

Iao Intermediate School

Academic Plan 2022-2023


Academic Plan & Supporting Documents

2022-2023 School Year

Principal: Matt Dillon

Contact Information

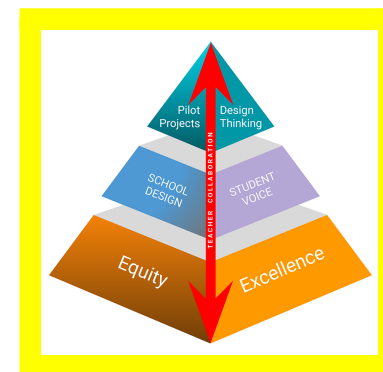
Telephone: 808-727-5200

Plan Submitted by  _____ Date 3/31/22
Principal

Plan Approved by  _____ Date 4/1/22
Complex Area Superintendent

Iao School Academic Plan for 2022-2023

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>Achieve Gap #1-Safety/Culture: SQS data indicates that Safety had the highest teacher rating overall of the four categories (66%) and the percentage of positive responses has increased over the past four years for both teachers and parents. Student positive</p>	<p>Gap #1 School Safety/School Culture</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <ol style="list-style-type: none"> 1. Utilize the advisory block to <ol style="list-style-type: none"> 1) Engage students in team building and community service activities (WSF-Instructional Supplies \$500), 2) Explore the diversity of student cultural backgrounds via cultural representation activities (SW6),

responses have fluctuated up and down for the past four years and are currently lower than the parent and teacher ratings. CNA pg. 38

Social Emotional Health Gap: It is noted that students' confidence in their skills decrease from grade 6 to 8. Panorama SEL data indicates student self-reporting of positive responses were lower in the areas of Self Efficacy and Emotion Regulation CNA Pg. 38

Teachers have observed that while students for the most part are able to manage their behaviors in the classrooms, they struggle to do so in unsupervised settings. Students struggle in dealing with conflict appropriately which can lead to difficulty in dealing with peer relationships. CNA Pg. 38

Achievement Gap #2: Instruction Gap:

There remains a need to strengthen instructional practice in the areas of What to Learn-ensuring students have the opportunity to process the purpose of a lesson with peers and revisit the purpose multiple times in a lesson and Talk to Learn-particularly providing students opportunity to explain their

- 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.
- 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.
- If counselors, mentoring teachers and student peer leaders are trained to promote resiliency, relationship building and communication skills and can identify at risk students, services and supports can be put into place in a timely manner to help students cope with daily stressors that impact learning and academic progress.

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

- 3) Provide SEL instruction (Title I funded-Subscriptions 3502-Second Step Online program \$3,000),
- 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 Teran James Young Foundation \$11,000 (2 days peer mediation, 12 days grade 6 conflict resolution, 8 days grade 7 conflict resolution) Subs for peer mediation training -1 sub for 2 days-\$403 [2x184.66+\$33.50 fringe]) **(SW5)**
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.
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 (WSF-instructional supplies 7207-other misc. expense \$500). **(SW6)**.
4. Integrate tiered counseling services in R&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)**. (ESSER Funds-PTT
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)**.
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)**.
7. Utilize community partnerships to train mentoring teachers and peer leaders in the use of an evidence based program designed to strengthen student resiliency, self-advocacy and communication skills to address bullying, substance abuse and self-harming behaviors **(SW5)** -Subs for program training -2 subs for 2 days-\$806 (4x184.66+\$67 fringe), Teran James Young Foundation \$1,000.

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)**.
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

responses and reasoning to peers. CNA Pg. 28

The school is committed to ensuring all students have access to elective courses that meet their interest areas. CNA pg. 28

Administrative walkthroughs indicate an area of instructional growth in defining clear lesson targets and providing students opportunities to process and revisit the lesson purpose, instructional engagement, and talk to learn in classrooms. Per Panorama Survey data, engagement is making gains but continues to be the lowest rated category (2019-47%, 2020-48%, 2021-50%). CNA Pg. 38

Achievement Gap #3: 18/19 Math SBA proficiency rate was 28%. 2020-2021 Math SBA proficiency rate was 17%. It is noted that this is historically the lowest proficiency rate the school has had. CNA pg. 38

Achievement Gap #4: 18/19 ELA SBA proficiency rate was 43%.

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 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

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 (WSF: instructional supplies 3006)-4) development of flexible learning environments.

3. Continue to strengthen the elective courses to allow for student choice and engaging, interest based learning. (WSF-funded Instructional Supplies 3006-Instructional Equipment: Ipads, Instruments,
4. Ensure all teachers and students have access to:
 - Online programs** including Brainpop, Kahoot, Quizlet, Nearpod (including Flocabulary and EL Nearpod), Screencastify, EdPuzzle, Peardeck, StemScopes online (Title I funded Subscriptions 3502-\$30,000), **Curricular materials, Instructional Supplies and Equipment 3006-and Technology** (Title I Funded Equipment: Ipads \$3,100) 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 professional development and coaching tailored to the needs of individual teachers and follow up with implementing with fidelity those strategies and practices provided in training to increase student achievement. **(SW6)**.

Goal #3-Capable: All students will show growth in the area of math proficiency with the overall school proficiency on SBA increasing by

1. Utilize uniform math curriculum and instructional practices across the grade levels and provide time and support for teachers to engage in professional learning opportunities and reflective practice designed to 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 \$65,000 {\$40,000-consumable textbooks, online access, teacher resources [3006], \$25,000 classroom implementation support)
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 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)**. (Title I- I-Ready Math Diagnostic -3502-\$5,000)

Goal #4-Capable: All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5% on the SBA, and 10% on the

2020-2021 ELA SBA proficiency rate was 43%. CNA pg, 39
 SBA data and analysis of student work samples indicate a need to support students in strengthening their writing skills. CNA PG. 40

Achievement Gap #5: EL ACCESS Scores have historically demonstrated students in grade six making minimal gains. The 2018-2019 Strive Hi report stated 15% of all EL designated students were on track to meeting English Language proficiency. This dropped to 4% on the 2019-2020 report. 2020-2021 Strive Hi reported no data for the percentage of students on track to meeting English proficiency. CNA pg. 42

IDEA: SBA gap data from 2018-2019 indicates a 28-point gap in Language Arts and a 29-point gap in math. 2020-2021 indicates a 32-point gap in Language Arts and a 24-point gap in math. Students identified with a disability on average make minimal gains on their SBA assessments. It is noted

- 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 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

school diagnostic

1. All core teachers provided time and support to 1) participate in a data team process aligned to school wide writing focus, 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)**)
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)**. (WSF funded: instructional supplies-3006 classroom sets of books \$1,500), (Title I Funded Online programs: Reading Plus \$33,000).
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)**. (WSF funded-IXL ELA \$12,000)
5. Interested teachers to pilot use of an online collaborative book writing program to support strengthening of writing skills via creative writing. (Title I funded-Online Program-Book Creator \$2,000)

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 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 \$46,800)
4. Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory (Funding: Uplinks, ESSER) **(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

<p>that 16% (14 students) receiving IDEA support felt that teachers perceived they had no strengths in the SEL Panorama categories. There is a noticeable gap in attendance between IDEA and nonIDEA supported students. CNA Pg. 43</p> <p>Achievement Gap #6 lao School receives Title I funding due to 49.87% of students qualifying for free or reduced lunch. 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. CNA Pg. 43</p> <p>(SCC Fall Community meeting-it is noted that parent attendance is often low). CNA pg. 2</p>	<p>make progress toward meeting IEP goals and benchmarks.</p> <ul style="list-style-type: none"> • If academically struggling students meet routinely with grade level counselors, interventions can be planned with grade level teams. <p>Gap #6: Parent Outreach</p> <ul style="list-style-type: none"> • If parents are engaged as partners in the learning process, students will be supported in the home environment to make academic gains. • If struggling students and their families feel welcomed and connected to lao school staff, then there is a higher chance students will have the motivation to attend classes, meet behavioral expectations, and be receptive to receiving academic interventions. • 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. 	<p>instruction across the content that addresses the individual needs of students as identified by assessment data (SW6). (WSF funded: Instructional Supplies 3006-\$500)</p> <p>Goal #6-Connected: Build connections with families and community to strengthen academic support in the home setting and successfully transition students to the high school.</p> <ol style="list-style-type: none"> 1. Utilize school planners (Title I funded: Instructional materials 3006-Planners-\$8,000 (Title I 18902 \$6,134, 18935-\$1,886), newsletters, online school website, social media, flyers/information packets sent home 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 18935: paper goods/supplies \$500) 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. *lao 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*

04/13/22

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>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> SQS survey will indicate a 5% gain in favorable responses in the area of safety. 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). School wide attendance will meet the 95% state goal. (not met-90.10%) Decrease in total number of behavior incidents (2019-2020: 1,220 incidents, (2020-2021: met-33 incidents) Student proficiency scores on the math SBA will increase by 5% from 26% to 31%. N/A no data Student proficiency scores on the ELA SBA will increase by 5% from 42% to 47%. N/A no data 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) Increase the attendance rate for Pacific Islanders by 5% from 91.02% to 96%. (Not met current rate-84.55) 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> School student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations. SQS survey will indicate a 5% gain in favorable responses in the area of safety. School wide attendance will meet the 95% state goal. Decrease in total number of behavior incidents in comparison to 2019-2020 data Student proficiency scores on the math SBA will increase by 5% from 31% to 36%. Student proficiency scores on the ELA SBA will increase by 5% from 47% to 52% 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. Inclusion LRE placements in the general education setting will increase by 5% from 48% to 53% SQS survey will indicate a 5% gain in parent overall satisfaction. 2019 data: Safety- 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> School Panorama student surveys will indicate a 5% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations. School Safety: 2019-43%, 2020-59%, 2021-53%. Pedagogical effectiveness: 2019-70%, 2020-77%, 2021-73%. Classroom rigorous expectations: 2019-69%, 2020-72%, 2021-69%. SQS survey will indicate a 5% gain in favorable responses in the area of safety. Staff: 2019-44.1%, 2020-47.9%, 2021-66% Parents: 2019-63.2%, 2020-66.1%, 2021-73.8% Students: 2019-63%, 2020-54.2%, 2021-62.1% School wide attendance will meet the 95% state goal. Decrease in total number of behavior incidents each quarter when compared to corresponding quarter in the previous year.

<ul style="list-style-type: none"> 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 (Not met) Inclusion LRE placements in the general education setting will increase by 5% from 43% to 48% SQS survey will indicate a 5% gain in parent overall satisfaction. 2019 data: Safety- 63.2%, 2020 Data: Safety-66.1% (+3), 2019 data: Well Being- 76.4%, 2020 Data: well Being-78.9% (+2), 2019 data: Satisfaction- 68.3%, 2020 Data: Satisfaction-71.8% (+3), 2019 data: Involvement- 53.6%, 2020 Data: Involvement-57.5% (+4) 	<p>63.2%, 2020 Data: Safety-66.1% (+3), 2019 data: Well Being- 76.4%, 2020 Data: well Being-78.9% (+2), 2019 data: Satisfaction-68.3%, 2020 Data: Satisfaction-71.8% (+3), 2019 data: Involvement- 53.6%, 2020 Data: Involvement-57.5% (+4)</p>	<ul style="list-style-type: none"> Student proficiency scores on the math SBA will increase by 8% from 17% to 25% Student proficiency scores on the ELA SBA will increase by 7% from 43% to 50% School Panorama student surveys will indicate a 5% gain in favorable responses in the category of engagement: 2019-47%, 2020-48%, 2021-50%. School wide adequate growth to EL proficiency will increase by a minimum of 5%. All EL students will achieve growth on the annual ACCESS assessment. Inclusion LRE placements in the general education setting will maintain increase: 2021: 56% SQS survey will indicate a 5% gain in parent overall satisfaction. 2019-68.3%, 2020-71.8%, 2021-66.5%.
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> 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. The Panorama survey, student focus groups and BERC data collection has identified the need to strengthen tier one instruction across the content in pedagogical effectiveness, classroom rigorous expectations and engaging lesson design. Strengthen ability to respond to trauma students experience that impact their ability to self manage 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 	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> 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 	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> Maintaining and strengthening practices to ensure a safe and nurturing environment that welcomes all stakeholders and supports academic growth for all students. 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. 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.

<p>more than half of the student population needs to strengthen skills in reading comprehension.</p> <ul style="list-style-type: none"> ACCESS data indicates there is minimal growth for the majority of students identified as EL towards attaining English Language proficiency. 	<p>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.</p> <ul style="list-style-type: none"> 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. 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. Outreach to build partnerships with parent and community groups will strengthen supports for students. 	
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> The number of tardies, referrals, and suspensions will decrease. SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. Overall proficiency scores for ELA and Math SBA will increase by 5% or more. Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. Behavioral data for Pacific Islander students will show a decrease of incidents. 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. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> The number of tardies, referrals, and suspensions will decrease. SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. Overall proficiency scores for ELA and Math SBA will increase by 5% or more. Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. Behavioral data for Pacific Islander students will show a decrease of incidents. Parent attendance at school events and parent nights will increase. The number of 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> The number of tardies, referrals, and suspensions will decrease. SQS and Panorama surveys will indicate a gain in favorable responses in school safety, pedagogical effectiveness, and classroom rigorous expectations. BERC data gathering will indicate increasing evidence of instruction aligned to the four habits of powerful teaching and learning. Overall proficiency scores for ELA and Math SBA will increase by 5% or more. Disaggregated data for students designated EL or receiving IDEA services will indicate a 3% increase in proficiency scores for ELA and Math SBA. Behavioral data for Pacific Islander students will show a decrease of incidents. Parent attendance at school events and parent nights will increase. The number of

	<p>parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.</p>	<p>parents participating in the SQS survey will increase. Positive parent satisfaction scores will increase in all areas of the SQS.</p>
--	--	--

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"> •Increase percentage of proficient scores on Math and ELA SBA by 5 percent and diagnostics by 10% •Reduction in the number of referrals and suspensions over time •Decrease absenteeism to meet 95% attendance goal

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>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.</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> •Reduction in incidents (2019-1,091, 2020-1,220, 2021-75, 2022-537), and suspensions (2019-271, 2020-125, 2021-7, 2022-127) over time. •School Panorama student surveys will indicate a 5% gain in favorable responses in the category of school safety: 2019-43%, 2020-59%, 2021-53% •5% Increase in percentage of favorable responses for School belonging- (2019 score-46%, 2020-44%, 2021-46%) •Meet overall attendance rate of 95% (2019-93.29, 2020-93.25%, 2021-87.90%, 2022-87.90%) •Decrease the number of chronic absenteeism 2019-17%, 2020-15%, 2021-33% •Increasing numbers of peer mediations (data to be gathered). •Decrease the number of retentions. <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> •SQS survey will indicate a 5% gain in favorable responses in the area of 	<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)</p>	Year long	Title I-\$3,000-Second Step online program, Contracted Services-\$11,000	<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, ESSER funds	<p>Minutes/agendas of meetings documenting presentations</p> <p>R&R data review</p> <p>LDS behavioral data review-</p>	Monthly	
	<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	WSF-instructional supplies 7207-other misc. expense \$500	<p>PD Calendar</p> <p>PD evaluations</p> <p>Follow up observations</p>	Monthly	
	<p>4. Integrate tiered counseling services in R&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).</p>	Year long		<p>Counseling dpt. mtg. minutes, R&R/BIC data reviewed by PBIS/RTI team/committee</p> <p>Peer review data</p> <p>Behavioral Data</p>	Monthly	
	<p>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).</p>	Quarterly	Team PLC Time	<p>Team student support meeting minutes, Behavioral data</p>	Ongoing	

<p>safety. Staff: 2019-44.1%, 2020-47.9%, 2021-66%</p> <ul style="list-style-type: none"> •Increase in positive responses for Well Being on SQS (2019-57.6%, 2020-66.6%, 2021-65.7%) •Increasing SEL instruction and Circling groups observed during Advisory walkthroughs. 	<p>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).</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	
	<ul style="list-style-type: none"> •Utilize community partnerships to train mentoring teachers and peer leaders in the use of an evidence based program designed to strengthen student resiliency, self advocacy and communication skills to address bullying, substance abuse and self harming behaviors (SW5) Foundation \$1,000. 	Quarter one if possible	Title I -Subs for program training -2 subs for 1 day-\$403 (2x184.66+\$33.50 fringe), NVCNext Gen/Teran James Young \$1,000	Agenda and sign in sheet for training. Tracking behavioral data and anecdotal data from Counselors.	Training will be a one time event with follow up throughout the year during Advisory	
<p>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.</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> •Student proficiency scores on the ELA SBA will increase by 7% from 43% to 50% •Student proficiency scores on the math SBA will increase by 8% from 17% to 25% •School Panorama student surveys will indicate a 5% gain in favorable responses in the category of engagement: 2019-47%, 2020-48%, 2021-50% <p><u>STAFF OUTCOMES</u></p>	<p>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).</p>	Year long	Time in PLCs	PD calendar Teacher STAR reflections, classroom observations, EES data	Minimum of once per Quarterly	
	<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	Title II funding if available for subs for planning WSF-\$5,000 to support field trips, ESSER funded: instructional supplies 3006-\$4,000),	Walkthrough data Field trip Evaluation forms Student grades Student Surveys Panorama survey data	Ongoing	
	<p>3. Continue to strengthen the elective courses to allow for student choice and</p>	Yearlong	ESSER funds: Equipment-band	Student Surveys	Quarterly	

<ul style="list-style-type: none"> •Increase in positive responses for Satisfaction on SQS (2019-44.2%, 2020-47.3%, 2021-59.2%) •Increasing number of Teachers participate in Teacher Led PD (Need to gather data) •All teachers satisfactory or above on EES 	engaging, interest based learning.		instruments \$5,000, PE Equipment-\$5,000. Instructional Supplies-\$8,000,			
	4. Ensure all teachers and students have access to online programs, curricular materials, instructional supplies and equipment, and technology that supports engaging instruction and 21st century learning aligned to state standards (SW6)	Yearlong	WSF funded- Instructional supplies 3006- Instructional supplies for Science \$8,500 Digital microscopes \$2,000 Title I funded-18902 Subscriptions 3502: \$29,000 Equipment: 3 I pads \$3,100	Teacher/Student Surveys, classroom observations, Panorama Data, Student Focus Group Data	Quarterly	
	5. Ensure interdisciplinary teams have time to plan integrated units of study (SW6) .	Annually	Utilize PLCS, Waiver days, 21 hours	Team minutes, Observation of integrated lessons	Quarterly	
	6. Utilize surveys and observations to provide professional development and coaching tailored to the needs of individual teachers and follow up with implementing with fidelity those strategies and practices provided in training to increase student achievement. (SW6) .	Ongoing	Curricular supports	Teacher Surveys, Waiver Day agendas, PD evaluations	Quarterly	
<p>Goal #3 All students will show growth in the area of math proficiency with the overall school proficiency increasing by 5%.</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> •Student proficiency scores on the math SBA will increase by 8% from 17% to 25% •i-Ready diagnostic data indicates a minimum of 10% increase between Fall and Spring scores for students enrolled in workshop classes. <p><u>STAFF OUTCOMES</u></p>	1.Utilize uniform math curriculum and instructional practices across the grade levels and provide time and support for teachers to engage in professional learning opportunities and reflective practice designed to strengthen lesson presentation aligned to the five mathematical practices and embed opportunities for strengthening foundational math skills.(SW6) (Carnegie math curricular materials)	Yearlong	Title I funded 18902-Carnegie math curricular materials and implementation support \$65,000	Math pullout day agenda and sign in sheet, pacing guide review, classroom observations, Student surveys, diagnostic monitoring	Annual	
	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 and after school, PTT or intervention teacher support as needed for additional instructional support during advisory, etc.)(SW6)	Yearlong	Uplinks funded?	Diagnostic monitoring	Quarterly	

<ul style="list-style-type: none"> •Clear vertical alignment of priority standards evident in grade 6-8 pacing guides •Math workshop teacher works with data coach to track individual student growth scores in I-ready/IXL and implements timely interventions 	<p>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).</p>	<p>Ongoing</p>	<p>Title I funded: Math diagnostic \$5,000</p>	<p>Agendas and sign in sheets for PD, Classroom observations utilizing STAR protocols, analysis of diagnostic data and progress monitoring</p>	<p>Monthly</p>	
<p>Goal #4 All students will show growth in ELA Proficiency with the overall school proficiency increasing by 5%.</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> •Student proficiency scores on the ELA SBA will increase by 7% from 43% to 50% •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. •Reading Plus Data indicates 50% of students utilizing the program at least once per week. <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> •Embedded literacy strategies evident in pacing guides for core content areas 	<p>1. All core teachers provided time and support to 1) participate in a data team process aligned to school wide writing focus, 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>	<p>Ongoing</p>	<p>-Utilize the PLC blocks, waiver days and 21 hours as needed</p>	<p>Agendas and sign in sheets for Dpt. planning days Pacing Guide review of core content areas Classroom walkthroughs, student work demonstrating use of strategies</p>	<p>Quarterly Monthly</p>	
	<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>	<p>Ongoing</p>	<p>WSF funded: instructional supplies-3006 classroom sets of books \$1,500 Title I 18902-Online programs: Reading Plus \$33,000</p>	<p>Advisory walkthrough data Reading Plus data</p>	<p>Monthly</p>	
	<p>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).</p>	<p>Ongoing</p>		<p>RTI Data collection notes (TBD) Reading Plus usage data, Reading plus student growth data</p>	<p>Monthly</p>	
	<p>4. Provide online programs to support embedding foundational literacy skills and differentiated instruction in the core ELA classes.</p>		<p>WSF funded subscriptions-3502 IXL ELA \$12,000</p>	<p>Diagnostic data,</p>	<p>Quarterly</p>	
	<p>5. Interested teachers to pilot use of an online collaborative book writing program to support strengthening of writing skills via creative writing.</p>					

<p>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.</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> • Increase school wide adequate growth to meeting EL proficiency by a minimum of 5%. •Decrease the number of EL students at high risk for marks: 2020 EOY data ELA-6, Math-9, Science-3, Social Studies-2, 04/13/22 data: ELA-12, Math-7, Science-15, Social Studies-20 •Inclusion LRE placements in the general education setting will maintain or increase: 2021: 56% •Identified students will increase SBA Math and ELA scores by 3% or higher. <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> •Walkthroughs will indicate 50% of teachers integrating WIDA Language Development standards and/or embedding scaffolding to support students 	<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	WSF funded Instructional supplies 3006-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, 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)</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 \$46,800	Parent/Student Surveys Track number of participants, track quarterly grades	Quarterly	
	<p>4. Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory (SW6).</p>		Uplinks funding?	Monitoring student grades Sign in sheets for assistance	TBD	
	<p>5. Counselors create check in groups to meet with periodically during the advisory block (SW6).</p>		Time	Behavioral data for students designated at risk, Attendance data for designate chronic absenteeism Anecdotal evidence from counselors	Monthly	
	<p>6. Review instructional materials and update as needed to support effective instruction across the content that addresses the individual needs of students as identified by assessment data (SW6).</p>		WSF-18902: Instructional Supplies 3006- \$1,000	Curriculum analysis data, teacher reflections,	Ongoing	

04/13/22

<p>Goal #6: Build connections with families and community to strengthen academic support in the home setting. <u>PARENT OUTCOMES</u> •SQS survey will indicate a 5% gain in parent overall satisfaction. •Increase participation at the SCC community meetings (20 or more attendance)</p>	<p>1. Utilize school planners, newsletter, online school website, social media, flyers/letters home, and electronic marquee to provide families and community members information needed to be active participants in the learning process (SW7).</p>	Ongoing	Title I funded Student Planners -3006-18902-\$6,134, 18935-\$1,866	Integrate planner usage supports in the advisory classes	Monthly	
	<p>2. Upgrade the school video equipment to support online instruction and provide live and mobile broadcasts accessible to parents and community (SW7).</p>	Ongoing	WSF funded: Instructional equipment 7705-Tricaster, microphones, cables, cameras-\$6,250	Linked into website Survey feedback from parents	Quarterly	
	<p>3. 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 (SW2, SW4, SW7), and 3) showcase student products, performances, and reflection on learning aligned to standards.</p>	Ongoing	Title I funded 18935: paper goods/supplies \$500	Agendas and sign in sheets, Focus group feedback Event Evaluations Tracking parent outreach via Title I documentation processes	Quarterly	
	<p>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 (SW7)</p>	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
---	-------------------------------

Please describe your school's ideas around innovation and pilot projects.

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

Please describe your Conditions for Success:

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
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.
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.
4. Co-teachers need dedicated time to meet for analysis of data, lesson planning, and developing modifications and/or accommodations for 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.