



Hilo-Waiakea Complex  
SY 2023 - 2024 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 3/24/23
<u>Esther Kanehailua</u> CAS Name	CAS Signature <i>al</i>	Date 3/24/23

Revised Academic Plan

Principal Name	Principal Signature	Date
<u>Esther Kanehailua</u> CAS Name	CAS Signature	Date

# One-Year Academic Plan SY 2023-2024

Where are we now? <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
Comprehensive Needs Assessment: <i>List root causes and contributing causes</i>	WASC: <i>List WASC Critical Areas of Follow-up</i>
<p><b>CNA/RC 1</b> The lack of establishing clear roles and responsibilities for everyone contributes to a lack of: communication, collaboration opportunities, capacity building and positive changes in teaching and learning within the school.</p> <p>Contributing Causes: There is a need for:</p> <ul style="list-style-type: none"> <li>● prioritizing and implementing our roles and responsibilities</li> <li>● maximizing opportunities to build capacity through PD, coaching and mentoring.</li> <li>● prioritizing and implementing a coaching, follow up and monitoring plan to ensure improvements occur in teaching and learning.</li> <li>● Implementing our focused PD plan that we created that includes coaching, follow up and a monitoring process so changes occur in teaching and learning.</li> <li>● identifying our schoolwide priorities</li> </ul>	<p style="text-align: center;"><b>WASC: Schoolwide Critical Areas of Follow-Up</b></p> <p><b>The school has identified the following as their critical areas of follow-up:</b></p> <ol style="list-style-type: none"> <li>1. Establish a school-wide attendance program that addresses the needs of students with chronic absenteeism and tardiness.</li> <li>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.</li> <li>3. Fully implement CCSS and high yield strategies with fidelity to address the drop in math and ELA scores.</li> <li>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.</li> <li>5. Utilize an effective Response to Intervention system, which addresses tiered levels of academic and behavior supports and services for all students.</li> </ol>
<p><b>CNA/RC 2</b> 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"> <li>a. Regulate their emotions,</li> <li>b. Behave appropriately,</li> <li>c. Feel a sense of safety,</li> <li>d. Feel a sense of belonging,</li> <li>e. Be engaged in class with teachers</li> <li>f. Attend school consistently.</li> </ol> <p>B) HIS staff and faculty are struggling to meet these particular needs of our students.</p> <p>Contributing Causes: We have not:</p> <ul style="list-style-type: none"> <li>● addressed or communicated a systemic framework to adult, school and community SEL; we started with the students.</li> </ul>	<p><b>The Visiting Committee has identified critical areas for follow-up that need to be strengthened:</b></p> <ol style="list-style-type: none"> <li>1. Develop a clear understanding of Response to Intervention (RtI) and how it differs from special education so faculty can use the appropriate strategies to support identified students.</li> <li>2. Refine the data analysis processes so the faculty can use that information to modify instruction to address the specific needs of all students.</li> </ol> <p><b>In addition, the Visiting Committee has identified critical areas for follow-up that need to be addressed:</b></p> <ol style="list-style-type: none"> <li>3. Improve internal communication by clearly defining the roles, responsibilities and expectations of school level groups (i.e., committees) to provide shared accountability of student learning.</li> </ol>

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- put in place time and dedicated space for it in our schedules/agendas and communications.
- identified the role or responsibilities necessary to implement a systemic SEL Framework that includes progress monitoring.
- 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.

## CNA/RC 3

Schoolwide priorities are not clear to all stakeholders which can lead to unproductivity and inconsistency in the implementation of our schoolwide programs and initiatives.

### Contributing Causes:

- We have many priorities identified. We need to identify and focus on a few specific priorities (in order of importance) to develop systems and processes.
- We need to develop a system where our schoolwide priorities are regularly revisited and our initiatives and programs are implemented with fidelity, monitored and adjusted for improvements.

## WASC Recommendations Category A: Organization, page 19

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.

## WASC Recommendations Category B: Curriculum, page 25-26

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.

## WASC Recommendations Category C: Instruction, page 31

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 can be met through adjusted instruction.

## WASC Recommendations Category D: Assessment and Accountability, page 34

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.

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<p>CNA/RC 4</p>	<p>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.</p> <p><b>WASC Recommendations Category E: School Culture</b>, page 38</p> <ol style="list-style-type: none"> <li>1. The school needs to provide adequate personalized supports for students not identified for Special Education through an improved Rtl program.</li> <li>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.</li> <li>3. HIS needs to explore ways to obtain student input so students' voices are heard.</li> </ol> <p><b>WASC Recommendations Fall 2021 (Mid-Cycle Visit Report)</b>, pg. 10          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>
<p>CNA/RC 5</p>	
<p>CNA/RC 6</p>	
<p>CNA/RC 7</p>	
<p>CNA/RC 8</p>	

# One-Year Academic Plan SY 2023-2024

## 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 20-21	SY 21-22
Overall	45.89%	50.00%	48.48%
Non High Needs	71.86%	68.67%	70.97%
High Needs	33.71%	36.04%	33.21%
7th	56.47%	58.70%	50.66%
8th	35.82%	42.16%	46.35%
ELL	12.50%	11.11%	7.41%
IDEA	1.45%	4.35%	7.84%
Low SES	35.50%	39.18%	34.50%

### MATH SBA Data

Math SBA Scores	SY 18-19	SY 20-21	SY 21-22
Overall	40.61%	29.80%	36.99%
Non High Needs	68.45%	46.99%	55.08%
High Needs	27.58%	17.39%	24.82%
7th	38.43%	30.33%	36.08%
8th	42.86%	28.95%	37.64%
ELL	5.26%	0.00%	13.79%
IDEA	0.00%	0.00%	3.77%
Low SES	28.82%	20.00%	25.77%

### Science HSA Data

Science HSA Scores	SY 18-19	SY 20-21	SY 21-22
8th	55%	28.00%	49.45%
Non High Needs	72.53%	48.48%	67.24%
High Needs	46.55%	11.90%	36.31%
ELL	0.00%	0.00%	25.53%
IDEA	17.4%	0.00%	6.90%
Low SES	50.00%	14.29%	38.36%

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### Strive HI Student Subgroup Performance

Strive HI Student Subgroup Performance	SY 18-19	SY 19-20	SY 20-21	SY 21-22
<b>Achievement Gap Between Non-High Needs and High Needs Students in Points</b>	ELA: 37 Points Math: 41 Points	ELA: 40 Points Math: 33 Points	ELA: 33 Points Math: 46 Points	ELA: 40 Points Math: 33 Points
<b>On-Track English Learners –</b> Percentage of students learning English who are on-track to English language proficiency	13%	4%	13%	13%

Student Profile	2019-20	2020-21	2021-22
Enrollment	528	555	485
Students receiving free or reduced cost lunch	357 / 67.42%	332 / 59.82%	275 / 56.70%
Students in Special Education programs	85 / 16.10%	79 / 14.23%	60 / 12.37%
Students with limited English proficiency	26 / 4.92%	36 / 6.49%	30 / 7.23%

## One-Year Academic Plan SY 2023-2024

**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. Ashley Kashima-Rodero	4. RTI Literacy
5. Cheney Kaku, Counselor	5. Chronic Absenteeism / RTI Behavior
6. Debbie Hashimoto-Skorikov, Counselor	6. SEL
7. Tami Brillhante, Curriculum Coordinator	7. Professional Development
8. ?	8. Parent Engagement
9.	9.
10.	10.

# One-Year Academic Plan SY 2023-2024

## 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



# One-Year Academic Plan SY 2023-2024

**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><b>Outcomes:</b> By the end of SY 2022-2023,</p> <p><b>High Needs Proficiency Goals</b></p> <p>EL</p> <ul style="list-style-type: none"> <li>• The percentage of EL students meeting ELA proficiency will increase from 7.4% to 23% as measured by SBA.</li> <li>• The percentage of EL students meeting math proficiency will increase from 13.79% to 23% as measured by SBA.</li> <li>• The percentage of EL students meeting NGSS (Science) proficiency will increase from 25.53% to 35% as measured by HSA NGSS Science.</li> </ul> <p>IDEA</p> <ul style="list-style-type: none"> <li>• The percentage of IDEA students meeting ELA proficiency will increase from 7.84% to 17% as measured by SBA.</li> <li>• The percentage of IDEA students meeting math proficiency will increase from 3.77% to 13% as measured by SBA.</li> <li>• The percentage of IDEA students meeting NGSS (Science) proficiency will increase from 6.9% to 16% as measured by HSA NGSS Science.</li> </ul> <p>Low-SES</p> <ul style="list-style-type: none"> <li>• The percentage of Low-SES students meeting ELA proficiency will 34.50% to 53% as measured by SBA.</li> </ul>	<p><b>EL WIDA Goal</b></p> <ul style="list-style-type: none"> <li>• The percentage of EL students who will be on track to Growth to Target will increase from 13% student to 23% students as measured by WIDA.</li> </ul> <p><b>ELA RTI Read 180 Goals</b></p> <ul style="list-style-type: none"> <li>• 70% of students in the Read 180 classes will meet their growth goal as identified by the Reading Inventory assessment.</li> <li>• 10% of students in Read 180 classes will be proficient on the SBA ELA Assessment.</li> </ul> <p><b>Math RTI Math 180 Goals</b></p> <ul style="list-style-type: none"> <li>• 90% of students in the Math 180 classes will meet their growth goal as identified by the Math Inventory Assessment.</li> <li>• 50% of students in the Math 180 classes will move from the red to the yellow proficiency band in the STAR assessment.</li> <li>• 10% of students in the Math 180 classes will be proficient on the SBA Math Assessment.</li> </ul> <p><b>Overall Proficiency Goals</b></p>

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- The percentage of Low-SES students meeting math proficiency will increase from 25.77% to 35% as measured by SBA.
- The percentage of Low-SES students meeting NGSS (Science) proficiency will increase from 38.36% to 48% as measured by HSA NGSS Science.

### 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 50% to 60%.
- The percentage of students responding favorably to Grit on the Panorama SEL Survey will increase from 56% to 66%.
- The percentage of students responding favorably to the Growth Mindset on the Panorama SEL Survey will increase from 50% to 60%.
- The percentage of students responding favorably to Self-Efficacy on the Panorama SEL Survey will increase from 49% to 49%.
- The percentage of students responding favorably to Self-Management on the Panorama SEL Survey will increase from 72% to 82%.
- 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 61% to 71%.

- The percentage of students meeting ELA proficiency will increase from 48.48% to 58% as measured by SBA.
- The percentage of students meeting math proficiency will increase from 36.99% to 46% as measured by SBA.

The percentage of students meeting NGSS science proficiency increase from 49.45% to 59% as measured by HSA NGSS Science.

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

- The percentage of students responding favorably to **School Safety** on the Panorama Survey will increase from 52% to 62%.
- The percentage of students responding favorably to **School Belonging** on the Panorama Survey will increase from 45% to 55%.
- The percentage of students responding favorably to **Safety Dimension** on the Panorama Survey will increase from 64% to 74%.
- The percentage of students responding favorably to **Valuing of School** on the Panorama Survey will increase from 61% to 71%.

### Strive HI Achievement Gap Goals

- The achievement gap between high needs and non-high needs students in ELA will decrease from 40 to 25 points.
- The achievement gap between high needs and non-high needs students in math will decrease from 33 to 22 points.

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

# One-Year Academic Plan SY 2023-2024

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) •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds) (SW5)</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 <b>effective RTI System</b>.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;"><b>(I)</b> <b>RTI: Multi-Tiered Systems of Student Support</b></p> <p>Overview: Utilize an effective schoolwide Response to Intervention (RTI) System which addresses tiered levels of academic and behavior supports and services for all students <i>(WASC/HIS Critical Areas of Follow-up, pg. 40)</i>:</p> <ol style="list-style-type: none"> <li>a. Defines and strengthens RTI supports in all classrooms and systematically integrates all tiers to address foundational math and reading skills. <i>(WASC Recommendation Cat B, pg. 25)</i></li> <li>b. Provides adequate personalized supports for at-risk students not identified for Special Education through an improved RTI System. <i>(WASC Recommendation Cat E, pg. 38)</i></li> <li>c. Fully implement CCSS and high yield strategies with fidelity to address the drop in math and ELA scores. <i>(WASC/HIS Critical Areas of Follow-up, pg. 40)</i></li> </ol> <p><b>Addresses CNA RC 2</b></p> <p><b>RTI Focus: To do the above, we will implement the following enabling activities:</b></p>	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>K. Clay</p> <p>A. Kashima-Rodero</p> <p>C. Kaku</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>ESSER</p>	<p><b>1. Progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Read 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• EL Third Quest Reading Inventory</li> <li>• STAR Math</li> <li>• Math 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• Department CFAs <ul style="list-style-type: none"> <li>❖ data teams data results,</li> <li>❖ 1 Data Team cycle per semester</li> </ul> </li> <li>• Loi Data Pull</li> <li>• Tri-Quarterly Data Pulls for grades and attendance</li> </ul> <p><b>2. Implementation Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Department pacing guides</li> <li>• Meeting minutes, agenda, attendees</li> <li>• Learning Walks</li> <li>• PD Plans</li> <li>• Teacher reflections</li> <li>• BERC's data collection--twice a year</li> </ul>

## One-Year Academic Plan SY 2023-2024

	<p>A. Improve <b>Tier 1</b> instruction and supports in all classes:</p> <ol style="list-style-type: none"> <li>1. Continue to become familiar with and implement our newly created <a href="#">HIS Instructional Model</a> and its 3 Pillars– Relationships, Relevance and Rigor–to guide effective instructional behavior, strategies and delivery sequence.</li> <li>2. Implement with fidelity the BERC 4 Habits of Powerful Teaching and Learning to align our instruction with how the brain naturally learns, help students learn more effectively and increase engagement in all classes. The 4 Habits framework– Ready to Learn, What to Learn, Talk to Learn, &amp; Model to Learn– provides teachers with high-yield student-centered instructional strategies. (WASC-HIS Critical Areas of Follow-up, pg. 40)</li> <li>3. Provide support for our high needs students, especially our ELs, by implementing the <a href="#">Key Principles for Quality Instruction</a> (<i>Quality Teaching for English Learners (QTEL at WestEd)</i>):             <ol style="list-style-type: none"> <li>a. Academic Rigor: Students engage in deep interconnected disciplinary work and higher order thinking skills</li> <li>b. Quality Interactions: Students participate in sustained and reciprocal verbal interactions with teacher/peers that are focused on the construction of knowledge</li> </ol> </li> <li>4. Implement with fidelity Time to Teach strategies to significantly reduce classroom/school discipline problems and develop a classroom/school culture based on caring, clear limits, consistency, and mutual respect.</li> <li>5. Implement standards-based curricula, including Hawaii Common Core State Standards and shifts in all content</li> </ol>					<p><b>3. EOY Assessments</b></p> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student &amp; SQS Survey</li> <li>● Panorama SEL Survey</li> </ul>
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## One-Year Academic Plan SY 2023-2024

	<p>areas. Ensure that texts and materials used in lessons are challenging and aligned to Hawaii CCSS and shifts. The faculty needs to integrate CCSS Literacy or math across the content in day-to-day instruction in all classes. (WASC Recommendation, Cat B, pg. 25)</p> <ol style="list-style-type: none"> <li>6. Implement formative assessments to assess student learning and measure the knowledge and skills students need to successfully complete daily learning targets and academic standards. (WASC Recommendation, Cat D, pg. 34)</li> <li>7. Implement IEP accommodations &amp; 504 Plans for IDEA students</li> <li>8. Increase the application of technology within instruction to support greater student learning. (WASC Recommendation, Cat C, pg. 31)</li> <li>9. Integrate SEL with tiered supports. See Section IV.</li> <li>10. Establish family partnerships and two-way communication. See Section VII.</li> <li>11. Establish a system to actively monitor the effectiveness of co-curricular activities to meet the needs of students outside the classroom. (WASC Recommendation, Cat E, pg. 38)</li> </ol> <p>B. Provide <b>RTI Tier 2</b> supports in Reading/Literacy, Math, &amp; SEL/Behavior. <b><i>(These supports are in addition to providing the RTI Tier 1 supports stated above):</i></b></p> <ol style="list-style-type: none"> <li>1. Screen / assess students for placement in intervention / support classes such as Math 180, Read 180, EL Workshop, and AVID classes.</li> <li>2. Improve the Lo'i System (Academic/Behavior Student Support System) and cohort meetings so that we can more effectively provide support for struggling students. The Lo'i System</li> </ol>					
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	<p>includes: tracking specific student data, scheduled counseling, personalized Academic/Behavior 3-5-3 Plans, revisiting IEP accommodations, BSPs, peer mediation, SWAG tutoring services, etc.)</p> <p>3. Implement Tier 2 curricula:</p> <ul style="list-style-type: none"> <li>a. Students struggling in English and Math: Read 180, System 44 (Phonics program), Math 180</li> <li>b. RTI Tier 2 EL: Imagine Learning, Third Quest, English 3D, Newcomer Program</li> <li>c. RTI Tier 2 IDEA Pull Out: Read 180, System 44, Math 180</li> <li>d. RTI Tier 2 IDEA FSC: Read 180, System 44, IXL Math Diagnostic/Arena suggested lessons</li> <li>e. RTI Tier 2 Low-SES: AVID</li> </ul> <p>C. Provide <b>RTI Tier 3</b> 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> <ul style="list-style-type: none"> <li>1. IDEA Testing/Identification</li> <li>2. Modified Schedule</li> <li>3. SEL: SBBH, BSP, Outside Services, etc.</li> </ul> <p>D. Implement effective Parent-Teacher communication strategies and strengthen Parent-Teacher relationships to increase student achievement and well-being. (See Section IV)</p> <p><b>(SW1, SW6)</b></p>					
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<p>Increase proficiency for our High Needs Students and close the achievement gap through the implementation of an <b>effective Data Team System</b>.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;"><b>(II)</b> <b>Data Team</b></p> <p>Overview: Implement with fidelity the data team process:</p> <ol style="list-style-type: none"> <li>a. Strengthen the research-based Data Team process to address identified areas of academic need and monitor and evaluate the results to adjust instruction. (WASC Recommendation, Cat B, pg. 25)</li> <li>b. Implement a data driven systematic approach to address the achievement gap between high needs versus non high needs students, which is increasing longitudinally. (WASC-HIS Critical Areas of Follow-up, pg. 40)</li> <li>c. Use ART to regularly progress monitor 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)</li> </ol> <p><b>Addresses CNA RC 1</b></p> <p><b>Data Team Focus: To do the above, we will:</b></p> <p>A. Refine the data analysis process (6 step or short cycle) so that the faculty can use that information to modify instruction to address the specific needs of all students (WASC Critical Areas for Follow-up, pg. 40) and that students' needs can be met through adjusted instruction (WASC Recommendation, Cat C, pg. 31)</p> <ol style="list-style-type: none"> <li>1. Complete and implement steps 4, 5, and 6 (or fully implement the short cycle) of the data team process with fidelity to better understand how students are progressing and meet their needs through adjusted</li> </ol>	<p>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>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>	<ol style="list-style-type: none"> <li><b>1. Progress monitoring:</b> <ul style="list-style-type: none"> <li>• Read 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• EL Third Quest Reading Inventory</li> <li>• STAR Math</li> <li>• Math 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• Department CFAs               <ul style="list-style-type: none"> <li>❖ data teams data results,</li> <li>❖ 1 Data Team cycle per semester</li> </ul> </li> <li>• Lo'i Data Pull</li> <li>• Tri-Quarterly Data Pulls for grades and attendance</li> </ul> </li> <li><b>2. Implementation Monitoring:</b> <ul style="list-style-type: none"> <li>• Dept pacing guides               <ul style="list-style-type: none"> <li>❖ adjustments in instruction</li> <li>❖ interventions</li> </ul> </li> <li>• Data Team Meeting Minutes</li> <li>• Department Data Team Plans</li> <li>• Data Trackers</li> </ul> </li> <li><b>3. EOY Assessments:</b> <ul style="list-style-type: none"> <li>• ELA SBA</li> <li>• Math SBA,</li> <li>• Science NGSS,</li> <li>• WIDA</li> <li>• Panorama Student Survey</li> <li>• Panorama SEL Survey</li> </ul> </li> </ol>
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## One-Year Academic Plan SY 2023-2024

	<p>instruction. (WASC Recommendation, Cat D, pg. 34)</p> <ol style="list-style-type: none"> <li>2. Monitor data team implementation via the data team matrix</li> <li>3. Provide Data Team implementation support at the beginning and throughout the year: Set clear expectations, timelines, protocols; Provide templates, Data Team Process forms, data trackers, etc.; Set up Google Folders to centrally house documents; Provide Data Team PDs as needed; Provide weekly Data Team time for Departments and ART</li> <li>4. Create a data analysis protocol for the faculty to engage in when departments/ART share out</li> </ol> <p>B. Improve ART (Academic Review Team) and the ART process for monitoring the Academic Plan regularly.</p> <ol style="list-style-type: none"> <li>1. Revisit, reorganize and prioritize the ART and its designated roles and responsibilities.</li> <li>2. Create an ART Plan for implementing the ART process which includes: setting a calendar with regular meeting times, using a Progress Monitoring Tool, collecting &amp; analyzing data, sharing the results with the faculty, revising the Academic Plan, planning for school improvements, etc. (SW 3)</li> </ol> <p>(SW 1, SW 6)</p>					
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# One-Year Academic Plan SY 2023-2024

<p>Reduce chronic absenteeism through the implementation of an <b>effective Attendance System</b>.</p> <p>See above for <i>Outcome</i> details</p>	<p style="text-align: center;"><b>(III)</b> <b>Chronic Absenteeism &amp; Tardiness</b></p> <p>Overview:</p> <ol style="list-style-type: none"> <li>a. Establish a school-wide attendance program that addresses the needs of students with chronic absenteeism and tardiness. (WASC-HIS Critical Areas of Follow-up, pg. 40)</li> <li>b. Implement a school-wide attendance program that addresses the needs of students with chronic absenteeism and tardiness. The school needs to continue to develop strategies to improve positive attendance and punctuality. (WASC Critical Areas of Follow-up, Fall 2021 Report, pg. 9).</li> </ol> <p><b>Addresses CNA RC 2</b></p> <p><b>Chronic Absenteeism &amp; Tardiness Focus: To do the above, we will:</b></p> <ol style="list-style-type: none"> <li>A. Create an Attendance Committee to             <ol style="list-style-type: none"> <li>1. Revisit/refine current attendance and tardy policies to see how they are meeting the needs of our students, especially our high-needs students.</li> <li>2. Develop and implement an attendance &amp; tardy program to reduce chronic absenteeism &amp; tardiness for all students, especially our ELs and high needs learners:                 <ul style="list-style-type: none"> <li>● Tracking and monitoring data</li> <li>● Awards &amp; Incentives</li> <li>● Parent involvement</li> <li>● Lo'i System</li> </ul> </li> </ol> </li> </ol> <p><b>(SW 1)</b></p>	<p>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>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>	<ol style="list-style-type: none"> <li><b>1. Quarterly Progress monitoring:</b> <ul style="list-style-type: none"> <li>● Infinite campus attendance data</li> <li>● LDS attendance data</li> </ul> </li> <li><b>2. Implementation Monitoring (quarterly):</b> <ul style="list-style-type: none"> <li>● Attendance Plan</li> <li>● Attendance Committee Meeting minutes</li> </ul> </li> <li><b>3. EOY Assessments:</b> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student &amp; SQS Survey</li> <li>● Panorama SEL Survey</li> </ul> </li> </ol>
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# One-Year Academic Plan SY 2023-2024

<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;"><b>(IV)</b> Social Emotional Learning (SEL)</p> <p>Overview: Continue to 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"> <li>a. Regulating emotions</li> <li>b. Behaving appropriately,</li> <li>c. Feeling a sense of safety,</li> <li>d. Feeling a sense of belonging,</li> <li>e. Engaging in class with teachers and</li> <li>f. Attending school consistently.</li> </ol> <p>A Systemic SEL Framework will also help HIS staff and faculty to better meet these particular needs of our students. A Systemic SEL Framework includes the following components:</p> <ol style="list-style-type: none"> <li>A1. Build Foundational Support, Establish a Shared Understanding of Systemic SEL</li> <li>A2. Create an Action Plan for SEL Implementation</li> <li>B. Strengthen Adult SEL</li> <li>C. Promote SEL for Students</li> <li>D. Practice Continuous Improvement <i>(Adopted from the CASEL SEL Framework.)</i></li> </ol> <p><b>Addresses CNA RC 2</b></p> <p><b>SEL Focus: To do the above, we will:</b></p> <ol style="list-style-type: none"> <li>A. Using <a href="#">CASEL's SEL Framework</a> as a guide, create a systemic SEL plan that includes clear goals, prioritized action steps, timelines and roles &amp; responsibilities.</li> <li>B. Strengthen Adult SEL: Provide time and resources for collaborative planning and PD to increase staff expertise on SEL &amp; develop their own personal SEL, provide ongoing support and coaching, develop systems for building relationships and trust among staff, provide staff support to model SEL</li> </ol>	<p>Q2 H-Q1</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>D. Skorikov-H ashimoto</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><b>1. Progress monitoring:</b></p> <ul style="list-style-type: none"> <li>● Read 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>● EL Third Quest Reading Inventory</li> <li>● STAR Math</li> <li>● Math 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>● Department CFAs <ul style="list-style-type: none"> <li>❖ data teams data results,</li> <li>❖ 1 Data Team cycle per semester</li> </ul> </li> <li>● Lo'i Data Pull</li> <li>● Tri-Quarterly Data Pulls for grades and attendance</li> <li>● Schoolwide Student Google Surveys, Climate Surveys, Teacher &amp; Staff Surveys</li> </ul> <p><b>2. Implementation Monitoring:</b></p> <ul style="list-style-type: none"> <li>● SEL Plan</li> <li>● SEL Committee Meeting minutes</li> <li>● Learning Walk</li> <li>● BERCC Data Collection</li> </ul> <p><b>3. EOY Assessments:</b></p> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student &amp; Perception Survey</li> </ul>
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## One-Year Academic Plan SY 2023-2024

	<p>competencies, mindsets, and skills throughout the school community.</p> <p>C. Promote SEL for Students: Provide students with explicit SEL instruction (during advisory); Explore ways to integrate SEL into academic instruction; Build relationships and create a supportive, equitable classroom environment where students feel safe and part of a community of learners; Foster a supportive school climate, including rituals &amp; routines that promote SEL; Elevate student voice (<a href="#">WASC Recommendation, Cat E, pg. 38</a>); Integrate SEL with student tiered supports; Establish discipline policies &amp; practices that promote SEL &amp; equitable outcomes; Utilize Advisory for SEL lessons (Choose Love/Aloha) as well as for other related topics such as executive functioning skills, soft skills, social skills, College &amp; Career Awareness, positive pro-social behavior skills, GLO's, etc. (<a href="#">ESSA Requirement/Title 1</a>)</p> <p>D. Practice continuous improvement by using implementation data and disaggregated outcome data (such as Panorama surveys) to progress monitor current SEL practices; Use data to inform decisions and drive SEL improvements.</p> <p>E. Establish family partnerships &amp; two-way communication; Develop community partnerships to support schoolwide SEL: 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. (<a href="#">ESSA 1114(b)</a>)</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.

# One-Year Academic Plan SY 2023-2024

## Outcome & Rationale:

**Outcomes:** By the end of SY 2023-2024,

### 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 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

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

Planning

Funding

Interim Measures  
of Progress

# One-Year Academic Plan SY 2023-2024

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 <b>Professional Development System</b>.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;"><b>(V)</b> Professional Development</p> <p>Overview: To drive schoolwide improvement and increase accountability for student learning:</p> <ol style="list-style-type: none"> <li>a. Create a focused professional development plan that includes coaching, follow-up and a monitoring process so changes occur in instruction. <i>(WASC Recommendation, Cat B, pg. 26)</i></li> <li>b. 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-HIS Critical Areas of Follow-up, pg. 40)</i></li> </ol> <p><b>Addresses CNA RC 2 &amp; 3</b></p> <p><b>Professional Development Focus:</b> To do the above, we will:</p> <ol style="list-style-type: none"> <li>A. Provide professional development for the following focus areas:             <ol style="list-style-type: none"> <li>1. BERC's 4 Habits of Powerful Teaching and Learning, including: Department</li> </ol> </li> </ol>	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>	T. Brilhante	<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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>1. Progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Read 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• EL Third Quest Reading Inventory or English 3D Assessments</li> <li>• STAR Math &amp; Reading</li> <li>• Math 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>• Department CFAs             <ul style="list-style-type: none"> <li>❖ data teams data results,</li> <li>❖ 1 Data Team cycle per semester</li> </ul> </li> <li>• Lo'i Data Pull</li> <li>• Tri-Quarterly Data Pulls for grades and attendance</li> </ul> <p><b>2. Implementation Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Department pacing guides</li> <li>• Meeting minutes, agenda, attendance</li> <li>• Learning Walks</li> <li>• PD Plans, PD Matrix, PD Google System</li> <li>• Teacher reflections</li> <li>• BERC's data collection--twice a year</li> <li>• Teacher surveys &amp; PD</li> </ul>

## One-Year Academic Plan SY 2023-2024

	<p>Learning Walks, Instructional Model, Habit Mapping</p> <ol style="list-style-type: none"> <li>2. CCSS Instructional Shifts in literacy: 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, Cat B, pg. 25)</li> <li>3. SIOP Model or other evidence-based practices for EL Instruction; Use the rubric for Quality Teaching for English Learners (QTEL at WestEd) as a guide to drive professional development for EL support and instruction.</li> <li>4. Time to Teach (Schoolwide and classroom rituals &amp; routines)</li> <li>5. Systemic schoolwide SEL implementation, including: Choose Love/Aloha Lessons; Promote SEL for students; Strengthen Adult SEL</li> <li>6. Data Teams: Check with departments to see if they need further PDs/support</li> <li>7. RTI Tiered Supports in ELA/Literacy, math &amp; SEL.             <ol style="list-style-type: none"> <li>a. 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, Cat B, pg 25)</li> <li>b. The RTI committee (Leadership Team?) 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, Cat B, pg. 25)</li> <li>c. Develop a clear understanding of Response to Intervention and how it differs from special education so faculty can use the appropriate strategies to support</li> </ol> </li> </ol>					<p>evaluations</p> <ol style="list-style-type: none"> <li>3. <b>EOY Assessments:</b> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student &amp; SQS Survey</li> <li>● Panorama SEL Survey</li> <li>● Teacher SQS Survey</li> </ul> </li> </ol>
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## One-Year Academic Plan SY 2023-2024

	<p>identified students. (WASC Critical Areas for Follow-up, pg. 40)</p> <p>d. Explore and implement ways for the staff to share a common knowledge and understanding of the Rtl system to better meet the needs of all students. (WASC Recommendation, Cat D, pg. 34)</p> <p>e. Provide planning time for 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, Cat B, pg. 25)</p> <p>(SW 1, SW 6)</p> <p>B. Develop a PD plan that includes staff training, coaching, follow-up, monitoring of implementation &amp; impact on student learning, admin walkthroughs, data collection &amp; analysis, etc.</p> <p>C. Regularly revisit and use the PD Plan to monitor PDs and its implementation and impact on student learning; Update PD matrix regularly; Identify our schoolwide focused priorities and initiatives and adjust our plan accordingly.</p>					
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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.

<p><b>Outcome:</b></p>	<p><b>Rationale:</b></p>
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## One-Year Academic Plan SY 2023-2024

<p>By the end of SY 2022-2023, <b>Parent Perception Survey (SQS)</b></p> <ol style="list-style-type: none"> <li>1. The percentage of Parents responding favorably to <b>Safety</b> on the SQS will increase from 80.4% to 85%.</li> <li>2. The percentage of Parents responding favorably to <b>Well-Being</b> on the SQS will increase from 89.2% to 94%.</li> <li>3. The percentage of Parents responding favorably to <b>Satisfaction</b> on the SQS will increase from 80.8% to 85%.</li> <li>4. The percentage of Parents responding favorably to <b>Involvement/Engagement</b> on the SQS will increase from 66.5% to 71%.</li> <li>5. The percentage of Parents return rate of the SQS will increase from 49.4% to 54%.</li> </ol> <p>See <b>Teacher School Quality Survey</b> outcomes above, pg. 19</p>	<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
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate quarter(s) of implementation in next column)</i>	<b>Quarter Implementing</b>	<b>Indicate:</b> •Schoolwide Component(s) •CNA Root Cause •WASC Critical Area(s)	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>



# One-Year Academic Plan SY 2023-2024

<p>Increase proficiency and close the achievement gap through the clarification of <b>Roles &amp; Responsibilities</b> and the <b>Identifying our schoolwide priorities</b> in order to improve <b>Internal school communication, decision making, collaboration and capacity building.</b></p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;"><b>(VI)</b>  <b>Clarifying Roles &amp; Responsibilities and Identifying our Schoolwide Priorities</b></p> <p>Overview: To provide shared accountability of student learning and ensure our identified schoolwide priorities are addressed:</p> <ol style="list-style-type: none"> <li>a. Improve internal communication by clearly defining the roles, responsibilities and expectations of school level groups (i.e., committees). (WASC Critical Areas for Follow-up, pg. 40)</li> <li>b. Establish an internal communication system to ensure transparent, two way communication between all stakeholders. (WASC Recommendation Cat A, pg. 19)</li> <li>c. Clarify a decision-making process to provide shared accountability of student learning. (WASC Recommendation Cat A, pg. 19)</li> <li>d. Focus on a few specific priorities (in order of importance) to develop systems and processes that are implemented with fidelity.</li> </ol> <p><b>CNA RC 1 &amp; 3</b></p> <p><b>Clarifying Roles &amp; Responsibilities / Identifying our Schoolwide Priorities:</b> To do the above, we will:</p> <ol style="list-style-type: none"> <li>A. Identify and prioritize in order of importance our schoolwide priorities as outlined in the Academic Plan. Develop a system where our schoolwide priorities are regularly revisited and our initiatives and programs are implemented with fidelity, monitored and adjusted for improvements.</li> <li>B. Revisit and clarify our roles, expectations, and responsibilities for faculty and school level groups (i.e., committees, lead team,</li> </ol>	<p>Q1</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>H. Dansdill</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><b>1. Progress monitoring :</b></p> <ul style="list-style-type: none"> <li>● Read 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>● EL Third Quest Reading Inventory</li> <li>● STAR Math</li> <li>● Math 180 Data Reports &amp; pre/mid/post diagnostic assessments</li> <li>● Department CFAs <ul style="list-style-type: none"> <li>❖ data teams data results,</li> <li>❖ 1 Data Team cycle per semester</li> </ul> </li> <li>● Lo'i Data Pull</li> <li>● Tri-Quarterly Data Pulls for grades and attendance</li> </ul> <p><b>2. Implementation Monitoring (quarterly):</b></p> <ul style="list-style-type: none"> <li>● Internal Communication Plan (Includes Communication Flowchart)</li> <li>● Home to School Communication Plan</li> <li>● Meeting minutes, agenda, attendees</li> </ul> <p><b>1. EOY Assessments:</b></p> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student Survey</li> <li>● Panorama SEL Survey</li> <li>● Teacher SQS Survey</li> </ul>
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## One-Year Academic Plan SY 2023-2024

	<p>departments, etc.) and ensure they are aligned to our schoolwide priorities and address the needs of our students; Share/communicate our roles and responsibilities with the faculty; Create a matrix.</p> <p>C. Help the faculty to understand HIDEOE's Strategic Plan and ensure our schoolwide priorities, initiatives and programs are alignment to it.</p> <p>D. Assemble a representative Lead Team with clear roles, expectations and responsibilities:</p> <ol style="list-style-type: none"> <li>1. Set aside time, resources, sub days, etc. for Lead Team to meet regularly, attend leadership PDs, engage in collaborative planning, create the CNA and AcPlan, etc. <b>(SW2)</b></li> <li>2. Provide leadership for their departments in ensuring our enabling activities and schoolwide initiatives as outlined in the academic plan are being implemented with fidelity and having a positive impact on student learning.</li> <li>3. Accurately communicate information to staff in a timely manner; Solicit feedback and input from staff regarding decision making; Ensure teachers' voices are represented and their concerns are addressed.</li> <li>4. Participate in the development of the Academic Plan and CNA</li> </ol> <p>E. Revisit, improve and implement the Communication &amp; Decision Making Systems/Flowchart:</p> <ol style="list-style-type: none"> <li>1. Ensure everyone understands the process for communication and decision making and that they are accountable for staying informed (i.e. read minutes, read emails, etc.)</li> </ol>					
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# One-Year Academic Plan SY 2023-2024

	<p>F. Improve school meeting operations and the communication of information:</p> <ol style="list-style-type: none"> <li>1. Establish clear guidelines, protocols, and/or expectations for meetings (meeting norms, minutes, objectives, agendas, attendance)</li> <li>2. Establish and clarify systems for centrally housing minutes, folders, documents and information</li> <li>3. Minutes include action steps, feedback, follow up, and decisions made.</li> <li>4. Improve professional conduct at meetings: follow meeting norms to ensure everyone is present, productive, and participates</li> <li>5. Create and routinely update Google Meeting Calendar.</li> </ol>					
<p>Increase proficiency and close the achievement gap through the implementation of a <b>Parent Engagement System</b>.</p> <p>See above for <i>Outcome</i> details.</p>	<p style="text-align: center;"><b>(VII)</b> <b>Parent Engagement</b></p> <p>Overview: To increase student achievement and well-being, especially for our high-needs students:</p> <ol style="list-style-type: none"> <li>a. Establish a supportive partnership between families, school, and community</li> <li>b. Encourage and empower parents/families to become actively involved in their student's learning, development and health.</li> <li>c. Increase parent engagement/involvement-- especially for the parents/families of our high needs students.</li> </ol> <p><b>CNA RC 1 &amp; 2</b></p> <p><b>Parent Engagement Focus:</b> To do the above, we will:</p>	<p>Q1</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><b>See #1 Progress Monitoring above.</b></p> <p><b>2. Implementation Monitoring (quarterly):</b></p> <ul style="list-style-type: none"> <li>● Home to School Communication Plan</li> <li>● Meeting minutes, agenda, attendees</li> </ul> <p><b>3. EOY Assessments:</b></p> <ul style="list-style-type: none"> <li>● ELA SBA</li> <li>● Math SBA,</li> <li>● Science NGSS,</li> <li>● WIDA</li> <li>● Panorama Student Survey</li> <li>● Panorama SEL Survey</li> </ul> <p>Parent SQS Survey</p>

## One-Year Academic Plan SY 2023-2024

	<p>A. Explore ways to build &amp; strengthen Parent-Teacher Relationships</p> <ul style="list-style-type: none"> <li>● Explore &amp; utilize communication strategies to establish effective on-going, two-way Parent-Teacher communication</li> </ul> <p>B. Explore ways to increase parent involvement:</p> <ol style="list-style-type: none"> <li>1. Utilize PCNC Parent Involver to facilitate the implementation of parent engagement practices and the coordination of parent-school-community events.</li> <li>2. Provide training for teachers &amp; staff to improve communication and work with parents as equal partners (ESSA Law and Title 1)</li> <li>3. Provide parent help, training, materials, and information (in languages they can understand) (ESSA Law and Title 1) so that they can:             <ul style="list-style-type: none"> <li>● support their child's learning at home</li> <li>● provide a healthy home environment and model pro-education behavior</li> <li>● understand state standards, assessments, and progress monitoring of their child. (ESSA Law and Title 1)</li> </ul> </li> <li>4. Include families in school related decision-making</li> <li>5. Recruit and organize parent (volunteers) help and support in the classroom or school</li> <li>6. Collaborate with the community to coordinate community resources and services for families and students; Integrate parent involvement programs with Federal, State &amp; Local programs. (ESSA Law and Title 1)</li> <li>7. Provide regular two-way meaningful communication between school &amp; home</li> </ol>					
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## One-Year Academic Plan SY 2023-2024

	<p>in languages families can understand. (ESSA Law and Title 1)</p> <p>8. Provide support for parental involvement activities as parents may request. (ESSA Law and Title 1)</p> <p>9. Fulfill ESSA Law and Title 1 requirements regarding parent engagement</p> <p>D. Inform and involve parents &amp; community members in the development of the Academic Plan:</p> <ol style="list-style-type: none"> <li>1. Post Academic Plan on school website for parents, students and the public.</li> <li>2. Share Academic Plan with the School Community Councils (SCC) and get feedback</li> </ol> <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