



Hilo-Waiakea Complex
SY 2022 - 2023 Academic Plan

Hilo Intermediate School
587 Waianuenue Ave
Hilo, HI 96720

Initial Academic Plan

Heather Dansdill Principal Name	Principal Signature <i>Heather Dansdill</i>	Date 4/8/22
Esther Kanchailua CAS Name	CAS Signature <i>Esther Kanchailua</i>	Date 4.13.22

Revised Academic Plan

Principal Name	Principal Signature	Date
Esther Kanchailua CAS Name	CAS Signature	Date

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Where are we now? <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
Comprehensive Needs Assessment: List <i>root causes</i> and <i>contributing causes</i>	WASC: List <i>WASC Critical Areas of Follow-up</i>
<p>CNA/RC 1 There is a need to create and communicate a focused PD plan that includes a coaching, follow up and monitoring process so changes occur in teaching and learning.</p> <p>Root Cause: The lack of establishing clear roles and responsibilities for everyone contributes to a lack of communication, lack of collaboration opportunities, lack of capacity building and a lack of changes in teaching and learning within the school.</p> <p>Contributing Causes:</p> <ul style="list-style-type: none"> • We did not see identifying clear roles and responsibilities as a priority: • We did not dedicate time to identifying/defining roles and responsibilities for everyone. • We did not prioritize, share or communicate our responsibilities. • We did not create a timeline of actions/steps towards defining roles and responsibilities. • We did not create opportunities for collaboration to address the actions/steps towards defining and communicating our roles and responsibilities. • We have not maximized opportunities to build capacity through PD, coaching and mentoring. • We have not implemented a coaching, follow up and monitoring plan to ensure improvements occur in teaching and learning. We have not made this a priority. 	<p style="text-align: center;">WASC: Schoolwide Critical Areas of Follow-Up</p> <p>The school has identified the following as their critical areas of follow-up:</p> <ol style="list-style-type: none"> 1. Establish a school-wide attendance program that addresses the needs of students with chronic absenteeism and tardiness. 2. Prioritize and establish focused professional development opportunities for all teachers and staff in order to provide targeted instructional practices to support student growth and achievement. Include feedback and a coaching system that is developed and understood by all stakeholders in order for the professional development to be effectively implemented in all classrooms. 3. Fully implement CCSS and high yield strategies with fidelity to address the drop in math and ELA scores. 4. Implement a data driven systemic approach to address the achievement gap between high needs versus the non-high needs students, which is increasing longitudinally. 5. Utilize an effective Response to Intervention system, which addresses tiered levels of academic and behavior supports and services for all students.
<p>CNA/RC 2 The lack of a systemic framework to address SEL for the entire Hilo Intermediate school community, and not just the students, contributes to</p> <p>A) students struggling to</p> <ol style="list-style-type: none"> a. Regulate their emotions, b. Behave appropriately, c. Feel a sense of safety, d. Feel a sense of belonging, e. Be engaged in class with teachers and f. Attend school consistently. <p>B) HIS staff and faculty struggling to meet these particular needs of our students.</p> <p>Contributing Causes:</p>	<p>The Visiting Committee has identified critical areas for follow-up that need to be strengthened:</p> <ol style="list-style-type: none"> 1. Develop a clear understanding of Response to Intervention (Rtl) and how it differs from special education so faculty can use the appropriate strategies to support identified students. 2. Refine the data analysis processes so the faculty can use that information to modify instruction to address the specific needs of all students. <p>In addition, the Visiting Committee has identified critical areas for follow-up that need to be addressed:</p> <ol style="list-style-type: none"> 3. Improve internal communication by clearly defining the roles, responsibilities and expectations of school level groups (i.e., committees)

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<ul style="list-style-type: none"> • We haven't addressed or communicated a systemic framework to adult, school and community SEL; we started with the students. • We haven't put in place time and dedicated space for it in our schedules/agendas and communications. • We have not identified the role or responsibilities necessary to implement a systemic SEL Framework that includes progress monitoring. • We have not developed a system and implemented a plan to provide coaching and mentoring for teachers who need help with teaching, engaging and meeting the needs of their struggling students. We have not made this a priority. 	<p>to provide shared accountability of student learning.</p>
<p>CNA/RC 3</p>	<p>WASC Recommendations Category A: Organization, page 19</p> <ol style="list-style-type: none"> 1. HIS needs to establish an internal communication system to ensure transparent, two-way communication between all stakeholders. 2. The school needs to clarify a decision-making process to increase shared accountability for student learning.
<p>CNA/RC 4</p>	<p>WASC Recommendations Category B: Curriculum, page 25-26</p> <ol style="list-style-type: none"> 1. The school needs to strengthen the research-based Data Team process to address identified areas of academic need and monitor and evaluate the results to adjust instruction. 2. The faculty needs to build a common understanding of the literacy components of Common Core standards to integrate them across the content in day-to-day instruction. 3. The faculty needs to define and strengthen RtI supports in all classrooms and explore how to systematically integrate all tiers to address foundational math and reading skills. 4. The ART needs to explore allocation of time to co-teaching partnerships for lesson development that includes cycle of instruction and tier one differentiation to improve instruction in the inclusion setting. 5. The school needs to create a focused professional development plan that includes a follow up and monitoring process so changes occur in instruction.
<p>CNA/RC 5</p>	<p>WASC Recommendations Category C: Instruction, page 31</p> <ol style="list-style-type: none"> 1. The faculty needs to increase the application of technology within instruction to support greater student learning. 2. The school needs to refine the data analysis process so that student needs

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	can be met through adjusted instruction.
CNA/RC 6	<p>WASC Recommendations Category D: Assessment and Accountability, page 34</p> <ol style="list-style-type: none"> 1. Teachers need to begin completing and implementing steps 4, 5, and 6 of the data team process with fidelity to better understand how students are progressing. 2. Teachers need to create formative assessments that will measure the knowledge and skills students need to successfully complete daily learning targets and academic standards. 3. The RTI committee needs to explore and implement ways for the staff to share a common knowledge and understanding of the RTI system to better meet the needs of all students.
CNA/RC 7	<p>WASC Recommendations Category E: School Culture, page 38</p> <ol style="list-style-type: none"> 1. The school needs to provide adequate personalized supports for students not identified for Special Education through an improved Rtl program. 2. The school should establish a system to actively monitor the effectiveness of co-curricular activities to meet the needs of students outside the classroom. 3. HIS needs to explore ways to obtain student input so students' voices are heard.
CNA/RC 8	<p>WASC Recommendations Fall 2021 (Mid-Cycle Visit Report), pg. 10</p> <p>Implementation of a school-wide attendance program that addresses the needs of students with chronic absenteeism and tardiness has not been fully addressed. The school needs to continue to develop strategies to improve positive attendance and punctuality.</p>

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Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

ELA SBA Data--

ELA SBA Scores	SY 18-19	SY 17-18	SY 18-19	SY 20-21
Overall	46%	47%	45%	50%
7th	42%	45%	42%	53%
8th	50%	50%	50%	46%
ELL	13%	0%	12%	11%
IDEA	1%	6%	1%	4%
Low SES	36%		35%	31%

MATH SBA Data

Math SBA Scores	SY 18-19	SY 17-18	SY 18-19	SY 20-21
Overall	40%	41%	40%	29%
7th	38%	41%	38%	30%
8th	43%	41%	43%	29%
ELL	5%	7%	5%	0%
IDEA	0%	5%	0%	0%
Low SES	29%	31%	28%	13%

Science HSA Data

Science HSA Scores	SY 18-19	SY 17-18	SY 18-19	SY 20-21
8th	55%	40%	55%	28%
ELL	0%	0%	0%	0%
IDEA	17%	16%	17%	0%
Low SES	50%	29%	50%	11%

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Strive HI Student Subgroup Performance

Strive HI Student Subgroup Performance	SY 18-19	SY 17-18	SY 20-21
NHN = Non-High Need HN = High Need AG = Achievement Gap			
Language Arts	NHN / HN 72% / 34% AG: 37 Pts.	NHN / HN 67% / 39% AG: 28 Pts.	NHN / HN 73% / 40% AG: 33 Pts.
Math	NHN / HN 72% / 34% AG: 41 Pts.	NHN / HN 65% / 31% AG: 34 Pts.	NHN / HN 53% / 18% AG: 36 Pts.

Student Profile	2019-20	2020-21	2021-22
Fall Enrollment	536	557	519
Students receiving free or reduced cost lunch	350 / 65.2%	334 / 59.96%	73.75%
Students in Special Education programs	86 / 16.0%	80 / 14.36%	13.17%
Students with limited English proficiency	26 / 4.8%	36 / 6.46%	7.23%

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead (Avoid listing groups such as grade level, department, committee)	Responsible for implementation of the school's strategies and initiatives
1. Heather Dansdill, Principal	1. Roles & Responsibilities
2. Jaysen Agena, Vice Principal	2. Data Teams
3. Kristi Clay, Math Coach	3. RTI Math
4. Meredith Ing, Literacy Coach	4. RTI Literacy
5. Cheney Kaku, Counselor	5. Chronic Absenteeism
6. Debbie Hashimoto-Skorikov, Counselor Jade Toma, Teacher/SEL Committee Lead	6. SEL
7. Tami Brilhante, Curriculum Coordinator	7. Parent Engagement, Professional Development, ART Coordinator
8. Ashley Kashima-Rodero, Student Services Coordinator	8. RTI Behavior
9.	9.
10.	10.

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Hilo Intermediate School VISION AND MISSION

- WHERE DO WE WANT TO BE?
- WHY DO WE EXIST?

Vision Statement

Know your KULEANA
Be PONO
Live ALOHA

Mission Statement

Spartans BELIEVE
Spartans ACHIEVE
Spartans SUCCEED

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome:	Rationale:
<p>By the end of SY 2022-2023,</p> <p>High Needs Proficiency Goals</p> <ul style="list-style-type: none"> ● The percentage of EL students meeting ELA proficiency will increase from 11% to 23% as measured by SBA. ● The percentage of EL students meeting math proficiency will increase from 0% to 15% as measured by SBA. ● The percentage of EL students meeting NGSS (Science) proficiency will increase from 0% to 10% as measured by HSA NGSS Science. ● The percentage of SPED students meeting ELA proficiency will increase from 4% to 11% as measured by SBA. ● The percentage of SPED students meeting math proficiency will increase from 0% to 10% as measured by SBA. ● The percentage of SPED students meeting NGSS (Science) proficiency will increase from 0% to 10% as measured by HSA NGSS Science. ● The percentage of Low-SES students meeting ELA proficiency will increase from 31% to 53% as measured by SBA. ● The percentage of Low-SES students meeting math proficiency will increase from 13% to 46% as measured by SBA. ● The percentage of Low-SES students meeting NGSS (Science) proficiency will increase from 11% to 21% as measured by HSA NGSS Science. 	<p>Please see Root Causes and the Addressing Equity Sections listed above for the rationale.</p>

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EL WIDA Goal

- The number of EL students who will be on track to Growth to Target will increase from 1 student to 2 students as measured by WIDA.

ELA RTI Read 180 Goals

- 70% of students in the Read 180 classes will meet their growth goal as identified by the Reading Inventory assessment.
- 10% of students in Read 180 classes will be proficient on the SBA ELA Assessment.

Math RTI Math 180 Goals

- 90% of students in the Math 180 classes will meet their growth goal as identified by the Math Inventory Assessment.
- 50% of students in the Math 180 classes will move from the red to the yellow proficiency band in the STAR assessment.
- 10% of students in the Math 180 classes will be proficient on the SBA Math Assessment.

Overall Proficiency Goals

- The percentage of students meeting ELA proficiency will increase from 46% to 56% as measured by SBA.
- The percentage of students meeting math proficiency will increase from 41% to 54% as measured by SBA.
- The percentage of students meeting NGSS science proficiency will be 25% as measured by HSA NGSS Science.

Achievement Gap Goals

- The achievement gap between high needs and non-high needs students in ELA will decrease from 33% to 25% as measured by SBA.
- The achievement gap between high needs and non-high needs

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students in math will decrease from 36% to 22% as measured by SBA.

Chronic Absenteeism Goals

- Chronic Absenteeism will decrease from 7% to 3% as reported by Strive HI.
- Chronic Absenteeism of ELs will decrease from 26% to 15% as reported by LDS.

Social Emotional Learning Goals (Panorama SEL Survey)

- The percentage of students responding favorably to Emotion Regulation on the Panorama SEL Survey will increase from 43% to 53%.
- The percentage of students responding favorably to Grit on the Panorama SEL Survey will increase from 52% to 62%.
- The percentage of students responding favorably to the Growth Mindset on the Panorama SEL Survey will increase from 49% to 59%.
- The percentage of students responding favorably to Self-Efficacy on the Panorama SEL Survey will increase from 39% to 49%.
- The percentage of students responding favorably to Self-Management on the Panorama SEL Survey will increase from 68% to 78%.
- The percentage of students responding favorably to Sense of Belonging on the Panorama SEL Survey will increase from 48% to 58%.
- The percentage of students responding favorably to Social Awareness on the Panorama SEL Survey will increase from 62% to 72%.

Student School Perception Goals (Panorama Student Survey / SQS)

- The percentage of students responding favorably to **School Safety** on the Panorama Survey will increase from 50% to 60%.
- The percentage of students responding favorably to **School Belonging** on the Panorama Survey will increase from 49% to 60%.
- The percentage of students responding favorably to **Safety Dimension** on the Panorama Survey will increase from 61% to 71%.
- The percentage of students responding favorably to **Valuing of School** on the Panorama Survey will increase from 63% to 73%.

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Planning					Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Increase proficiency for our vulnerable learners and close the achievement gap through the implementation of an effective RTI System.</p> <p>See above for <i>Outcome</i> details.</p>	<p align="center">(I)</p> <p align="center">RTI: Multi-Tiered Systems of Student Support</p> <p>Utilize an effective schoolwide Response to Intervention (RTI) System which:</p> <ol style="list-style-type: none"> Defines and strengthens RTI supports in all classrooms and systematically integrate all tiers to address foundational math and reading skills. (WASC Recommendation, pgs. 25) Provides adequate personalized supports for at-risk students not identified for Special Education through an improved RTI System. (WASC Recommendation, pg. 38) Addresses tiered levels of academic and behavior supports and services for all students. (WASC Critical Areas for Follow-Up, pg. 40) <p>RTI Focus:</p> <ol style="list-style-type: none"> Tier 1 Supports (including Tier 1 RTI Reading/Literacy, Math, SEL/Behavior) in all classes & content areas. Tier 2 RTI Reading/Literacy, Math, SEL/Behavior <p>(CNA, pg. 34-35)</p> <p>RTI Tier 1 System Components & Plan:</p>	1-Q1 A1-Q1 A2-Q1 A3-Q1 A4-Q1 A5-Q1 A6-Q1 A7-Q1 A8-Q1 A9-Q2 B-Q1 C-Q1	<p>CNA Root Causes are stated next to the corresponding Enabling Activities.</p> <p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	K. Clay M. Ing A. Kashima-Rodero	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A ESSER	<p>1. Progress monitoring (3X/Year):</p> <ul style="list-style-type: none"> Read 180 Data Reports & pre/mid/post diagnostic assessments EL Third Quest Reading Inventory STAR Math Math 180 Data Reports & pre/mid/post diagnostic assessments Department CFAs <ul style="list-style-type: none"> data teams data results, 1 Data Team cycle per semester Loi Data Pull Tri-Quarterly Data Pulls for grades and attendance <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> Department pacing guides Meeting minutes, agenda, attendees Learning Walks PD Plans Teacher reflections BERC's data collection--

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	<p>A. Provide RTI Tier 1 academic and behavior supports for all student in all classes in all content areas through the following:</p> <ol style="list-style-type: none"> 1. Standards Based Curriculum in all classes (IDEA Pullout, Inclusion, Honors, Gen. Ed., etc.) <ul style="list-style-type: none"> • ELA (Common Core) • Math (Common Core) • Science (NGSS) • Social Studies (Hawaii Core Standards for Social Studies, HCSSS) • Electives: <ul style="list-style-type: none"> • Band-- National Association for Music Education (NAFME) https://nafme.org/my-classroom/standards/ • Health Education-- National Health Education Standards • Physical Education-- Hawaii Content & Performance Standards III • Home Ec-- HCPS III Career & Technical Education 7-8 and CCSS Literacy in Technical Subjects 6-8 • AVID-- AVID Center Elective Standards • Shop-- Next Generation Science Standards, 6th-8th Grade Common Core Standards for Mathematics and Language Arts • Art-- National Visual Arts Standards: http://www.maswcd.net/National%20Visual%20Arts%20Standards.pdf, Hawai'i Content & Performance Standards III for Fine Arts (Visual Arts): http://165.248.107.74/hcpsv3/search_results.jsp?contentarea=Fine+Arts&grade=6-8&strand=&showbenchmark=benchmark&showspa=spa&showrubric=rubric&Go%21=Submit 					<p>twice a year</p> <p>3. EOY Assessments</p> <ul style="list-style-type: none"> • ELA SBA • Math SBA, • Science NGSS, • WIDA • Panorama Student & SQS Survey • Panorama SEL Survey
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	<ul style="list-style-type: none"> • CCSS in literacy or math in all classes-- The faculty needs to integrate CCSS Literacy across the content in day-to-day instruction (WASC Recommendation, pg. 25) <ol style="list-style-type: none"> 2. Differentiation <ol style="list-style-type: none"> a. Differentiated instruction through Content, Process, Product and Environment b. Differentiated strategies such as Tiered Assignments, Choice Boards, Compacting, Interest Centers/Groups, Learning Contracts, and Flexible Grouping of students by shared interest, topic, ability, etc. c. Differentiated Assessments, including ongoing formative assessment to assess student learning-- to measure the knowledge and skills students need to successfully complete daily learning targets and academic standards. (WASC Recommendation, pg. 34) d. Continuous assessment and adjustment of lesson content to meet students' needs. e. Implementation of the BERCC 4 Instructional Habits & other high yield strategies (WASC CAOFU) 3. IEP accommodations & 504 Plans for IDEA students 4. Technology Use (WASC Recommendation, pg. 31) 5. Data Informed Instruction & Decisions-- Strengthen the research-based Data Team process to address identified areas of academic need and monitor and evaluate the results to adjust instruction through the implementation of department Data Teams. (WASC Recommendation, pg. 25) 					
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	<p>6. Classroom Management & Student Engagement-- Create a safe and supportive environment through the implementation of relationship building strategies, engagement strategies, and behavior management strategies:</p> <ul style="list-style-type: none"> a. Time to Teach, including Teach To's and Rituals & Routines b. BERC 4 Habits c. 17 Positive Management Skills to Support Engagement, etc. d. Student Voice (See #9) <p>7. Parent Communication & Parent Engagement Strategies (See Section 7 Parent Engagement)</p> <p>8. Advisory / Homeroom-- Promote Social Emotional Learning (SEL) skills & competencies, executive functioning skills, soft skills, College & Career Awareness, positive pro-social behavior, etc.:</p> <ul style="list-style-type: none"> a. SEL Lessons /Choose Love b. Other: College and Career Awareness & Preparation (ESSA Requirement/Title 1), Goal Setting, ABC Priority List, PBIS Activities, etc. <p>(CNA, pg. 49)</p> <p>9. Student Voice—Explore ways to elevate student voice in the classroom to promote engagement, strong sense of community/belonging and equity. (WASC Recommendation, pg. 38; CNA, pg. 20)</p> <p>RTI Tier 2 System Components and Plan:</p> <p>B. Provide the RTI Tier 2 supports, in addition to providing RTI Tier 1 supports as stated above:</p>					
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	<ol style="list-style-type: none"> 1. Screening and placement in Math 180, Read 180, EL Workshop, and AVID classes 2. Lo'i Academic Student Support <ol style="list-style-type: none"> a. Data Tracker b. Cohort Meeting Academic 3-5-3 Plans c. Revisit the IEP accommodations d. Revisit / Revise BSP, etc. 3. Lo'i Behavior Student Support <ol style="list-style-type: none"> a. Counseling b. Cohort Meeting Behavior 3-5-3 Plans c. Peer Mediation accommodations d. BSP, etc. 4. RTI Tier 2 Curricula <ol style="list-style-type: none"> a. RTI Tier 2 EL: Imagine Learning, Third Quest, Newcomer Program, Read 180, System 44 b. RTI Tier 2 IDEA Pull Out: Read 180, System 44, Math 180 c. RTI Tier 2 IDEA FSC: Read 180, System 44, IXL Math Diagnostic/Arena suggested lessons d. RTI Tier 2 Low-SES: Read 180, Math 180, AVID <p>RTI Tier 3 System Components:</p> <p>C. Provide RTI Tier 3 Interventions in all necessary areas that are tailored for a specific student and may include all of the above and the following below. <i>(According to Lo'i System data and 3-5-3 plan review meetings, these students have received Tier 1 and 2 interventions and have shown little or no improvement.):</i></p> <ol style="list-style-type: none"> 1. IDEA Testing/Identification 2. Modified Schedule 3. SEL: SBBH, BSP, Outside Services, etc. 					
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	(SW1, SW6)					
<p>Increase proficiency for our High Needs Students and close the achievement gap through the implementation of an effective Data Team System.</p> <p>See above for <i>Outcome</i> details.</p>	<p align="center">(II) Data Team</p> <p>Implement with fidelity the data team process by</p> <ol style="list-style-type: none"> Implementing a data driven systematic approach to address the achievement gap between high needs versus non high needs students, which is increasing longitudinally. (WASC Critical Areas for Follow Up, pg. 40) Completing and implementing steps 4, 5, and 6 of the data team process with fidelity to better understand how students are progressing and meeting their needs through adjusted instruction. (WASC Recommendation, pg. 34) Using ART to regularly progress monitoring the implementation of the Academic Plan (and revising it as necessary based on student need) to ensure that all students are provided opportunities to meet the challenging State academic standards. (ESSA, 1114(b)) (SW 3) <p>Data Team Focus, Components & Plan:</p> <ol style="list-style-type: none"> Use the 6 Step Data Team process to adjust instruction and make data informed decisions in order to meet the needs of all students, especially our high needs learners 	<p>II--Q1 A--Q1 B—Q2</p>	<p>CNA Root Causes are stated next to the corresponding Enabling Activities.</p> <p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	<p>J. Agena</p>	<p>X <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1. Progress monitoring (3X/Year):</p> <ul style="list-style-type: none"> Read 180 Data Reports & pre/mid/post diagnostic assessments EL Third Quest Reading Inventory STAR Math Math 180 Data Reports & pre/mid/post diagnostic assessments Department CFAs <ul style="list-style-type: none"> data teams data results, 1 Data Team cycle per semester Lo'i Data Pull Tri-Quarterly Data Pulls for grades and attendance <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> Dept pacing guides <ul style="list-style-type: none"> adjustments in instruction interventions Data Team Meeting Minutes Department Data Team Plans

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	<p>(EL, IDEA, and Low-SES)</p> <ol style="list-style-type: none"> 1. Refine the data team analysis process so that the faculty can use that information to modify instruction and address the specific needs of all students and close the achievement gap (WASC CA, pg. 31) 2. Create and implement the data team matrix, data team process form, and data trackers to monitor Data Team implementation; Create a Google folder to house all data team documents. 3. Provide Data Team implementation support for the faculty at the beginning of the year: <ul style="list-style-type: none"> • Set clear expectations, timeline, protocols • Provide templates, 6 Step Process Forms, Data Trackers, etc. and set up Google Folders to centrally house documents • Provide Data Team PDs as needed • Provide weekly Data Team time for Departments and ART • Create a data analysis protocol for the faculty to engage in when departments share data <p>(CNA, pg. 46)</p> <p>B. Assemble an ART Team with designated roles and responsibilities to develop a process for monitoring the AcPlan regularly. The process will include using a Progress Monitoring Tool, collecting & analyzing data, planning for school improvements, etc. (SW 3) (CNA, pg. 20)</p> <p>(SW 1, SW 6)</p>					<ul style="list-style-type: none"> • Data Trackers <p>3. EOY Assessments:</p> <ul style="list-style-type: none"> • ELA SBA • Math SBA, • Science NGSS, • WIDA • Panorama Student Survey • Panorama SEL Survey
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<p>Reduce chronic absenteeism through the implementation of an effective Attendance System.</p> <p>See above for <i>Outcome</i> details</p>	<p style="text-align: center;">(III) Chronic Absenteeism & Tardiness</p> <p>Establish a schoolwide Attendance & Tardy Program that addresses the needs of students (especially high needs students) with chronic absenteeism and tardiness. (WASC Critical Areas of Follow Up, pg. 40)</p> <p>Chronic Absenteeism Focus: Implement a school-wide attendance program and develop strategies to improve positive attendance and punctuality. (WASC Critical Areas of Follow Up, Fall 2021 Report, pg. 10).</p> <p>Chronic Absenteeism/Tardiness System Components:</p> <p>A. Create an Attendance Committee to develop and implement an attendance/tardy system and plan to reduce chronic absenteeism & tardiness for all students, especially our ELs and other high needs learners. The plan may include the following components</p> <ul style="list-style-type: none"> • Track and monitoring data • Awards & Incentives • Parent communication • Absent--Tardy Policies • Lo'i System, etc. • Plan/support for students absent due to quarantine (CNA, pg. 20) <p>(SW 1)</p>	<p>III-- Q1</p>	<p>CNA Root Causes are stated next to the corresponding Enabling Activities.</p> <p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	<p>C. Kaku</p>	<p>X <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1. Quarterly Progress monitoring:</p> <ul style="list-style-type: none"> • Infinite campus attendance data • LDS attendance data <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> • Attendance Plan • Attendance Committee Meeting minutes <p>3. EOY Assessments:</p> <ul style="list-style-type: none"> • ELA SBA • Math SBA, • Science NGSS, • WIDA • Panorama Student & SQS Survey • Panorama SEL Survey
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One-Year Academic Plan SY 2022-2023

<p>Increase student social, emotional and interpersonal skills and competencies critical to school, career and life through the implementation of systemic SEL.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;">(IV) Social Emotional Learning (SEL)</p> <p>Develop and implement a Systemic SEL Framework to address SEL for the entire Hilo Intermediate school community-- not just students-- in order to help students who are struggling in the following areas:</p> <ol style="list-style-type: none"> a. Regulating emotions b. Behaving appropriately, c. Feeling a sense of safety, d. Feeling a sense of belonging, e. Engaging in class with teachers and f. Attending school consistently. <p>A Systemic SEL Framework will also help HIS staff and faculty to better meet these particular needs of our students. (CNA Root Cause #2)</p> <p>A Systemic SEL Framework includes the following components:</p> <ol style="list-style-type: none"> A1. Build Foundational Support, Establish a Shared Understanding of Systemic SEL A2. Create an Action Plan for SEL Implementation B. Strengthen Adult SEL C. Promote SEL for Students D. Practice Continuous Improvement <i>(Adopted from the CASEL SEL Framework.)</i> <p>SEL Focus, Components and Plan</p> <ol style="list-style-type: none"> A. Choose Love Curriculum—The SEL Committees will continue to refine the Choose Love/Aloha lessons for grade 7 for teachers to implement in Advisory B. The SEL Committees will develop the new Choose Love/Aloha curriculum for grade 8 teachers to implement in Advisory C. Systemic SEL-- The SEL Committees will develop a prioritized Action Plan to begin the implementation of a Systemic SEL 	<p>IV-- Q1 A—Q1 B—Q1 C—Q2</p>	<p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>CNA Root Cause is stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	<p>D. Skorikov-Hashimoto</p> <p>J. Toma</p>	<p>X <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1. Progress monitoring (3X/Year):</p> <ul style="list-style-type: none"> ● Read 180 Data Reports & pre/mid/post diagnostic assessments ● EL Third Quest Reading Inventory ● STAR Math ● Math 180 Data Reports & pre/mid/post diagnostic assessments ● Department CFAs <ul style="list-style-type: none"> ❖ data teams data results, ❖ 1 Data Team cycle per semester ● Lo'i Data Pull ● Tri-Quarterly Data Pulls for grades and attendance ● Schoolwide Student Google Surveys, Climate Surveys, Teacher & Staff Surveys <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> ● SEL Plan ● SEL Committee Meeting minutes ● Learning Walk ● BERCC Data Collection <p>3. EOY Assessments:</p> <ul style="list-style-type: none"> ● ELA SBA ● Math SBA, ● Science NGSS, ● WIDA ● Panorama Student & Perception Survey
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One-Year Academic Plan SY 2022-2023

	<p>Framework that addresses SEL for the entire HIS community, and not just the students, in order to help students improve in the following areas:</p> <ol style="list-style-type: none"> 1. Regulate their emotions 2. Behave appropriately 3. Feel a sense of safety 4. Feel a sense of belonging 5. Be engaged in class 6. Attend school consistently <p>The action plan addresses the following:</p> <ul style="list-style-type: none"> • Address or communicate a Systemic Framework to adults, school and community SEL, not just students. • Prioritize and dedicate time for developing and implementing a Systemic SEL Framework in our meeting schedules, agendas and communications • Identify the roles & responsibilities necessary to implement a systemic SEL Framework that includes progress monitoring. <p>(CNA Root Cause #2)</p> <p>D. Use CASEL's Framework as a guide for developing Systemic Social and Emotional Learning that highlights the five SEL competencies. The integrated framework is outlined below. The SEL Committees/school will select and prioritize areas of focus:</p> <p>A1. Build Foundational support.</p> <ol style="list-style-type: none"> a. Create a high- functioning SEL Team with designated roles and responsibilities and involves all stakeholders (staff, students, families and community groups) in decision making. b. Provide foundational SEL learning opportunities for stakeholders to gain a common understanding of 					
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	<p>SEL.</p> <ul style="list-style-type: none"> c. Establish two-way communication system between the SEL Team and all Stakeholders (staff, families, students, and community groups.) <p>A2. Create an Action Plan:</p> <ul style="list-style-type: none"> a. Develop a shared vision for SEL implementation b. Review & assess the SEL practice and programs currently in place. c. Create a plan with clear goals, action steps, roles and timelines <p>B. Strengthen Adult SEL</p> <ul style="list-style-type: none"> a. Provide Professional Learning (PD) to strengthen staff expertise on SEL Review & assess the SEL practice and programs currently in place. b. Provide time for staff to develop their own personal SEL and cultural competencies. c. Use staff feedback & data to provide ongoing support and coaching. d. Develop systems for relationship building, team building to foster collaboration and trust among staff. e. Provide staff support to model SEL competencies, mindsets, and skills throughout the school community. <p>C. Promote SEL for Students</p> <ul style="list-style-type: none"> a. Provide students with explicit SEL instruction-- Choose Aloha. b. Build relationships and create a supportive and equitable classroom environment where students feel emotionally safe, part of a community of learners and a strong sense of belonging. c. Adopt an evidence- based 					
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	<p>program.</p> <p>d. Elevate student voice. Explore ways to obtain student input so student voices are heard. (WASC Recommendation pg. 38).</p> <p>e. Foster a supportive school climate, including rituals & routines that promote SEL.</p> <p>f. Integrate SEL with student tiered supports (RTI).</p> <p>g. Establish discipline policies & practices that promote SEL & equitable outcomes.</p> <p>h. Integrate SEL into academic instruction</p> <p>i. Promote cultural responsiveness to create trust, inclusivity and equity.</p> <p>j. Establish family partnerships & two-way communication.</p> <p>k. Develop community partnerships to support schoolwide SEL:</p> <ul style="list-style-type: none"> • Coordinate with Federal, State and Local services, resources and programs to provide students a variety of educational, social emotional learning and health/well-being supports. (ESSA 1114(b)) • Community partnerships include: SRO-DARE, Gear Up, Reach, Hawaii Science and Technology Museum, Community Health Awareness Partners (808NOVAPE), community scientists-mentors (for Science Olympiad students), Hilo-Yurihama (Japan) Sister City Program, etc. (SW 5) <p>E. Practice Continuous Improvement</p> <p>a. Use a continuous improvement cycle to drive high quality schoolwide SEL implementation.</p>					
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	<p>b. Ensure the staff has the skills, time and resources to drive high quality of continuous improvement.</p> <p>c. Establish a system to use implementation data and disaggregated outcome data to inform school-level decisions and drive improvements to SEL implementation, including:</p> <ul style="list-style-type: none"> ● Panorama SEL Survey, 3 times a year ● Panorama Student Perception Survey, once a year ● Student Surveys ● Faculty Surveys <p>d. Establish a system to actively monitor the effectiveness of co-curricular activities to meet the needs of students outside the classroom. (WASC Recommendation pg. 38)</p> <p>(SW 1, SW 6)</p>					
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Goal 2: Staff Success. **Hilo Intermediate School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:
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By the end of SY 2022-2023,

Student Classroom Perception Goals (Panorama Student Perception Survey)

- The percentage of students responding favorably to **Pedagogical Effectiveness** on the Panorama Survey will increase from 78% to 88%.
- The percentage of students responding favorably to **Classroom Teacher-Student Relationships** on the Panorama Survey will increase from 67% to 77%.
- The percentage of students responding favorably to **Classroom Climate** on the Panorama Survey will increase from 71%% to 81%.
- The percentage of students responding favorably to **Classroom Engagement** on the Panorama Survey will increase from 50% to 60%.
- The percentage of students responding favorably to **School Belonging** on the Panorama Survey will increase from 49% to 60%.

Student School Perception Goals (Panorama Student Perception Survey / SQS)

- The percentage of students responding favorably to **School Safety** on the Panorama Survey will increase from 50% to 60%.
- The percentage of students responding favorably to **School Belonging** on the Panorama Survey will increase from 49% to 60%.
- The percentage of students responding favorably to **Safety Dimension** on the Panorama Survey will increase from 61% to 71%.
- The percentage of students responding favorably to **Valuing of School** on the Panorama Survey will increase from 63% to 73%.

Teacher School Quality Survey

- The percentage of teacher SQS return rate will increase from 88% to 98%.
- The percentage of teachers responding favorably to **School Safety** on the SQS will increase from 71% to 80%.
- The percentage of teachers responding favorably to **Well-Being** on the SQS will increase from 90% to 95%.
- The percentage of teachers responding favorably to **Satisfaction** on

Please see Root Causes and the Addressing Equity Sections listed above for the rationale.

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the SQS will increase from 83% to 90%.

- The percentage of teachers responding favorably to **Involvement/Engagement** on the SQS will increase from 90% to 95%.

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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Increase proficiency and close the achievement gap through the implementation of a Professional Development System.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;">(V) Professional Development</p> <p>Create a focused professional development plan that includes a coaching, follow-up and monitoring process so changes occur in instruction. <i>(WASC Recommendation, pg. 26; CNA, pgs. 48-49)</i></p> <p>Prioritize and establish focused professional development opportunities for all teachers and staff in order to provide targeted instructional practices to support student growth and achievement. Include feedback and a coaching system that is developed and understood by all stakeholders in order for the professional development learning to be effectively implemented in all classrooms. <i>(WASC Critical Areas of Follow-Up, pg. 40)</i></p> <p>Professional Development Focus, Components and Plan:</p> <p>A. Professional Development will be provided for the following focus areas:</p> <p>1. BERC's 4 Habits of Effective Instruction, including teacher-peer observations (learning walks)</p>	<p>I-- Q1 A1-Q2 A2-Q2 A3-Q3 A4-Q1 A5- Q2 A6-Q1 A7-Q1-Q2 A8- Q1 B- Q1 C- Q1 D- Q2 E- Q2</p>	<p>CNA Root Causes are stated next to the corresponding Enabling Activities.</p> <p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	<p>T. Brilhante</p>	<p>X <input type="checkbox"/> WSF X <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1. Progress monitoring (3X/Year):</p> <ul style="list-style-type: none"> • Read 180 Data Reports & pre/mid/post diagnostic assessments • EL Third Quest Reading Inventory • STAR Math • Math 180 Data Reports & pre/mid/post diagnostic assessments • Department CFAs <ul style="list-style-type: none"> ❖ data teams data results, ❖ 1 Data Team cycle per semester • Lo'i Data Pull • Tri-Quarterly Data Pulls for grades and attendance <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> • Department pacing guides • Meeting minutes, agenda, attendance • Learning Walks • PD Plans, PD Matrix, PD Google System • Teacher reflections • BERC's data collection--twice a year

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	<p>2. CCSS/NGSS Instructional Shifts in literacy, math and science.</p> <ul style="list-style-type: none"> • Build a common understanding of the literacy components of Common Core standards to integrate them across the content in day-to-day instruction. (WASC Recommendation, pg. 25) • Implement CCSS [and NGSS] and high yield strategies [4 Instructional Habits] with fidelity to address the drop in math and ELA/Literacy scores. (WASC Critical Areas for Follow-Up, pg. 40) <p>3. SIOP Model or other evidence-based models for EL Instruction</p> <p>4. Time to Teach (Schoolwide and classroom rituals & routines)</p> <p>5. RTI Tiered Supports in Literacy, math & SEL.</p> <ul style="list-style-type: none"> • The faculty needs to define and strengthen RTI supports in all classrooms and explore how to systematically integrate all tiers to address foundational math and reading skills. (WASC Recommendation, pg 25) • The RTI committee needs to explore and implement ways for the staff to share a common knowledge and understanding of the RTI system to better meet the needs of all students. (WASC Recommendation, pg. 25) • Develop a clear understanding of Response to Intervention and how it differs from special education so faculty can use the appropriate strategies to support identified students. (WASC Critical Areas for Follow-Up, pg. 40) • Help staff to gain a clearer understanding of RTI to better meet 					<ul style="list-style-type: none"> • Teacher surveys & PD evaluations <p>3. EOY Assessments:</p> <ul style="list-style-type: none"> • ELA SBA • Math SBA, • Science NGSS, • WIDA • Panorama Student & SQS Survey • Panorama SEL Survey • Teacher SQS Survey
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	<p>the needs of all students. (WASC Critical Areas for Follow-Up, pg. 34.)</p> <ul style="list-style-type: none"> • Provide planning time for inclusion co-teaching partners to develop lessons that include the cycle of instruction and tier one differentiation to improve instruction in the inclusion setting (WASC Recommendation, pg. 26) <p>6. Cycle of Instruction: HIS Instructional Model</p> <p>7. SEL: Implementation of</p> <ul style="list-style-type: none"> • Choose Love/Aloha • Systemic SEL for the entire HIS Community (See Section 4 for SEL Plan and Components) <p>(CNA, pg. 49)</p> <p>8. Data Teams—Implementation of the Data Team 6 Step Process with fidelity to increase student achievement, especially for our struggling learners (WASC Recommendation) (See section 2 for Data Team Plan and Components)</p> <p>(SW 1, SW 6)</p> <p>B. Create a PD Plan collaboratively with Lead Team that includes: expectations, planning, implementation, coaching, follow-up and data (CNA, pg. 23); create a PD Matrix with links to PD plans for each focus, including timeline and calendar. (CNA, pg. 23)</p> <p>C. Develop a PD system for coaching, follow-up and implementation monitoring. (WASC Recommendation, pg. 26; CNA, pg. 23)</p> <p>D. Explore ways to hold ourselves accountable for implementation with fidelity; Determine teacher/admin accountability measures;</p> <p>E. Develop a process for continuous</p>					
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	improvement by establishing a system to evaluate implementation effectiveness and impact, use implementation data and outcome data to determine the PD needs of the faculty, adjust PD learning, inform school level decisions and drive implementation improvements. (CNA, pg. 23)					
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Goal 3: Successful Systems of Support. The system and culture of **Hilo Intermediate School** works to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
<p>By the end of SY 2022-2023,</p> <p>Parent Perception Survey (SQS)</p> <ol style="list-style-type: none">1. The percentage of Parents responding favorably to Safety on the SQS will increase from 76% to 86%.2. The percentage of Parents responding favorably to Well-Being on the SQS will increase from 82% to 92%.3. The percentage of Parents responding favorably to Satisfaction on the SQS will increase from 75% to 85%.4. The percentage of Parents responding favorably to Involvement/Engagement on the SQS will increase from 56% to 66%.5. The percentage of Parents return rate of the SQS will increase from 43% to 53%.	<p>Please see Root Causes and the Addressing Equity Sections listed above for the rationale.</p>

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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Increase proficiency and close the achievement gap through the clarification of Roles & Responsibilities in order to improve Internal school communication, decision making, collaboration and capacity building.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;">(VI) Clarifying Roles & Responsibility</p> <p>Establish clear roles and responsibilities for everyone, including small groups (i.e., committees) to improve communication, increase collaboration opportunities and build capacity within the school (CNA Root Cause #1)</p> <p>Establish an internal communication system to ensure transparent, two-way communication between all stakeholders. (WASC Recommendation, pg. 19)</p> <p>Clarify a decision-making process to increase shared accountability for student learning. (WASC Recommendation, pg. 19)</p> <p>A. Create a plan to establish clearly defined roles, expectations, and responsibilities for faculty and school level groups (i.e., committees) to improve the following: communication, decision making, opportunities for collaboration, shared accountability of student learning, and building capacity.</p> <p>1. Identify clarifying roles, expectations</p>	VI-Q1 A1-5-Q1 B-Q1 C-Q3 D-Q1 E- Q1	<p>WASC Critical Areas are stated next to the corresponding Enabling Activities.</p> <p>CNA Root Cause is stated next to the corresponding Enabling Activities.</p> <p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	H. Dansdill	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>1. Progress monitoring (3X/Year):</p> <ul style="list-style-type: none"> • Read 180 Data Reports & pre/mid/post diagnostic assessments • EL Third Quest Reading Inventory • STAR Math • Math 180 Data Reports & pre/mid/post diagnostic assessments • Department CFAs <ul style="list-style-type: none"> ❖ data teams data results, ❖ 1 Data Team cycle per semester • Lo'i Data Pull • Tri-Quarterly Data Pulls for grades and attendance <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> • Internal Communication Plan (Includes Communication Flowchart) • Home to School Communication Plan • Meeting minutes, agenda, attendees

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	<p>and responsibilities as a priority</p> <ol style="list-style-type: none"> 2. Dedicate time to identify and define roles and responsibilities for everyone, including school groups; towards defining roles and responsibilities 3. Prioritize, share and communicate our roles and responsibilities; create a matrix. 4. Create opportunities for collaboration to address the actions/steps towards defining and communicating our roles and responsibilities. 5. Maximize opportunities to build capacity through PD, coaching and mentoring <p>(WASC Critical Areas for Follow Up pg. 40 & CNA Root Cause #1)</p> <p>B. Establish a representative Lead Team with clear roles, expectations and responsibilities to</p> <ol style="list-style-type: none"> 1. Ensure school wide initiatives and enabling activities as outlined in the academic plan are being implemented with fidelity. 2. Clearly and accurately communicate information to staff in a timely manner 3. Solicit feedback and input from staff regarding decision making, inform and update them of decision made and ensure their voices are represented and their concerns are addressed. 4. Participate in the development of the Academic Plan and CNA 5. Set aside time for Lead Team to meet regularly, attend leadership PDs and engage in collaborative planning. (SW2) <p>C. Revisit and improve the Communication & Decision Making Systems/Flowchart;</p>					<p>3. EOY Assessments:</p> <ul style="list-style-type: none"> ● ELA SBA ● Math SBA, ● Science NGSS, ● WIDA ● Panorama Student Survey ● Panorama SEL Survey <p>Teacher SQS Survey</p>
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	<p>Identify and communicate process for communication and decision making (CNA, pg. 20)</p> <p>D. Form committees and schedule times for committees to meet to build capacity and ensure shared accountability of student learning and decision making.</p> <p>E. Improve School Meeting Operations</p> <ol style="list-style-type: none"> 1. Establish clear meeting guidelines & protocols for meeting norms, minutes, objectives, agendas, and attendance 2. Establish system for centrally housing minutes, folders, documents and information; clarify system for staff 3. Minutes include action steps, feedback, follow up, and decisions made. 4. Review and follow meeting norms to ensure everyone is present and participates 5. Create and routinely update Google Meeting Calendar. 					
<p>Increase proficiency and close the achievement gap through the implementation of a Parent Engagement System.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;">(VII) Parent Engagement</p> <p>Establish a supportive partnership between families, school, and community to increase student achievement.</p> <p>Encourage and empower parents/families to become actively involved in their student's learning, development and health.</p> <p>Explore ways to increase parent engagement--especially for the parents/families of our high needs students.</p> <p>Parent Engagement System Focus, Components and Plan:</p> <p>A. Develop a family and school partnership framework, including systems & strategies</p>	<p>A1-5-Q1-3</p> <p>B-Q1</p> <p>C-Q1</p> <p>D-Q2</p>	<p>Promise Plan: Hawaii Equity School Design Empowerment Innovation</p>	<p>T. Brilhante</p>	<p>X <input type="checkbox"/> WSF X <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>See #1 Progress Monitoring above.</p> <p>2. Implementation Monitoring (quarterly):</p> <ul style="list-style-type: none"> • Home to School Communication Plan • Meeting minutes, agenda, attendees <p>3. EOY Assessments:</p> <ul style="list-style-type: none"> • ELA SBA • Math SBA, • Science NGSS, • WIDA • Panorama Student Survey • Panorama SEL Survey • Parent SQS Survey

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	<p>that help parents become more involved in their students' education. The types of family engagement practices implemented may include the following:</p> <ol style="list-style-type: none"> 1. Parenting-- Provide parenting workshops to help parents provide a healthy home environment and model pro-education behavior 2. Communicating-- Establish effective forms of ongoing, two-way (school-to-home and home-to-school) communications about students' progress and school programs. 3. Volunteering-- Recruit and organize parent help and support in the classroom or school 4. Learning at Home-- Provide parents with information and help so that they can support their child's learning at home 5. Decision-Making-- Include families in school related decision-making 6. Collaborating with the Community-- Coordinate community resources and services for families and students <p>B. Utilize PCNC Parent Involver to facilitate the implementation of parent engagement practices and the coordination of parent-school-community events.</p> <p>C. Fulfill ESSA Law and Title 1 requirements regarding parent engagement:</p> <ol style="list-style-type: none"> 1. Provide assistance for parents to understand standards, assessment, and progress monitoring of their child. 2. Provide parent training & materials to improve student achievement 3. Provide training for teachers & staff to improve communication and work with parents as equal partners 4. Integrate parent involvement programs with Federal, State & Local programs 5. Provide information to parents in 					
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	<p>languages parents can understand</p> <ol style="list-style-type: none"> 6. Provide support for parental involvement activities as parents may request. 7. Provide regular two-way meaningful communication between school & home in languages families can understand. <p>D. Inform & involve parents & community members in the development of the Academic Plan:</p> <ol style="list-style-type: none"> 1. Post Academic Plan on school website for parents, students and the public. 2. Share Academic Plan with the School Community Councils (SCC) <p>(SW 1, SW 2, SW 4, SW 7)</p>					
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RECOMMENDATIONS (To be completed by Complex Area)

Key Areas	Recommendations for Revision or Questions	Deadline