based differentiation strategies and inclusive practices (i.e. OG/MSL and inclusive practices) by the end SY 2022-23 as measured by surveys, walkthroughs, and discussions through professional collaboration times. WASC critical area 3 School Design: Students will increase in Language Arts scores by 3 - 5 percentage points (2021 StiveHI baseline) by the end of SY 2022-23. WASC Critical area 1, 3 School Design: Students will increase in Mathematical scores by 3 - 5 percentage points (2022 StiveHI baseline) by the end of SY	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*

- 5 percentage points (2021 StiveHI baseline) by the end of SY 2021-22. WASC Critical area 1.

School Design/Hawaii: By the end of SY 2021-22, students will participate in a minimum of four student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. CNA 2019 & WASC additional area 10, 11, 12.

Student Voice/Innovation/Hawaii: Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). In grades 3-5, Students Valuing of school will increase from 69% to 71 % by the end of SY 2021-22. In grades 6, Students Valuing of school will increase from 69% to 71% by the end of SY 2021-22.WASC additional area "12".

Social Emotional/School Design/Hawaii: Students will feel respected by other students through social awareness. In grades 3-5, students' respect towards others through social awareness will increase on Panorama survey from 68% to 70% by the end of SY 2021-22. In grade 6, students' respect towards others through social awareness will increase on Panorama survey from 63% to 65% by the end of SY 2021-22.WASC Additional area "14" WASC Self-Study Growth Area #1

Social Emotional/School Design/Hawaii: Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY2021-22 as measured by an increase in all topic areas on the Panorama Survey, school surveys, and SEL quarterly awards. WASC Additional area "14" WASC Self-Study Growth Area #1

Equity: Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in LA and Math by the

2022-23. WASC Critical area 1, 3

School Design/Hawaii: By the end of SY 2022-23, students will participate in a minimum of four student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. CNA 2021 & WASC critical area 3

Student Voice/Innovation/Hawaii: Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). In grades 3-5, students valuing of school will increase from 68% to 70 % by the end of SY 2022-23. In grades 6, Students Valuing of school will increase from 66% to 68% by the end of SY 2022-2023. WASC critical area 3

Social Emotional/School Design/Hawaii: Students will feel respected by other students through social awareness. In grades 3-5, students' respect towards others through social awareness will increase on Panorama survey 2% from spring 2022 SEL survey by the end of SY 2022-23. In grades 6, students' respect towards others through social awareness will increase on Panorama survey 2% from spring 2022 SEL survey by the end of SY 2022-23. WASC critical area 3

Social Emotional/School Design/Hawaii: Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY2022-23 as measured by an increase in all topic areas on the Panorama Survey, school surveys, and SEL quarterly awards. WASC critical area 3

Equity: Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in ELA and Math by the end of SY2022-23 as measured by iReady Data and StriveHI. WASC critical area 1, 3

Vertical alignment for successful transitions from grade to grade: Revisit the previous vertical alignment completed in SY 2014-2015.

end of SY2021-22 as measured by iReady Data and StriveHI. WASC additional area "9". WASC Self-Study Growth Area #1 Vertical alignment for successful transitions from grade to grade: Revisit the previous vertical alignment completed in SY 2014-2015. Allow teachers to have discussions on next steps through professional collaboration time in SY 21-22 WASC Self-Study Growth Area #4 Parent engagement and involvement: increase communication with parents on school-wide policies and procedures as measured by parent meeting attendance and parent surveys. WASC Self-Study Growth Area #5	Allow teachers to update to fit our current needs. A new vertical alignment expectation will be completed by SY 22-23 WASC critical area 3 Parent engagement and involvement: increase communication with parents on school-wide policies and procedures as measured by parent meeting attendance and parent surveys. WASC critical area 1 Professional development: Train staff in curriculum and instruction needs to implement current curricula programs. WASC critical area 2	
Why you are implementing them? These measurable objectives are based on the comprehensive needs assessment conducted in the fall of 2019.	*Why you are implementing them?* These measurable objectives are based on the comprehensive needs assessment conducted in the spring of 2021.	*Why you are implementing them?* These measurable objectives are based on the comprehensive needs assessment conducted in the spring of 2022.
How will you know that they are causing an improvement? Each school year, the ART team will monitor the implementation and effectiveness of the academic plan. The ART team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the implementation of the academic plan.	*How will you know that they are causing an improvement?* Each school year, the ART/leadership team will monitor the implementation and effectiveness of the academic plan. The ART/leadership team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the	*How will you know that they are causing an improvement?* Each school year, the ART team will monitor the implementation and effectiveness of the academic plan. The ART team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the implementation of the academic plan.

	implementation of the academic plan.	
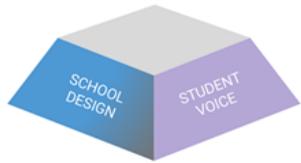
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. *StriveHI 2022 Data* *Spring 2022 iReady Data* *Spring 2022 Panorama Data* *Fall 2022 iReady Data* *not yet available.*	*Add throughout the year measurements here.* *iReady Fall 2022* *iReady Winter 2022* *iReady Spring 2023* *Panorama SEL Survey Fall 2022* *Panorama SEL Survey Winter 2022* *Panorama SEL Survey Spring 2023* *1st Quarter Report Card Marks* *2nd Quarter Report Card Marks* *3rd Quarter Report Card Marks* *4th Quarter Report Card Marks*	*Add end of year goals here.* *Achievement Gap points* *iReady Spring 2023 data* ***ALL students*** *will demonstrate **at least** one year's growth, in **ALL subject areas,** in **one year's time.***

Student Outcomes (SY 2022-23)

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)
Students will feel their classroom is engaging (***how attentive and invested students are in class;*** on the Panorama survey/**SQS**) Students'	Students will participate in: 1. Inquiry/Problem/Project based learning 2. Technology Integration: Coding, Freckle, GoNoodle, Bloomz, Mystery Science,	Yearlong	WSF	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the SQS survey on Panorama.	Annual (SQS administered once a year for all students)	

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Valuing of school will increase from 62% (grades 3-5) ,54% (grades 6) to 70% and 65% respectively by the end of SY 2022-23.	GoNoodle, Google Forms/Sheets, Google Gmail, Wonders, XtraMath, iReady, Video creation and editing (gr.5/6), Kahoot, Quizizz a. Using tech for accessing academics and "gamifying" the lessons and content to engage students. 3. Student Showcases/Presentations 4. Continue to implement the Choose Love SEL curriculum to fidelity. Teachers will collaborate and reflect on how they can increase real world, problem based learning in the classroom. Teachers and students will collaborate together on how to increase student voice and choice on real world, problem and project based learning and social emotional learning opportunities.					
Students will increase in Mathematical scores by 3 - 5 percentage points (2021-2022 StiveHI baseline) by the end of the 2022-23 school year. (From 57% to 60%)	1. Universal Screener (iReady) used K-6 WASC critical area 3 a. Group identification- Provide targeted interventions for "Gap Group" 2. Teachers will implement (updated) Singapore Math Program with Fidelity. Math curriculum will be updated in	Yearlong	WSF	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the iReady universal screener and functional classroom data. EES	Triannual (Fall, Winter, Spring)	

	SY 22-23. WASC critical area 1, 3
	  a. Training will be provided for teachers to implement the new program. WASC critical area 2
	3. Response to intervention (RTI) used K-6
	  a. RTI Blocks for Tier 3 (SPED Teachers, support staff)
	  b. RTI Blocks for Tier 2 (Student Success Coach, support staff)
	  c. RTI Blocks for Tier 2/3 (Student Success Coach, support staff)
	4. Small Group instruction WASC critical area 3
	
	Teachers will participate in continuous and appropriate professional development/training to increase effectiveness of Math, skill based instruction. WASC critical area 2
				Classroom Learning Walks/Observations		

Students will increase in English Language Arts scores by 3 - 5 percentage points (2021-22 StiveHI baseline) by the end of the 2022-23 school year. (From 50% to 55%)	1. Universal Screener (iReady) used K-6 WASC critical area 3
	  a. Group identification Provide targeted interventions for "Gap Group"
	2. Wonders ELA Curriculum used in grades K-6 WASC critical area 1, 3
	  a. Supplemental programs:
	    i. Ready reading (gr. 4)
		Yearlong	WSF	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the iReady universal screener and functional classroom data.
				
				EES
				
				Classroom Learning Walks/Observations
					Triannual (Fall, Winter, Spring)	

	ii. Readworks (gr. 4)
	   iii. Read Naturally
	   iv. WonderWorks
	   v. Orton Gillingham
	3. Response to intervention (RTI) used K-6
	  a. RTI Blocks for Tier 3 (SPED Teachers, support staff)
	  b. RTI Blocks for Tier 2 (Student Success Coach, support staff)
	  c. RTI Blocks for Tier 2/3 (Student Success Coach, support staff)
	4. Small Group instruction WASC critical area 3
	5. Writing Instruction: Curriculum maps will be established K-6; vertical and horizontal articulation. WASC critical area 1, 3
	
	Teachers will participate in continuous and appropriate professional development/training to increase effectiveness of Language Arts, skill based instruction. WASC critical area 3
	
	Special Education/ELL Inclusion practices and instruction will be continuously improved through PD/Training, collaboration, and data analysis. WASC critical area 3
	
	Teachers will analyze data and collaborate on instructional practices					

	during articulation, staff, and/or grade level meetings. WASC critical area 3					

School Design: By the end of SY 2022-23, students will participate in a minimum of three student choice, problem based/project based learning activities each year such as NGSS, STEM, Social Studies, Math, ELA and other areas of study. As evidenced by student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. WASC critical area 3	1. Problem based/project based including but not limited to:
	 a. Each Grade level will have at minimum one Science/STEM project per year. WASC critical area 3
	 b. Mystery Science curriculum
	 c. Social studies
	    i. Teachers will participate in professional development/training and articulation to increase effectiveness of social studies instruction. WASC critical area 2
	 d. ELA
	 e. Math
	    i. Teachers will participate in professional development/training and articulation to increase effectiveness of math instruction. WASC critical area 2
		Yearlong	WSF	Professional Collaboration (PC) opportunities in which teachers collaborate and plan, implement, and evaluate the learning of students through project/problem based learning activities.
				
				EES
				
				Classroom Learning Walks/Observations
					Quarterly	

|						
Students will feel respected by other students through *social awareness*. In grades 3-5, students' respect towards others through social awareness will increase on the Panorama survey from <u>67</u>% to <u>70</u>% by the end of SY 2022-23. In grade 6, students' respect towards others through *social awareness* will increase on Panorama survey from <u>67</u>% to <u>70</u>% by the end of SY 2022-23.WASC critical area 3	1. Students will participate in SEL curriculum: Choose Love. 2. Students will participate in anti-bullying lessons. 3. SEL Quarterly Awards 4. Counseling and Guidance Teachers will participate in continuous and appropriate professional development/training to increase the Social Emotional Learning of ALL students. WASC critical area 2 Special Education/ELL Inclusion practices and instruction will be continuously improved through PD/Training, collaboration, and data analysis. WASC critical area 2 Teachers will analyze SEL data and collaborate on interventions/practices during articulation, staff, and/or grade level meetings. WASC critical area 3	Yearlong	WSF	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the SEL survey on Panorama. EES Classroom Learning Walks/Observations	Triannual (Fall, Winter, Spring)	
At least 80% (when appropriate) (currently 74%) percent of IDEA students to participate in an inclusive/LRE setting for 80% or more of the school day	All teachers to participate in "appropriate and strategically paced" PD on Inclusive Practices WASC critical area 2 Special Education Teachers to participate in Grade Level meetings WASC critical area 1 All teachers are trained on utilizing a student-centered approach and analysis of student needs to determine staffing and class lists. IEP Teams to explore multiple ways to provide an	Yearlong	SPPA	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the iReady universal screener and functional classroom data. IEP Review Meetings to discuss the appropriate program and placement of students with disabilities. EES	Quarterly Annually	

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)
	inclusive setting for all students. WASC critical area 2			Classroom Learning Walks/Observations		
School Design: (Transition) ALL students who transfer into Shafter Elementary will be welcomed, included, and supported through the school's transition program/center.	1. Students will participate in SEL curriculum: Choose Love. 2. Students will participate in anti-bullying lessons. 3. SEL Quarterly Awards 4. Counseling and Guidance and check-ins with at risk students. WASC additional critical area 2	Yearlong	WSF	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the SEL survey on Panorama. Counselor and MFLC referrals	Continuous throughout the year	

Staff Outcomes (SY 2022-23)

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)
Teachers will increase effectiveness in evidence based differentiation strategies and inclusive practices (i.e. OG/MSL and inclusive practices) by the end of SY 2022-23 as measured by surveys, walkthroughs, and discussions through teacher collaboration times (PC days). WASC critical area 3	1. Professional Development, modeling, and collaboration/articulation on existing practices/programs such as Wonders instruction, Singapore Math, etc. WASC critical area 2 2. Inclusive Practices Learning walks. 3. OG-MSL training. 4. PD, modeling, and professional collaboration on technology integration. WASC critical area 2	Yearlong	WSF SPPA	Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the iReady universal screener and other functional classroom data. EES Classroom Learning Walks/Observations		
Teachers will increase effectiveness in implementing RTI strategies	1. Schoolwide commitment at least 3 times a week for each grade level	Yearlong		Professional Learning Community (PLCs) in which the Data Team process is		

and close student learning gaps in ELA and Math as measured by iReady Data and StriveHI. WASC critical area 1, 3	a. RTI Blocks for Tier 3 (SPED Teachers, support staff) b. RTI Blocks for Tier 2 (Student Success Coach, support staff) c. RTI Blocks for Tier 2/3 (Student Success Coach, support staff) 2. Data Teams: every three to four weeks, PC days are used to plan smart goals and analyze data for student progress. 3. Pre/Post Common School Wide Assessments (Carson Dellosa-Math and Wonders Comprehension-ELA) and other classroom formative assessments used to measure student growth and to close the learning gap. WASC critical area 1, 3 4. Plan for transitioning new students who enter after the beginning of the year. WASC additional critical area 2			applied on Tier 1, 2, and 3 students as identified by the iReady universal screener and other functional classroom data. EES Classroom Learning Walks/Observations		
Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY 2022-23 as measured by Panorama Survey, school surveys, and SEL quarterly awards.		Yearlong		Professional Learning Community (PLCs) in which the Data Team process is applied on Tier 1, 2, and 3 students as identified by the SEL survey on Panorama. Classroom Learning Walks/Observations Choose Love SEL curriculum formative and summative assessments		

Vertical alignment for successful transitions from grade to grade: Revisit the previous vertical alignment completed in SY 2014-2015. Allow teachers to have discussions on next steps through professional collaboration time in SY 22-23 WASC critical area 3		Yearlong		Professional Collaboration (PC) opportunities in which teachers collaborate and plan, implement, and evaluate the effectiveness of our school's vertical alignment efforts. Teacher surveys EES		
Parent engagement and involvement: increase communication and engagement with parents on school-wide policies and procedures as measured by parent meeting attendance and parent surveys. WASC critical area 1		Yearlong		Parent Surveys Various Parent engagement activities (i.e. parent nights, coffee hours, etc.)		
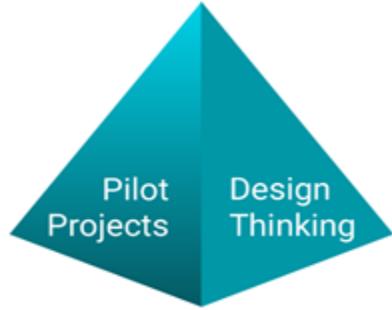
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. Reading Intervention Programs- OG/MSL, Read Naturally, WonderWorks Inquiry Based Learning/Authentic Learning/Problem/Based Learning (innovation/student voice) Inclusive Practices Scale Up Revamping of RTI via HMTSS Math Curriculum Upgrade Social Studies Curriculum Implementation ELA Curriculum- analysis and selection of appropriate, engaging, and challenging ELA curriculum aligned to the Common Core Standards.	*Please describe your conditions for Success:* *Continued professional development, learning walks, consistent and continuous professional collaboration opportunities.* *WASC Full Accreditation Spring 2022 Critical Areas (5)* *1) The administration and leadership team to actively listen to stakeholder voices, and to work effectively and collaboratively with the faculty, in accomplishing the Critical Areas for Follow-up and the elements of the Academic Plan to improve academic performance.* *2) For the administration, leadership team and teaching staff to analyze, develop, and implement strategically and appropriately pace professional development activities which are aligned with the curricular and instructional needs of the staff to improve consistency in classroom instruction and fidelity in the curricular programs.* *3) The leadership team and teachers need to continue to employ all the assessment tools available to them to identify student learning needs and in so doing to adjust instructional strategies and use appropriate differentiation to improve student performance.* *4) For the principal to continue to coordinate with the CAS and the HIDOE to address the facility needs of the school to improve the learning and safety environment.*

	5) The leadership team to initiate for new staff members, a professional development program to address the unique characteristics of military schools to improve the teaching strategies of new staff and for the new staff to be cognizant of the ongoing challenges and social and emotional learning needs of the students.