

# **lao Intermediate School**

## **Academic Plan 2021-2022**

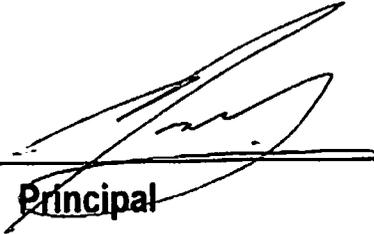
### **Academic Plan & Supporting Documents**

**2021-2022 School Year**

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Plan Submitted by  Principal 4/23/21  
Date

Plan Approved by  Complex Area Superintendent 4/29/21  
Date

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## Iao School Academic Plan for 2021-2022

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

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

### HIDOE Learning Organization

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

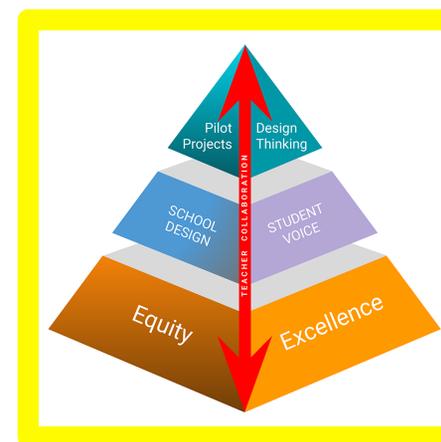
The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

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

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

The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



### Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p><b>Achieve Gap #1: 2020 SQS Safety Data-Safety Gap between Teachers and Parents/Students</b>  <i>Teachers: 47.9% Parents: 66.1% Students: 54.2%</i>  <b>Review of behavioral data in LDS from 2019 indicates higher incidents over all in the following categories:</b>  <i>Tardies (373), Insubordination (137), Disrespect/Noncompliance (125), Physical Contact (96), Violation of Other School Rules (87), Class Cutting (72), Disorderly Conduct (60), Truancy (40), Leaving Campus Without Consent (23). Incidents this year are significantly lower due to distance learning. 2029-2021 data indicates the following had the highest rates of occurrence: Abusive Language-7, Insubordination-9, class cutting-5, violation of other school rules-13, disrespect-6, disruption-5.</i>  <b>Panorama survey percentage of positive responses:</b>  <i>School Safety: 59% (+16 from 2019)</i>  <i>School Belonging: 44% (-2 from 2019)</i>  <i>Classroom Climate: 80% (+10% from 2019)</i>  <i>Classroom Teacher-Student Relationships: 69% (+7 from 2019)</i>  <b>Pacific Islanders</b> have noticeably lower achievement scores for ELA and Math, lowest MGP for ELA-34, and second lowest for Math-36 (Native Hawaiian had the lowest 34). Highest chronic absenteeism (35%) Higher referrals/suspensions. (CNA Pg. 2, 7, 10, 24, 25, 33, 34, 37-43, 46)</p>	<p><b>Gap #1 School Safety/School Culture</b></p> <ul style="list-style-type: none"> <li>• If students develop a connection to the school community through participation in team building and service learning activities, it will strengthen their commitment to maintain a positive, learning environment.</li> <li>• If all students participate in Social Emotional Learning instruction that teaches skills to 1) strengthen effective communication, 2) build positive relationships, 3) manage emotions and behaviors, 4) set personal goals, and 5) adopt a growth mindset, then students will learn to be positive and engaged learners.</li> <li>• If Pacific Island students and their families feel welcomed and connected to lao school staff, then there is a higher chance they will have the motivation to attend classes, meet behavioral expectations, and be receptive to receiving academic interventions.</li> <li>• If all staff members utilize common procedures, individualized interventions that strengthen identified deficit skills, and consistent consequences when school rules are not followed, then students will learn to follow school rules and engage as contributing citizens in the academic setting.</li> </ul>	<p><b>Goal #1 Connected/Contributing-All stakeholders implement and routinely reflect on practices to sustain a safe and nurturing environment that addresses the social emotional learning needs of all students and teaches all students to engage as contributing citizens.</b></p> <ol style="list-style-type: none"> <li>1. Utilize the advisory block to       <ol style="list-style-type: none"> <li>1) Engage students in team building and community service activities (Title I funded-Instructional Supplies \$500),</li> <li>2) Explore the diversity of student cultural backgrounds via cultural representation activities (SW6),</li> <li>3) Provide SEL instruction (Title I funded-Subscriptions 3502-Second Step Online program \$3,000),</li> <li>4) Utilize community partnerships to integrate trauma informed restorative practices such as nonviolent communication, community circles, re-entry circle, restorative circles, and peer mediation (Title I funded Contract Services 7104 NVCNext Gen \$10,000, Subs for peer mediation training -1 sub for 2 days-\$402 [2x184.66+\$33 fringe]) (SW5) and</li> <li>5) Provide social justice instruction.</li> </ol> </li> <li>2. Routinely review behavioral expectations and safety procedures with all stakeholders (staff meetings, advisory, parent meetings, etc.) and provide incentives for students who model expectations.</li> <li>3. Provide professional development designed (training, book reads) to strengthen administration and staff understanding of effective social emotional learning, behavioral interventions, and restorative justice practices (Title I instructional supplies 7207-other misc. expense \$500) (SW6).</li> <li>4. Integrate tiered counseling services in R&amp;R, BIC, and school wide to assist students in early identification and strengthening of deficit skills needed to meet behavior expectations (tier 2 and 3 behavior RTI) (SW6).</li> <li>5. Utilize teachers, counselors, and administration input to implement balanced consequences and interventions to support students identified as at risk for behaviors to learn and practice positive behaviors. (SW6).</li> <li>6. Maintain an ongoing process that analyzes data and includes feedback from all stakeholders (SW2) for school improvement and academic plan development (SW1), guide allocation of funds and use of resources, and reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students (SW3).</li> </ol>

**Achievement Gap #2:** *BERC Model to learn data gathered Fall 2019 indicates a gap in instructional engagement in classrooms. 2020 Panorama survey-percentage of favorable responses for classroom engagement was 48% (+1 over last year and lowest score overall for all categories.) Administrative walkthroughs in classrooms indicate two areas of need: presenting clear learning objectives and providing engaging instruction tiered to meet different styles and student needs. (CNA Pgs. 25, 27- 32, 35, 47, 48, 50)*

**Achievement Gap #3:** *18/19 School SBA Math scores were below the state average. Grade Level SBA Math Target Data indicates low proficiency levels in the following areas: Grade 6: Numerical Expressions, Place Value, Operations with Fractions, Geometry, Measurements Grade 7: Algebraic Expressions,*

- Gap #2: Engaging Instruction**
- If all teachers utilize knowledge of the qualities of effective instruction as prescribed in the STAR protocols to reflect on teaching and set personal teaching goals to guide lesson planning for rigor, engagement, and clear alignment to priority standards, all students will be provided effective instruction that leads to academic success and connection to their own learning.
  - If teachers design standards based lessons incorporating service learning, project based instruction, authentic assessment and talk to learn, students will recognize the relevancy of their learning, develop skills of self management/agency and be more engaged.
  - If student voice is considered in lesson design, students will develop a sense of connection to their learning.

- Gap #3 Math Proficiency**
- If all math teachers provide rigorous instruction using a common curricular program that is 1) aligned to priority standards, 2) engaging and relevant, 3) embeds foundational math skills-tier two supports, and 4) utilizes student voice, then students will be more connected to their learning and

**Goal # 2-Capable: All teachers will provide effective instruction aligned to the four habits of powerful teaching and learning that engages students in relevant learning tasks aligned to state standards.**

1. Teachers engage in STAR protocol walk-throughs (virtual and live) and reflective goal setting with follow up individualized professional development and coaching support to design rigorous, relevant, brain based, engaging lessons that align to priority standards, consider student needs, plan for talk to learn, and incorporate student voice and choice (**SW6**). (Title I funded: Contract Services 7104- BERC Group \$5,000)
2. Engage students in relevant learning through the development and integration of place based, project based instruction and/or service learning (**SW6**) 1) subs for teachers to participate in training, planning, and off campus instruction (Title II funding if available), 2) field trip transportation and entrance fees to community events and venues aligned to instructional goals (WSF), 3) supplies and equipment to support lessons (Title I Funded: instructional supplies 3006-\$4,000), and, 4) development of flexible learning environments (WSF funding- outdoor shade tents for extending outdoor learning opportunities-\$5,000).
3. Continue to strengthen the elective courses to allow for student choice and engaging, interest based learning. (Title I funded Instructional Supplies-\$2,000, WSF Funded: Equipment-band instruments \$5,000).
4. Ensure all teachers and students have access to online programs (Title I funded Subscriptions 3502: -Brainpop site license \$3,650, Gizmos online \$3,000, Kahoot licenses \$3,500, Quizlet licenses -\$1,000, Flocabulary School Licenses-\$1,450, Nearpod License-\$4,000, Nearpod for EL-\$500, Go Venture Health online \$1,260, Screencastify-\$2,500, EdPuzzle- \$1450, WeVideo-\$2200, StemScopes online licenses \$ 12,000), curricular materials (WSF funded- Instructional supplies 3006- Stemscopes supply kits \$18,000), and technology (Title I Funded Equipment: 15 MacBook Air Computers for teacher usage with warranty \$18,000), that supports engaging instruction and 21st century learning aligned to state standards (**SW6**)
5. Ensure interdisciplinary teams have time to plan integrated units of study (SW6).
6. Utilize surveys and observations to provide ongoing professional development and coaching tailored to the needs of individual teachers (**SW6**).

**Goal #3-Capable: All students will show growth in the area of math proficiency with the overall school proficiency increasing by 5%.**

1. Math teachers are given time and support to engage in professional learning opportunities and reflective practice designed to align the use of common math curriculum across the grade levels, strengthen lesson presentation aligned to the five mathematical practices, and embed opportunities for strengthening foundational math skills. (**SW6**) (Title I funded Carnegie math curricular materials and implementation support \$74,000)
2. Implement a tier two pullout and/ or push in math intervention that would be available for intermittent support as needed (e.g. drop in tutoring sessions before

*Geometry, Statistics, Distribution, Grade 8: Proportional relationships, Operations with fractions, Equivalent expressions, Algebraic Expressions and equations, Geometric figures, Angle, area, volume, Random samplings, Probability models*  
**School-wide Winter 2020 i-Ready Math Data:** Numbers and Operations 36% proficient, Algebra-27%, Measurement and Data-38%, Geometry-24%  
 (CNA pgs. 13, 15, 16, 18, 19, 26, 42, 44, 47-50)

**Achievement Gap #4:** 18/19 School SBA ELA scores below the state average. Grade Level SBA ELA Target Data indicates low proficiency levels in the following areas: Grade 6: Word meanings, analyzing text structure, interpret and explain text, Grade 7: Use text to support conclusions, word meanings, text structures, themes, impact of figurative language, words, phrases, Grade 8: Details to support conclusions, summarizations, word meanings, impact of text structures on meaning and presentation.  
**School-wide Winter 2020 i-ready Reading Data:** Phonological Awareness 100% proficient, Phonics-89%, High Frequency Words-98%, Vocabulary-39%, Comprehension-Lit-33%, Comprehension-Inform-29%  
 (CAN Pgs. 42-44, 47-50)

**Achievement Gap #5:** Grade 6 EL ACCESS Scores for 18/19-12 students 2 made gains, 9 had lower scores, 1 did not test. Only 15% of all EL designated students showed

should increase in math proficiency.  
 • If non proficient math students are provided engaging tier three math instruction tailored to their specific needs, two to three times per week, the students should be able to make gains in understanding foundational math concepts that will impact proficiency on grade level standards.

**Gap #4: ELA Proficiency**

- If all teachers provide instruction that includes 1) study of and contextual use of key terms, 2) opportunities to embed literacy strategies to scaffold access to content related text, and 3) writing opportunities that call for evidence to support conclusions, then all students should make increases in ELA proficiency assessments.
- If students who are not proficient in reading are provided engaging tier three reading instruction tailored to their specific needs, two to three times per week, the students should be able to make gains in reading fluency and comprehension that will impact proficiency on grade level standards.

**Gap #5: High Needs Students**

- If students are provided direct instruction to strengthen academic skills sets that support self directed learning, organization, and use of

and after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc.)(**SW6**)  
 3. Provide training and materials to tier three math intervention teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase math proficiency (**SW6**).

**Goal #4-Capable: All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5%.**

1. All core teachers provided time and support to 1) participate in a data team process aligned to school wide priority literacy standards, and 2) embedding opportunities for strengthening foundational reading and writing skills (e.g. instruction of key vocabulary, literacy strategies, and writing that calls for textual evidence to support conclusions (**SW6**) (Title I funded: Sub days-\$20,916 (104 x \$184.66 + \$1,711 fringe)
2. Integrate silent sustained reading utilizing common text for each grade level and/or individual choice and use of online programs into the advisory block to support all students in building reading fluency and comprehension skills (**SW6**). (Title I funded: instructional supplies-3006 classroom sets of books \$1,500, Online programs: Reading Plus \$30,000).
3. Provide resources and training to tier three reading intervention teachers to strengthen 1) analysis of data to guide differentiated supports, and 2) use of benchmark assessments to help students set and attain clear goals to increase reading fluency, improve comprehension and build academic vocabulary to increase reading proficiency (**SW6**).
4. Provide online programs to support embedding foundational literacy skills and differentiated instruction in the core ELA classes (**SW6**). (Title I funded-IXL ELA \$12,000)

**Goal #5-Capable: All stakeholders implement and routinely reflect on practices that promote academic growth and support the transition of all students to high school.**

1. The advisory setting will be used to instruct students in academic skill sets that support self directed learning, self advocacy, and use of online programs to build

adequate growth to meeting **English Language proficiency. Grade 6 EL ACCESS Data for 2019-2020:** 4 made gains, 17 had lower scores, 3 remained the same. Only 4% of all EL designated students showed adequate growth to meeting **English Language proficiency. Pacific Islanders** have noticeably lower achievement scores for ELA and Math, lowest MGP for ELA-34, and second lowest for Math-36 (Native Hawaiian had the lowest 34). Highest chronic absenteeism (35%) Higher referrals/suspensions. **SBA gap data** from 2018-2019 indicates a 28 point gap in Language Arts and a 29 point gap in math. Students identified with a **disability** on average make minimal gains on their SBA assessments. (CAN pg. 21, 32, 35, 36, 43, 44, 47, 48)

**Achievement Gap #6:** Iao School receives **Title I** funding due to 54.96% of students qualifying for free or reduced lunch. This is about 4% higher than last year. Federal requirements for Title I funding include parent outreach. Feedback from parents at the School Community Council meeting indicates a continuing need to strengthen communication with families. **Community profile data** indicates lower rates of high school graduation and attainment of higher levels of education for the Waihee-Waiehu district in comparison to the other two districts included in the school boundaries. (CNA Pg. 3, 32, 41, 47)

literacy strategies, they will be able to apply these skills across the content to support their academic growth.

- If all teachers utilize a framework for planning lessons that include language objectives, language acquisition strategies, and scaffolding to support access to grade level standards, then all students will be supported to increase proficiency in reading, writing, speaking and listening, EL students in particular should make gains in the ACCESS assessment, and students with disabilities will make progress toward meeting IEP goals and benchmarks.
- If academically struggling students meet routinely with grade level counselors, interventions can be planned with grade level teams.

**Gap #6: Parent Outreach**

- If parents are engaged as partners in the learning process, students will be supported in the home environment to make academic gains.
- If students and families begin to build connections with the high school, community college, and community business partners, it will support a successful student transition to high school, upper education, and the workforce.

literacy skills **(SW6)**.

2. Provide professional development and planning time to support teachers in implementing lessons integrating IEP goals and objectives, WIDA Language Development Standards, language acquisition strategies, and scaffolding strategies to ensure all students have access to grade level curriculum and instruction. (SIOP, GLAD, WIDA LDS). **(SW6)**
3. Continue to offer a Virtual Academy program to support students that benefit from distance and virtual learning environments. (Title I funded: Subscriptions 3502-Edgenuity online program 40,000)
4. Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory **(SW6)**.
5. Counselors create check in groups to meet with periodically during the advisory block **(SW6)**.
6. Review instructional materials and update as needed to support scaffolded instruction across the content that addresses the individual needs of students as identified by assessment data **(SW6)**. (Title I funded: Instructional Supplies 3006-\$1,000)

**Goal #6-Connected: Build connection with families and community to strengthen academic supports in the home setting and successfully transition students to the high school.**

1. Utilize school planners (Title I funded: Instructional materials 3006-Planners-\$8,000 (Title I 18902 \$7,000, 18935-\$1,000), newsletters, online school website, social media, flyers/information packets sent home, (Title I funded: postage-\$405) to provide families and community members information needed to be active participants in the learning process **(SW4, SW7)**.
2. Upgrade the school video equipment to support online instruction and provide live and mobile broadcasts accessible to parents and community (SW7). (WSF funded: Instructional equipment 7705-Tricaster, microphones, cables, cameras-\$6,250)
3. Solicit parent/community attendance at venues **(SW7)** designed to 1) share information that supports student success in meeting academic and behavioral standards, 2) share information and gather feedback in the school improvement process/academic plan development **(SW2, SW4,)**, and 3) showcase student products, performances, and reflection on learning aligned to standards. (Title I funded: paper goods/supplies \$800)
4. Enhance transition supports between feeder schools and high school and build connections with University of Hawaii Maui Campus to build student awareness of post-secondary education and the workforce **(SW6)**.

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

**Describe here your complex/school contexts for School Design and Student Voice.** *Iao School is made up of a diverse group of students with over 54% of students receiving free or reduced meals. Pacific Islanders, students with multiple ethnicities, and Asians make up the majority of ethnicities within the school. ELA SBA scores have been increasing over the past few years but more than half of the students continue to test below proficiency. Math scores have made minimal gains with approximately seventy five percent of students testing below proficiency.*

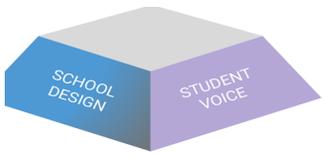
**Describe here your current and continuing initiatives that will further advance your 2021-2022 School Design and Student Voice.** *Iao School has consciously integrated several initiatives to support all students in making academic growth and attaining the vision of being connected, capable and contributing members of the community. These include: Middle School practices of teaming and advisory, establishment of co-teaching teams to support individual student learning plans, use of STAR protocols for reflective practice around strategies aligned to how the brain works, focus on service learning for elective classes, project based learning, integration of professional development opportunities and students needs meetings built into the school daily schedule, trauma informed restorative practices.*

**Describe here your Conditions for Success for School Design and Student Voice.** *To be successful in meeting the academic needs of all students, staff needs to work together as a cohesive team to achieve the goal of creating a nurturing environment in which all stakeholders are welcomed and feel **connected** to the school, all teachers have the **capability** to provide a rigorous and engaging learning environment that addresses individual student needs as well as grade level standards, and all stakeholders **contribute** to the success of each student and the community at large to ensure ample opportunities and resources are available to ensure students can connect learning to the real world and recognize their place as productive citizens in the society.*

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>• SQS survey will indicate a 5% gain in favorable responses in the area of safety.</li> <li>• School student surveys will indicate a 5% gain in favorable responses in the categories of school safety (met+16), pedagogical effectiveness (met +7), and classroom rigorous expectations (not met +3).</li> <li>• School wide attendance will meet the 95% state goal. (not met-90.10%)</li> <li>• Decrease in total number of behavior incidents (2019-2020: 1,220 incidents, (2020-2021: met-33 incidents)</li> <li>• Student proficiency scores on the math SBA will increase by 5% from 26% to 31%. N/A no data</li> <li>• Student proficiency scores on the ELA SBA will increase by 5% from 42% to 47%. N/A no data</li> <li>• School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. 50% of EL grade 6 students will achieve growth on the annual ACCESS assessment. (Not Met based on 2018/2019 to 2019/2020 data)</li> <li>• Increase the attendance rate for Pacific Islanders by</li> </ul>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>• School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> <li>• SQS survey will indicate a 5% gain in favorable responses in the area of safety.</li> <li>• School wide attendance will meet the 95% state goal.</li> <li>• Decrease in total number of behavior incidents in comparison to 2019-2020 data</li> <li>• Student proficiency scores on the math SBA will increase by 5% from 31% to 36%.</li> <li>• Student proficiency scores on the ELA SBA will increase by 5% from 47% to 52%</li> <li>• School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. All EL students will achieve growth on the annual ACCESS assessment.</li> <li>• Inclusion LRE placements in the general education setting will increase by 5% from</li> </ul>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>• School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> <li>• SQS survey will indicate a 5% gain in favorable responses in the area of safety.</li> <li>• School wide attendance will meet the 95% state goal.</li> <li>• Decrease in total number of behavior incidents</li> <li>• Student proficiency scores on the math SBA will increase by 5% from 36% to 41%</li> <li>• Student proficiency scores on the ELA SBA will increase by 5% from 52% to 57%</li> <li>• School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%. All EL students will achieve growth on the annual ACCESS assessment.</li> <li>• Inclusion LRE placements in the general education setting will increase by 5% from</li> </ul>

<p>5% from 91.02% to 96%. <b>(Not met current rate-84.55)</b></p> <ul style="list-style-type: none"> <li>Decrease the number of EL students at risk for marks: 2020 EOY data ELA-6, Math-9, Science-3, Social Studies-2, 2021 current data: ELA-15, Math-12, Science-18, Social Studies-5 <b>(Not met)</b></li> <li>Inclusion LRE placements in the general education setting will increase by 5% from 43% to 48%</li> <li>SQS survey will indicate a 5% gain in parent overall satisfaction. 2019 data: Safety- 63.2%, 2020 Data: Safety-66.1% <b>(+3)</b>, 2019 data: Well Being- 76.4%, 2020 Data: well Being-78.9% <b>(+2)</b>, 2019 data: Satisfaction- 68.3%, 2020 Data: Satisfaction-71.8% <b>(+3)</b>, 2019 data: Involvement- 53.6%, 2020 Data: Involvement-57.5% <b>(+4)</b></li> </ul>	<p>48% to 53%</p> <ul style="list-style-type: none"> <li>SQS survey will indicate a 5% gain in parent overall satisfaction. 2019 data: Safety- 63.2%, 2020 Data: Safety-66.1% <b>(+3)</b>, 2019 data: Well Being- 76.4%, 2020 Data: well Being-78.9% <b>(+2)</b>, 2019 data: Satisfaction- 68.3%, 2020 Data: Satisfaction-71.8% <b>(+3)</b>, 2019 data: Involvement- 53.6%, 2020 Data: Involvement-57.5% <b>(+4)</b></li> </ul>	<p>53% to 58%</p> <ul style="list-style-type: none"> <li>SQS survey will indicate a 5% gain in parent overall satisfaction.</li> </ul>
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>The foundation for learning starts with a nurturing environment in which all students and staff feel safe and welcomed. SQS, panorama surveys and anecdotal evidence indicate a perception that classrooms and the school are not safe environments. To address this, the school continues to clarify behavior expectations, appropriate consequences, interventions, and safety procedures and is strengthening SEL instruction and restorative practices that respond to outside school trauma students may have experienced. Professional development can address the lack of “expertise” in how to identify lagging skills contributing to student misbehavior and provision of appropriate interventions.</li> <li>The Panorama survey, student focus groups and BERCC data collection has identified the need to strengthen tier one instruction across the content in pedagogical effectiveness, classroom rigorous expectations and engaging lesson design.</li> <li>Strengthen ability to respond to trauma students experience that impact their ability to self manage</li> <li>School proficiency scores in ELA and Math continue to fall below the state averages. Math scores have made minimal gains in the past three years with about 70% students below proficiency. Reading scores are slowly improving but diagnostic data indicates that more than half of the student population needs to strengthen skills in reading comprehension.</li> <li>ACCESS data indicates there is minimal growth for the majority of students identified as EL towards attaining English Language proficiency.</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>With a new crop of grade six students each year and turnover in staff, systematic review of expectations and procedures will ensure continuity and strengthening of practices that build a nurturing learning environment. The school continues to integrate trauma informed practices designed to support students in the development of skills to build positive relationships, self-regulating behaviors, and set and meet academic goals. Consistent use of a common SEL curriculum will build the understanding of school values and what it means to be a contributing citizen.</li> <li>As teachers shift to innovative practices aligned to project based real world application of knowledge, increased use of embedded online instruction, and integrated interdisciplinary collaboration, student engagement will increase leading to improved academic growth.</li> <li>Embedding instruction aligned to language development standards, literacy strategies, and scaffolding to access grade level standards across all content areas and in all classrooms will benefit not only identified students, but all students with below level skill sets in reading and writing.</li> <li>Outreach to build partnerships with parent and community groups will strengthen supports for students.</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Maintaining and strengthening practices to ensure a safe and nurturing environment that welcomes all stakeholders and supports academic growth for all students.</li> <li>Strengthen innovative instructional practices aligned to learning standards that connects students to the world around them and helps them recognize their place as responsible and productive citizens in their community.</li> <li>Ensure supports are in place to address the individual learning needs of each student and helps all students strengthen foundational skills in reading, writing, and math.</li> </ul>

<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• The number of tardies, referrals, and suspensions will decrease.</li> <li>• SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> <li>• BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning.</li> <li>• Overall proficiency scores for ELA and Math SBA will increase by 5% or more.</li> <li>• Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA.</li> <li>• Behavioral data for Pacific Islander students will show a decrease of incidents.</li> <li>• Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• The number of tardies, referrals, and suspensions will decrease.</li> <li>• SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> <li>• BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning.</li> <li>• Overall proficiency scores for ELA and Math SBA will increase by 5% or more.</li> <li>• Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA.</li> <li>• Behavioral data for Pacific Islander students will show a decrease of incidents.</li> <li>• Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• The number of tardies, referrals, and suspensions will decrease.</li> <li>• SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> <li>• BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning.</li> <li>• Overall proficiency scores for ELA and Math SBA will increase by 5% or more.</li> <li>• Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA.</li> <li>• Behavioral data for Pacific Islander students will show a decrease of incidents.</li> <li>• Parent attendance at school events and parent nights will increase. The number of parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.</li> </ul>
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## Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Strive HI data: Language arts Math Attendance Data: EL ACCESS data	Formative Assessments-i-Ready Attendance Data Behavioral Data Course marks	<ul style="list-style-type: none"> <li>•Increase percentage of proficient scores on Math and ELA SBA by 5 percent</li> <li>•Reduction in the number of referrals and suspensions over time</li> <li>•Decrease absenteeism to meet 95% attendance goal</li> </ul>

### Student/Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>Goal #1</b> Connected/ Contributing- All stakeholders implement and routinely reflect on practices to sustain a safe and nurturing environment that addresses the social emotional learning needs of all students and teaches all students to engage as contributing citizens.</p> <p><b>STUDENT OUTCOMES</b></p> <ul style="list-style-type: none"> <li>•Reduction in incidents (2019-1091, 2020-936), referrals (no data at this time), and suspensions (2019-271, 2020-54) over time.</li> <li>•5% Increase in student positive responses for safety measures on SQS (2018-59.8%, 2019-71.4%, 2020-54%) and Panorama School Safety</li> </ul>	<p>1. Utilize the advisory block to 1) engage students in team building and community service activities, 2) explore the diversity of student cultural backgrounds via cultural representation activities (SW6), 3) provide SEL instruction, 4) integrate trauma informed restorative practices (nonviolent communication, community circles, re-entry circle, restorative circles, peer mediation) (SW5) and 5) provide social justice instruction.</p>	Year long	Title I funded 18902-Instructional Supplies \$1,500, Subscriptions 3502-Second Step Online program \$3,000, Contract Services 7104 NVCNext Gen \$10,000, Subs for peer mediation training -1 sub for 2 days-\$402 (2x184.66+\$33 fringe)	<p>Review the Advisory Calendar to ensure activities are taking place.</p> <p>Track number of peer mediations and restorative justice circles.</p> <p>Student surveys</p> <p>Anecdotal evidence, student products</p> <p>PBIS/Safety Committee minutes</p> <p>Document staff trainings</p> <p>PBIS committee track student incentives</p>	Quarterly	
	<p>2. Routinely review behavioral expectations and safety procedures with all stakeholders (staff meetings, advisory, parent meetings, etc.) and provide incentives for students who model expectations.</p>	Year long	Donations for incentives	<p>Minutes/agendas of meetings documenting presentations</p> <p>R&amp;R data review</p> <p>LDS behavioral data review-</p>	Monthly	

<p>(2019/2020 -54%)</p> <ul style="list-style-type: none"> <li>•5% Increase in percentage of favorable responses for School belonging- (2019/2020 score-46%)</li> <li>•Meet overall attendance rate of 95% (2019-93.29, 2020-93.24%)</li> <li>•Decrease the number of chronic absenteeism for Pacific Islanders by 5% from 35% to 30%.</li> <li>•Increasing numbers of peer mediations (data to be gathered).</li> <li>•Decrease the number of retentions.</li> </ul> <p><b>STAFF OUTCOMES</b></p> <ul style="list-style-type: none"> <li>•Increase in positive responses for safety SQS (2018-31.8%, 2019-44.1%)</li> <li>•Increase in positive responses for Well Being on SQS (2018-48.8%, 2019-57.6%)</li> <li>•Increasing SEL instruction and Circling groups observed during Advisory walkthroughs.</li> <li>•Increase in positive responses for Involvement/Engagement on SQS (2018-47.3%, 2019-55.4%)</li> </ul>	<p>3. Provide professional development designed (training, book reads) to strengthen administration and staff understanding of effective social emotional learning, behavioral interventions, and restorative justice practices</p>	Year long	Title I instructional supplies 7207-other misc. expense \$500	PD Calendar PD evaluations Follow up observations	Monthly	
	<p>4. Integrate <b>tiered counseling services</b> in R&amp;R, BIC, and school wide to assist students in early identification and strengthening of deficit skills needed to meet behavior expectations (tier 2 and 3 behavior RTI) (<b>SW6</b>).</p>	Year long		Counseling dpt. mtg. minutes, R&R/BIC data reviewed by PBIS/RTI team/committee Peer review data Behavioral Data	Monthly	
	<p>5. Utilize teachers, counselors, and administration input to implement balanced <b>consequences</b> and <b>interventions</b> to support students identified as at risk for behaviors to learn and practice positive behaviors. (<b>SW6</b>).</p>	Quarterly	Team PLC Time	Team student support meeting minutes, Behavioral data	Ongoing	
	<p>6. Maintain an <b>ongoing school improvement process that includes student focus groups</b> to gather feedback for school improvement and academic plan development (<b>SW2</b>), guide allocation of funds and use of resources, and reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students (<b>SW1, SW3</b>).</p>	Fall	Utilize the PLC blocks, waiver days and 21 hours as needed	SCC Minutes, Staff meeting minutes, ART memos Student focus group reflections Advisory Surveys	Quarterly	
<p><b>Goal # 2-Capable:</b> All teachers will provide effective instruction aligned to the four habits of powerful teaching and learning that engages students in relevant learning tasks aligned to state standards. <b>STUDENT OUTCOMES</b></p>	<p>1. Teachers engage in <b>STAR protocol</b> walk-throughs (virtual and live) and reflective goal setting with follow up individualized professional development and coaching support to design rigorous, relevant, brain based, engaging lessons that align to priority standards, consider student needs, plan for talk to learn, and incorporate student voice and choice (<b>SW6</b>).</p>	Year long	Title I 18902 Contract Services 7104- BERC Group \$5,000	PD calendar Teacher STAR reflections, classroom observations, EES data	Quarterly	

<ul style="list-style-type: none"> <li>•5% Increase in ELA SBA scores over previous year</li> <li>•5% Increase in Math SBA scores over previous year.</li> <li>•Increase in panorama survey-percentage of favorable responses for classroom engagement was 47%.</li> <li>•STAR data collection 2019-Students develop/demonstrate effective thinking processes 22%</li> <li>•Students demonstrate they are reflecting on a prompt/and or learning 22%</li> <li>•Students demonstrate meaningful personal connection to lesson-29%</li> <li>•Students produce something for an audience within or beyond classroom-34%</li> <li>•Students work collaboratively to provide social, peer support for learning-37%</li> </ul> <p><b>STAFF OUTCOMES</b></p> <ul style="list-style-type: none"> <li>•Increase in positive responses for Satisfaction on SQS (2018-39.4%, 2019-44.2%)</li> <li>•Increasing number of Teachers participate in Teacher Led PD (Need to gather data)</li> <li>•All teachers satisfactory or above on EES</li> </ul>	<p>2. Engage students in relevant learning through the development and integration of place based, project based instruction and/or service learning 1) subs for teachers to participate in training, planning, and off campus instruction, 2) field trip transportation and entrance fees to community events and venues aligned to instructional goals, 3) supplies and equipment to support lessons and, 4) development of flexible learning environments (SW6)</p>	Yearlong	<p>Title II funding if available for subs for planning</p> <p>WSF-\$5,000 to support field trips, shade tents</p> <p>Title I 18902 funded: instructional supplies 3006-\$4,000),</p>	<p>Walkthrough data</p> <p>Field trip Evaluation forms</p> <p>Student grades</p> <p>Student Surveys</p> <p>Panorama survey data</p>	Ongoing	
	<p>3. Continue to strengthen the elective courses to allow for student choice and engaging, interest based learning.</p>	Yearlong	<p>WSF Funded: Equipment-band instruments \$5,000.</p> <p>Title I funded Instructional Supplies-\$2,000,</p>	Student Surveys	Quarterly	
	<p>4. Ensure all teachers and students have access to online programs, curricular materials and technology that supports engaging instruction and 21st century learning aligned to state standards (SW6)</p>	Yearlong	<p>WSF funded- Instructional supplies 3006- Stemsopes supply kits \$18,000</p> <p>Title I funded-18902 Subscriptions 3502: - Brainpop site license \$3,650, Gizmos online \$3,000, Kahoot licenses \$3,500, Quizlet licenses - \$1,000, Flocabulary School Licenses-\$1,450, Nearpod License-\$4,000, Nearpod for EL-\$500, Go Venture Health online \$1,260, Screencastify-\$2,500, EdPuzzle- \$1450, WeVideo- \$2200, StemScopes online licenses \$ 12,000, Equipment: 15 MacBook Air Computers for teacher usage with warranty \$18,000</p>	Teacher/Student Surveys, classroom observations, Panorama Data, Student Focus Group Data	Quarterly	
	<p>5. Ensure interdisciplinary teams have time to plan <b>integrated units of study (SW6).</b></p>	Annually	Utilize PLCS, Waiver days, 21 hours	Team minutes, Observation of integrated lessons	Quarterly	
	<p>6. Utilize surveys and observations to provide ongoing <b>professional development</b> and coaching tailored to the needs of individual teachers (SW6).</p>	Ongoing	Curricular supports	Teacher Surveys, Waiver Day agendas, PD evaluations	Quarterly	

<p><b>Goal #3 All students will show growth in the area of math proficiency with the overall school proficiency increasing by 5%.</b></p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> <li>•Student proficiency scores on the math SBA will increase by 5% from 26% to 31%.</li> <li>•i-Ready diagnostic data indicates a minimum of 10% increase between Fall and Winter scores for students enrolled in workshop classes.</li> </ul> <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> <li>•Clear vertical alignment of priority standards evident in grade 6-8 pacing guides</li> <li>•Math workshop teacher works with data coach to track individual student growth scores in I-ready/IXL and implements timely interventions</li> </ul>	<p>1. Math teachers are given time and support to engage in professional learning opportunities and reflective practice designed to align the use of common math curriculum across the grade levels, strengthen lesson presentation aligned to the five mathematical practices, and embed opportunities for strengthening foundational math skills. (SW6) (Carnegie math curricular materials)</p>	Yearlong	Title I funded 18902- Carnegie math curricular materials and implementation support \$74,000	Math pullout day agenda and sign in sheet, pacing guide review, classroom observations, Student surveys, diagnostic monitoring	Annual	
	<p>2. Implement a <b>tier two pullout and/ or push in math intervention</b> that would be available for intermittent support as needed (e.g. drop in tutoring sessions before and after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc.)(SW6)</p>	Yearlong	Uplinks funded?	Diagnostic monitoring	Quarterly	
	<p>3. Provide training and materials to <b>tier three math intervention</b> teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase math proficiency (SW6).</p>	Ongoing	See Goals 2.1, 4.1 for sub information.	Agendas and sign in sheets for PD, Classroom observations utilizing STAR protocols, analysis of diagnostic data and progress monitoring	Monthly	
<p><b>Goal #4 All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5%.</b></p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> <li>•Overall student proficiency scores on the ELA SBA will increase by 5% from 42% to 47%.</li> <li>•School wide adequate growth to meeting EL proficiency will increase by a minimum of 5%.</li> </ul>	<p>1. All core teachers provided <b>time</b> and support to 1) participate in a data team process aligned to school wide priority literacy standards, and 2) embedding opportunities for strengthening foundational reading and writing skills (e.g. instruction of key vocabulary, literacy strategies, and writing that calls for textual evidence to support conclusions) (SW6)</p>	Ongoing	-Utilize the PLC blocks, waiver days and 21 hours as needed Title I funded 18902: Sub days-\$20,916 (104 x \$184.66 + \$1,711 fringe)	Agendas and sign in sheets for Dpt. planning days Pacing Guide review of core content areas Classroom walkthroughs, student work demonstrating use of strategies	Quarterly  Monthly	
	<p>2. Integrate silent sustained reading utilizing common text for each grade level and/or individual choice and use of online programs into the advisory block to support all students in building reading fluency and comprehension skills (SW6).</p>	Ongoing	Title I funded 18902: instructional supplies-3006 classroom sets of books \$2,000, Online programs: Reading Plus \$30,000	Advisory walkthrough data Reading Plus data Achieve3000 Data	Monthly	

<ul style="list-style-type: none"> <li>•50% of EL grade 6 students will achieve growth on the annual ACCESS assessment.</li> <li>•Reading Plus Data indicates 50% of students utilizing the program at least once per week.</li> <li>•Reading Plus Data indicates workshop students utilize the program minimum of 3 times per week.</li> </ul> <u>STAFF OUTCOMES</u> <ul style="list-style-type: none"> <li>•Embedded literacy strategies evident in pacing guides for core content areas</li> </ul>	<p>3. Provide resources and training to <b>tier three reading intervention</b> teachers to strengthen 1) analysis of data to guide differentiated supports, and 2) use of benchmark assessments to help students set and attain clear goals to increase reading fluency, improve comprehension and build academic vocabulary to increase reading proficiency (<b>SW6</b>).</p>	Ongoing		RTI Data collection notes (TBD) Reading Plus usage data, Reading plus student growth data	Monthly	
	<p>4. Provide online programs to support embedding foundational literacy skills and differentiated instruction in the core ELA classes.</p>		Title I funded 18920: <b>subscriptions-3502</b> IXL ELA \$12,000	Diagnostic data,	Quarterly	
<p><b>Goal #5-Capable:</b> All stakeholders implement and routinely reflect on practices that promote academic growth and support the transition of all students to high school.</p> <u>STUDENT OUTCOMES</u> <ul style="list-style-type: none"> <li>• Increase school wide adequate growth to meeting EL proficiency by a minimum of 5%.</li> <li>•Decrease the number of EL students at risk for marks: 2020 EOY data ELA-6, Math-9, Science-3, Social Studies-2</li> <li>•Inclusion LRE placements in the general education setting will increase by 5% or more from 43% to 48%</li> <li>•Identified students will increase SBA Math and ELA scores by 3% or higher.</li> </ul> <u>STAFF OUTCOMES</u> <ul style="list-style-type: none"> <li>•Walkthroughs will indicate 50% of teachers integrating WIDA Language Development standards</li> </ul>	<p>1. The advisory setting will be used to instruct students in academic skill sets that support self directed learning, self advocacy, and use of online programs to build literacy skills.</p>	Ongoing	Title 1 funded <b>Instructional supplies 3006</b> -PD materials as needed \$1,000	Advisory calendar, student portfolios, classroom observations, usage data and lexile levels gathered from Achieve3000 and Reading Plus	Quarterly	
	<p>2. Provide professional development and planning time to support teachers in the implementing lessons integrating IEP goals and objectives, <b>WIDA Language Development Standards, language acquisition strategies</b>, and scaffolding strategies to ensure all students have access to grade level curriculum and instruction. (SIOP, GLAD, WIDA LDS). (<b>SW6</b>)</p>	Ongoing	Time in PLCS, faculty meetings, waiver days, 21 hour days	PD calendar, teacher surveys, classroom observations, student surveys, ACCESS Scores, diagnostic data	Quarterly	
	<p>3. Continue to offer a Virtual Academy program to support students that benefit from distance and virtual learning environments.</p>	Ongoing	Title I funded 18902: Subscriptions 3502-Edgenuity online program \$40,000	Parent/Student Surveys Track number of participants, track quarterly grades	Quarterly	
	<p>4. Provide <b>homework assistance</b> for targeted students before and after school, and during recess, lunch, and advisory (<b>SW6</b>).</p>		Uplinks funding?	Monitoring student grades Sign in sheets for assistance	TBD	

and/or embedding scaffolding to support students	5. Counselors create <b>check in groups</b> to meet with periodically during the advisory block ( <b>SW6</b> ).			Behavioral data for students designated at risk, Attendance data for designate chronic absenteeism Anecdotal evidence from counselors	Monthly	
	6. Review <b>instructional materials</b> and update as needed to support effective instruction across the content that addresses the individual needs of students as identified by assessment data ( <b>SW6</b> ).		Title I funded 18902: Instructional Supplies 3006- \$1,000	Curriculum analysis data, teacher reflections,	Ongoing	
<p>Goal #6: Build connection with families and community to strengthen academic support in the home setting.</p> <p>PARENT OUTCOMES</p> <ul style="list-style-type: none"> <li>•SQS survey will indicate a 5% gain in parent overall satisfaction.</li> <li>•Increase participation at the SCC community meetings (20 or more attendance)</li> </ul>	1. Utilize school planners, newsletter, online school website, social media, flyers/letters home, and electronic marquee to <b>provide families and community members information</b> needed to be active participants in the learning process ( <b>SW7</b> ).	Ongoing	Title I funded Planners-\$8,000 (18902 \$7,000, 18935-\$1,000), 18935-funded: postage-\$405	Integrate planner usage supports in the advisory classes	Monthly	
	2. Upgrade the school video equipment to support online instruction and provide <b>live and mobile broadcasts</b> accessible to parents and community ( <b>SW7</b> ).	Ongoing	WSF funded: Instructional equipment 7705-Tricaster, microphones, cables, cameras-\$6,250	Linked into website Survey feedback from parents	Quarterly	
	3. Solicit <b>parent/community attendance</b> at venues designed to 1) share information that supports student success in meeting academic and behavioral standards, 2) share information and gather feedback in the school improvement process/academic plan development ( <b>SW2, SW4, SW7</b> ), and 3) showcase student products, performances, and reflection on learning aligned to standards.	Ongoing	Title I funded 18935: paper goods/supplies \$800	Agendas and sign in sheets, Focus group feedback Event Evaluations Tracking parent outreach via Title I documentation processes	Quarterly	
	4. Enhance transition supports between feeder schools and high school and build connections with University of Hawaii Maui Campus to build student awareness of post-secondary education and the workforce ( <b>SW7</b> )	Quarter one/quarter 4	21 hours, waiver days	Anecdotal evidence of activities, sign in sheets, agendas,	Semester	

## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

As the HIDEOE 2030 Promise Plan is finalized, a "Forward Focused" Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><b><i>Please describe your school's ideas around innovation and pilot projects.</i></b></p> <ol style="list-style-type: none"> <li>1. Integrating trauma informed restorative practices into the school discipline and intervention procedures. The school is in year four of a five year plan to introduce restorative practices consisting of 1) Trauma informed practices reviewed with staff annually, 2) SEL instruction and community building check in circles in all advisory classes, 3) lessons for grade six students in nonviolent communication, 4) follow up lessons for grade seven students, 5) peer mediation training for interested students and support teachers and provision of services to all students as needed, 6) use of re-entry circles for suspended students, 7) use of restorative circles for mending harm, 8) use of check in circles/instructional circles with staff to support ongoing understanding of trauma informed restorative practices.</li> <li>2. Project based, place based and/or service learning integrated into core instruction to help students recognize the relevancy of what is being taught. This includes student research and outreach to community organizations as sources of information. Student voice in guiding topics is key. The focus of support was initially in the elective classes but some core teachers are integrating these concepts into their lesson planning. An example is the sustainability club that formed last year as a follow up to an ELA research project and is working to integrate sustainable practices into the cafeteria.</li> <li>3. Teacher directed professional development will guide the bulk of professional learning communities and faculty meeting topics. Using the STAR protocols observation practices, teachers set personal learning goals and resources are directed to support the ongoing strengthening of skill and practice that improves tier one instruction, increases student engagement, and utilizes technology effectively.</li> <li>4. Iao School has developed inclusion teams with dedicated co-teaching pairs across all grade levels to support students identified with disabilities. This format will change somewhat in the 2021-2022 year due to changing student numbers.</li> </ol>	<p><b><i>Please describe your Conditions for Success:</i></b></p> <ol style="list-style-type: none"> <li>1. The primary condition for success is ongoing administrative voice in holding the vision for integrating trauma informed practices into the school discipline plan and providing funding and time for ongoing professional development to help all teachers recognize the benefits that come from being a "restorative school". Other conditions for success include a peer mediation coordinator to schedule and oversee and follow up on student mediator training and mediations, contracted services for ongoing professional development and follow</li> <li>2. Teachers need time to plan lessons and identify sources of support. There needs to be flexible scheduling and flexible spaces for students to engage in hands-on learning. Funding needs to be in place to support transportation and entrance fees for field trips, guest speakers, supplies, and substitutes. Teachers may need professional development to help them recognize best practices for project-based learning.</li> <li>3. Teachers need the opportunity to visit other classrooms, through use of substitutes or flexible scheduling, to see teaching from a different perspective, be able to reflect on personal practices, and set individual goals for improving instructional practice. The STAR protocol provides a structured approach to assess instruction for the specific purpose of personal growth. Follow up modeling and coaching when requested provides the second set of eyes that can help a teacher move from "wanting to try something new" to actually implementing changes that lead to stronger tier one instruction. A system needs to be in place to gather information from teachers to guide use of time, provide effective professional development, provide coaching and feedback, plan for purchasing of supplies, equipment, and furniture that supports innovation and growth, and reflection on progress.</li> <li>4. Co-teachers need dedicated time to meet for analysis of data, lesson planning, and developing modifications and/or accommodations for</li> </ol>

5. lao School will continue to provide distance learning for interested families.

instruction and assessments.  
5. Data will need to be gathered to understand the specific needs of individual teachers and for planning professional development activities that support effective use of technology and online programs.

**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

<b>Directions:</b>		
<ol style="list-style-type: none"> <li><b>1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.</b></li> <li><b>2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).</b></li> <li><b>3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.</b></li> </ol>		
<b>SW Program Plan Requirements (ESSA 1114(b))</b>	<b>Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)</b>	<b>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</b>
<p><b>SW 1:</b> The school’s Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.</p>	<p><b>Pg. 2-Goal 1, EA 6-</b> Maintain an ongoing process that analyzes data and includes feedback from all stakeholders for school improvement and academic plan development, guide allocation of funds and use of resources, and reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students (SW1, SW2, SW3)</p>	<p><b>SCC Assurances dated 04/22/21</b>  <b>CNA pg. 23</b> School leadership facilitates an ongoing school improvement process consisting of two components running simultaneously: first, monitoring the current academic plan ... and second, the gathering and analysis of school wide data for the purpose of revising the academic plan for the following year.  <b>CNA pg. 23</b> Student needs are clarified and recommendations for priority actions are proposed.  <b>CNA pg. 24-</b>The Curriculum Coordinator drafts an academic plan utilizing the information from the complex and the school CNA document</p>
<p><b>SW 2:</b> The school’s Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as</p>	<p><b>Pg. 2-Goal 1, EA 6- Maintain an ongoing process that analyzes data and includes feedback from all stakeholders for school improvement and academic plan development</b>, guide allocation of funds and use of resources, and reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students (SW1, SW2, SW3)  <b>PG. 5 Goal 6, EA 3-</b>Solicit parent/ community attendance at venues designed to ...,<b>share information and gather feedback in the school</b></p>	<p><b>SCC Assurances dated 04/22/21</b>  <b>CNA pg. 24</b> This information is shared out in October to faculty (via staff meetings, professional learning blocks, leadership meetings, and department meetings), student focus groups, and other stakeholders (SCC Fall Community meeting). Trends and patterns in the data are observed, school strengths and needs noted, and implications for action are identified in three areas: student learning, teacher instruction, and school systems. The school profile is then refined and a comprehensive needs assessment is completed based on feedback gathered from each</p>

**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

determined by the school.	<b>improvement process/academic plan development</b>	group.
<b>SW 3:</b> The school’s Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	<b>Pg. 2-Goal 1, EA 6-</b> Maintain an ongoing process that analyzes data and includes feedback from all stakeholders for school improvement and academic plan development, guide allocation of funds and use of resources, and <b>reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students</b> (SW1, SW2, SW3)	<b>CNA pg. 23</b> School leadership facilitates an ongoing school improvement process consisting of two components running simultaneously: first, monitoring the current academic plan to ensure progress is made towards meeting identified goals through completion of enabling activities and attainment of specified, measurable outcomes and second, the gathering and analysis of school wide data for the purpose of revising the academic plan for the following year.
<b>SW 4:</b> The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<b>Pg. 5, Goal 6 EA 1-</b> Utilize school planners, newsletters, <b>online school website</b> , social media, flyers/information packets sent home to provide families and community members information needed to be active participants in the learning process	<b>CNA Pg. 24</b> The draft plan is presented at an SCC community meeting for additional feedback from students, parents, classified staff and community members. The final copy is sent out to faculty for final review and presented to the School Community Council for approval.
<b>SW 5:</b> If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	<b>Pg. 2, Goal 1, EA 1.4-</b> Utilize community partnerships to integrate trauma informed restorative practices such as nonviolent communication, community circles, re-entry circle, restorative circles, and peer mediation <b>(SW5)</b>	<b>CNA Pg. 32-</b> Staff recognizes the benefit of having parents and community members as supportive partners in building a strong environment for student academic success. <b>CNA pg. 33-</b> The school formalized its connection with the non-profit group, Nonviolent Communication for the Next Generation, entering into a contract to provide professional development and support for both faculty and students.
<b>SW 6:</b> The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such	<b>(i) Pg. 3-Goal 3-EA 2-</b> Implement a tier two pullout and/ or push in math intervention that would be available for intermittent support as needed (e.g. drop in tutoring sessions before and	<b>CNA Pg. 2-Vision and Mission Clarified-Connected-</b> We believe it is important to foster a sense of belonging by providing students opportunities to connect with other students, staff,

**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

<p>strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p style="padding-left: 40px;">(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p style="padding-left: 40px;">(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical</p>	<p>after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc.)</p> <p><b>Pg. 4-Goal 3-EA 3-</b>Provide training and materials to tier three math intervention teachers to strengthen 1) analysis of data to guide differentiated supports, 2) use of benchmark assessments to help students set and attain clear goals to increase math proficiency</p> <p><b>Pg. 4-Goal 4-EA 1-</b>All core teachers provided time and support to 1) participate in a data team process aligned to school wide priority literacy standards, and 2) embedding opportunities for strengthening foundational reading and writing skills (e.g. instruction of key vocabulary, literacy strategies, and writing that calls for textual evidence to support conclusions</p> <p><b>Pg. 4-Goal 4-EA 2-</b>Integrate silent sustained reading utilizing common text for each grade level and/or individual choice and use of online programs into the advisory block to support all students in building reading fluency and comprehension skills</p> <p><b>Pg. 4-Goal 4-EA 3-</b>Provide resources and training to tier three reading intervention teachers to strengthen 1) analysis of data to guide differentiated supports, and 2) use of benchmark assessments to help students set and attain clear goals to increase reading fluency, improve comprehension and build academic vocabulary to increase reading proficiency</p> <p><b>Pg. 4-Goal 4-EA 4-</b>Provide online programs to support embedding foundational literacy skills and differentiated instruction in the core ELA classes</p>	<p>and the community</p> <p><b>Connected-</b>We believe that place based instruction that incorporates values of the host culture will foster a sense of belonging and well being</p> <p><b>Capable-</b>We believe in providing instruction that addresses foundational skills and educates the whole child (SEL) to prepare students for future success</p> <p><b>Capable-</b>We believe in providing project based instruction that specifies clear targets, allows for student voice, engages students in rigorous and relevant tasks, and benefits the community as a whole</p> <p><b>Contributing-</b>We believe it is important to foster a sense of Kuliana/Responsibility for learning that supports students to contribute to the community</p> <p><b>CNA Pg. 19-</b>The Reading Workshop teacher is using the (Reading Plus) program extensively in the classroom. Data indicates when students use the program as prescribed, they can make adequate gains in foundational skills to strengthen fluency and comprehension.</p> <p><b>CNA pg. 26</b> Math department teachers currently use a variety of curricular resources... The goal is to align the curriculum across the grade levels utilizing vetted resources. Teachers are moving towards helping students gain conceptual understanding of mathematical concepts and need support in developing lessons that address grade level standards and provide scaffolding to assist students still working on foundational skills.</p> <p><b>CNA Pg. 27</b> Extensive professional development aligned to the four instructional habits of powerful teaching and learning, Ready to Learn, What to Learn, Talk to Learn, and Model to Learn, was presented to teachers starting in the 2018-2019 year.</p>
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**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

<p>education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>	<p><b>Pg.5 Goal 5-EA 2</b>-Provide professional development and planning time to support teachers in implementing lessons integrating IEP goals and objectives, WIDA Language Development Standards, language acquisition strategies, and scaffolding strategies to ensure all students have access to grade level curriculum and instruction. (SIOP, GLAD, WIDA LDS).</p> <p><b>Pg. 5 Goal 5 EA 6</b>-Review instructional materials and update as needed to support scaffolded instruction across the content that addresses the individual needs of students as identified by assessment data</p> <p><b>(ii) Pg. 3 Goal 2, EA 1</b>-Teachers engage in STAR protocol walk-throughs (virtual and live) and reflective goal setting with follow up individualized professional development and coaching support to design rigorous, relevant, brain based, engaging lessons that align to priority standards, consider student needs, plan for talk to learn, and incorporate student voice and choice <b>(SW6)</b>.</p> <p><b>Pg. 3 Goal 2, EA 2</b>-Engage students in relevant learning through the development and integration of place based, project based instruction and/or service learning</p> <p><b>Pg. 3 Goal 2, EA 4</b>-Ensure all teachers and students have access to online programs, curricular materials and technology that supports engaging instruction and 21st century learning aligned to state standards</p> <p><b>Pg. 2 Goal 3-EA 1</b>-Math teachers are given time and support to engage in professional learning opportunities and reflective practice designed to align the use of common math curriculum across</p>	<p>The school contracted with the BERC Group to provide professional development to teachers and STAR Protocol reflective classroom walkthroughs were conducted on other school campuses in 2018-2020 and virtually for this year. All teachers have participated in the STAR protocol observations, have a foundational understanding of the four habits of powerful teaching and learning instructional rubric, and have set personal goals to apply the habits in their own classrooms. Individual teachers working with the instructional coach in 2019-2020 have made effective changes in developing supportive relationships with students and/or providing engaging instruction.</p> <p><b>CNA pg. 31</b>-Teachers are exploring project based, place based and/or service learning integrated into core instruction to help students recognize the relevancy of what is being taught. This includes student research and outreach to community organizations as sources of information. Student voice in guiding topics is key.</p> <p><b>CNA Pg. 31</b>-Teachers have strengthened use of technology to provide lessons in multiple settings. All classrooms have computers, projectors and document cameras to allow for multimedia presentations to support instruction. The school is at a 1:1 device per student ratio and the school is working to improve procedures for distribution of devices to students and charging of devices throughout the day. Teachers requested exploration of additional curricular resources to enhance instruction and increase student engagement. Teachers requested professional development</p>
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**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

	<p>the grade levels, strengthen lesson presentation aligned to the five mathematical practices, and embed opportunities for strengthening foundational math skills.</p> <p>Pg. 5 Goal 5 EA 4-Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory</p> <p><b>(iii-I) Pg. 4 Goal 5-EA 1-</b>The advisory setting will be used to instruct students in academic skill sets that support self directed learning, self advocacy, and use of online programs to build literacy skills</p> <p><b>(iii-II) Pg. 5-Goal 6 EA 4-</b>Enhance transition supports between feeder schools and high school and build connections with University of Hawaii Maui Campus to build student awareness of post-secondary education and the workforce</p> <p><b>(iii-III) Pg.2. Goal 1 EA 3-</b>Provide professional development designed (training, book reads) to strengthen administration and staff understanding of effective social emotional learning, behavioral interventions, and restorative justice practices</p> <p><b>Pg. 2. Goal 1 EA 4-</b> Integrate tiered counseling services in R&amp;R, BIC, and school wide to assist students in early identification and strengthening of deficit skills needed to meet behavior expectations (tier 2 and 3 behavior RTI) <b>(SW6).</b></p> <p><b>Pg. 2 Goal 1-EA 5-</b>Utilize teachers, counselors, and administration input to implement balanced consequences and interventions to support students identified as at risk for behaviors to learn and practice positive behaviors.</p> <p>Pg 5 Goal 5 EA 5 Counselors create check in groups to meet with periodically during the</p>	<p>opportunities designed to strengthen understanding of school purchased online programs, presentation of online and/or blended learning instruction and strategies to differentiate instruction and build engagement.</p> <p><b>CNA. Pg. 33</b> Prior to the move to distance and blended learning, interventions designed to support student growth in the area of positive behavior included counseling, peer mediation, restorative community circles, the Reflection and Reform Room, and Behavior Improvement Class. The Reflection and Reform room provided a time out for disruptive students that protects instructional time and helps students reflect on behaviors and set goals for improvement. The Behavior Improvement class was designed as an intervention for students needing temporary removal from the classroom setting with more intensive reflection and/or interventions. This also provided a transition for students returning from out of school suspensions. The Behavior Improvement Class and Reflection and Reform room were not in place for the 2020-2021 year. There are plans to bring back the Behavior Improvement Class for 2021-2022.</p> <p><b>CNA Pg.33</b> the school has been embedding trauma responsive restorative practices into the school discipline and intervention procedures. This includes: 1) trauma responsive practices reviewed with staff annually, 2) SEL instruction and community building check in circles in all advisory classes, 3) lessons for grade six students in nonviolent</p>
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**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

	<p>advisory block  <b>(iii-IV) Pg. 2 Goal 1-EA 5-</b>Utilize surveys and observations to provide ongoing professional development and coaching tailored to the needs of individual teachers  <b>Pg.5 Goal 5-EA 2-</b>See above</p>	<p>communication and conflict resolution (on hold this year due to revised student hybrid schedules), 4) follow up lessons for grade seven students, 5) peer mediation training for interested students and support teachers and provision of services to all students as needed, 6) use of check in circles/instructional circles with staff to support ongoing understanding of trauma responsive restorative practices. The school formalized its connection with the non-profit group, Nonviolent Communication for the Next Generation, entering into a contract to provide professional development and support for both faculty and students. In 2019-2020, Peer mediation services as well as the use of circling in Behavior Improvement Class increased. Circling as a means of restoring relationships following out of school suspensions has been initiated but is an area of professional development.</p>
<p><b>SW 7:</b> The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p><b>Pg. 5, Goal 6 EA 3-</b>Solicit parent/community attendance at venues designed to 1) share information that supports student success in meeting academic and behavioral standards, 2) share information and gather feedback in the school improvement process/academic plan development, and 3) showcase student products, performances, and reflection on learning aligned to standards.</p>	<p><b>CNA Pg. 32</b> Staff recognizes the benefit of having parents and community members as supportive partners in building a strong environment for student academic success. A variety of methods are used to communicate to parents including handouts, postings on the school website, telephone call outs, mass texting, school wide usage of school planners, postings on the marquee fronting the school, electronic access to student grades, and mass email postings. Four community events generally attract parents to campus: Open House, Monster Mash, Science Fair, and Showcase. In addition, parent information nights and school community council meetings are held throughout the year to share information, gather feedback, and present information</p>

**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Iao School**

**Date: 04/20/21**

		designed to help parents support student academic and social emotional growth.
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