

# Iao Intermediate School

## Academic Plan 2023-2024

### Academic Plan & Supporting Documents

2023-2024 School Year

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Date

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Date

## Iao School Academic Plan for 2023-2024

### **CONNECTED CAPABLE CONTRIBUTING**

*These are the 3 C's of Iao School. Through this vision we will thrive as a place of learning. We will experience personal and collective growth and succeed in reaching our goals. From students and families to teachers and staff, we choose actions that make us Connected, Capable, and Contributing.*

We consider the following in developing our plan:

#### **Strategic Plan Priorities**

- Priority 1 High Quality Learning for All
- Priority 2 High Quality Educator Workforce in All Schools
- Priority 3 Efficient and Effective Operations at All Levels

#### **ESSER Plan Foundational Strategies**

- Healthy Habits, Healthy Schools
- Action Oriented Decision Making
- Responsive Capacity Building
- Effective Academic Practice

**General Learner Outcomes:** The General Learner Outcomes defined by the state are the overarching goals of standards based learning in all classrooms.

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

#### **Na Hopena A'o:**

- Strengthened Sense of Responsibility-carry responsibilities with commitment and concern for others
- Strengthen Sense of Excellence-love of learning, willing to take intellectual risks, care about quality of work
- Strengthen Sense of Aloha-show care and respect for myself and others
- Strengthen Sense of Total Well Being-practice a healthy lifestyle to improve body, mind and soul, and make good choices that support wellness in myself and others
- Strengthen Sense of Hawai'i-recognize the uniqueness of this place I live in and can navigate across cultures and communities to be a steward of my homeland.

An effective Academic Plan is developed collaboratively and 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.
- **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.
- **Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

**Priority 1 High Quality Learning for All**

**Priority 1 High Quality Learning for All-Healthy Habits, Healthy Schools**

Achievement Gap	Theory of Action	Enabling Activity	Monitoring
<p><b>Achievement Gap Math:</b> Math SBA Proficiency Data: 18/19 27%. 19/20 No Data 20/21 17%. 21/22 22% 22/23 Goal: 27%</p> <p>Math SBA Gap Data 18/19 29 point gap 19/20 No Data 20/21 24 point gap 21/22 19 point gap</p> <p><b>Achievement Gap ELA:</b> ELA SBA Proficiency Data 18/19 43%. 19/20 No Data 20/21 43%. 21/22 37% 22/23 Goal: 42%</p> <p>ELA SBA Gap Data 18/19 28 point gap 19/20 No Data 20/21 32 point gap 21/22 27 point gap CNA Pg. 46: <b>Critical Learner Need #3.</b></p> <p><b>Reading Comprehension</b> –Fall Reading Plus diagnostic data indicated 67% of students were two or more grade levels below proficiency in reading. SBA indicates 57% are below.</p>	<p><b>Math Proficiency</b>-If math teachers use a common curriculum, instruction 1) is aligned to priority standards, 2) embeds foundational math skills-tier two supports, 3) utilizes talk to learn, and 4) is engaging, <b>and</b> if non-proficient math students are provided engaging tier two and three math instruction tailored to their specific needs, then skill building will scaffold up from grade 6 to grade 8 and students will build understanding of foundational math concepts, connect to their learning, and should increase in math proficiency on the diagnostic and SBA.</p> <p><b>ELA Proficiency</b>-If all teachers provide weekly opportunities for reading and writing, integrate reading strategies to scaffold access to content related text and writing strategies to support development of written responses <b>and</b> if students who are not proficient in reading are provided engaging tier two and three reading instruction tailored to their specific needs, then all students should be able to make gains in reading</p>	<p><b>Goal #1-Capable: Instructional teams utilize data-driven decision-making, progress monitoring, and the use of evidence-based multi-tiered supports and strategies to promote academic growth and successfully transition all students to high school.</b></p> <p>1.1-All students will show growth in the area of math proficiency with the overall school proficiency on Math SBA <b>increasing by 5%.</b></p> <p>1.1.1 Utilize aligned pacing, uniform math curriculum and effective instructional practices to provide successful tier one instruction across the grade levels that includes embedded tier two supports for students to strengthen foundational math skills. <b>(SW6)</b> (Title I funded: 3006-consumable textbooks and teacher resources \$46,000, 3502-online program-Mathia-\$1,000, 7207-implementation support-\$24,000, \$4,836: substitutes for quarterly pullout days {24 days \$4,432 + 404 fringe})</p> <p>1.1.2 Provide training and resources to guide provision of enrichment and tier two and three math interventions in both the Advisory and Math Workshop setting <b>(SW6)</b>. (Title I-\$7,000: 3502-Math Diagnostic)</p> <p>1.2 All students will show growth in ELA proficiency with the overall school proficiency <b>increasing by 5% on the SBA.</b></p> <p>1.2.1 ELA teachers will vertically align pacing guides, analyze student work, and modify curricular resources and instructional practices as needed to provide successful tier one instruction across the grade levels that includes embedded tier two supports/differentiation for students to strengthen foundational reading and writing skills <b>(SW6)</b>. (Title I Funded-\$14,000: 3502-IXL online prog, \$4,836: substitutes for quarterly pullout days {24 days at \$4,432 + 404 fringe})</p> <p>1.2.2 Utilize effective analysis of student work across core departments and interdisciplinary teams to guide integration of differentiated supports across the content to strengthen student writing skills</p> <p>1.2.3 Utilize PTTs in grade six to provide tier three level direct</p>	<p>1.1.1 I-ready math/ Mathia data reviewed with math department quarterly-analysis forms Math priority standards, formative assessment data and data team minutes reviewed minimum 4 xs per year (quarterly)</p> <p>1.1.2 IXL Math data reviewed for IDEA and Workshop monthly, I-ready math reviewed by grade level teams 3xs per year.</p> <p>1.2.1 Reading Plus/student work samples, ELA priority standards, formative assessment data and data team minutes reviewed minimum 4 xs per year (quarterly)</p> <p>1.2.2 Student work analysis data reviewed in PLCs 2-3xs per quarter.</p> <p>1.2.3-ongoing progress monitoring data shared with grade level teams 1x per month.</p> <p>1.2.4 reflection on training reviewed by CC</p>

<p><b>Achievement Gap Science:</b> HSA Science Data: 18/19 23%. 19/20 No Data 20/21 26%. 21/22 26% 22/23 Goal: 31%</p> <p><b>Achievement Gap EL /IDEA</b> ACCESS-% of Students on Track 18/19 15% 19/20 4% 20/21-0 21/22-0</p> <p>•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 03/31/23 data: ELA-1, Math-8, Science-10, Social Studies-6 (note-ELs placed in pullout ELA for grade 6)</p> <p>•Inclusion LRE placements in the general education setting will maintain or increase over time. 18/19 43% 19/20 56% 20/21 56% 21/22 54%</p>	<p>fluency, comprehension and writing and should increase in ELA proficiency on diagnostic and SBA.</p> <p><b>Academic Data Teams</b>-If educators analyze student work samples in a formative instructional process, they are then able to work collaboratively to set clear educational targets based on data, develop a list of strategies to drive student academic growth, monitor student progress to targets and revise instruction as needed across the team.</p> <p><b>Embedded Supports</b> 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 (including ELLs and those with disabilities) will be supported to increase proficiency in reading, writing, speaking and listening.</p>	<p>instruction to improve reading fluency and comprehension (ESSER-\$1,000-3006-Misc. Instructional supplies, \$15,178 PTT-(\$42.16 x 12=505.92 per week for 30 weeks PTT) <b>(SW6)</b>.</p> <p>1.2.4 Provide training and resources to guide provision of tier two and three reading interventions in both the Advisory and Reading Workshop setting <b>(SW6)</b>. (Title I: \$16,000 3502-online intervention reading program, 3006-misc. instructional supplies \$500)</p> <p>1.3 Grade 8 students will show increasing proficiency (5%) each year on the HSA science assessment</p> <p>1.3.1 Science teachers will clarify success criteria for grade level disciplinary core idea priority standards and science practices, vertically align instruction to build student skills in the practices, and utilize common assessment results to review and modify curricular resources and instructional practices to support successful tier one instruction that includes embedded tier two supports/differentiation <b>(SW6)</b> (WSF Funded-3502-online curriculum \$8,000 and Title I Funded-assessment program \$5,000, substitutes for quarterly pullout days \$4,836 {24 days at \$4,432 + 404 fringe})</p> <p>1.4 All students will engage in and strengthen inquiry processes including developing questions, planning, gathering and evaluating sources, creating claims and communicating conclusions.</p> <p>1.4.1 Social Studies teachers will clarify success criteria for grade level core priority standards in Social Studies and utilize common assessment results to review and modify curricular resources and instructional practices to support successful tier one instruction that includes embedded tier two supports/differentiation (Title I Funded \$4,836: substitutes for quarterly pullout days {24 days at \$4,432 + 404 fringe}).</p> <p>1.4.2 Social Studies teachers will clarify success criteria for Inquiry Anchor Standards at each grade level to vertically align instruction to build student skills <b>(SW6)</b>.</p> <p>1.5 Teachers utilize components of the <u>Universal Design for Learning framework</u> to ensure all students can access meaningful learning opportunities.</p> <p>1.3.1 Utilize waiver days and 21 hours time slots to provide professional development and planning time to support teachers in planning lessons integrating UDL, 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). <b>(SW6)</b></p>	<p>1.3.1 Reflection on PD, share out of developed lessons, classroom walkthroughs utilizing Lao Pillars indicate usage of UDL strategies and differentiated instruction</p> <p>Walkthroughs will indicate 25% of teachers integrating WIDA Language Development standards</p>
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<p><b>Achieve Gap</b> CNA pg. 46-Critical Learner Need #1. <b>Emotion Regulation and Building Self Efficacy</b>-Students need instruction to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, build a growth mindset that supports positive self efficacy, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions and be productive citizens.</p> <p><b>Panorama Student Survey-School Belonging</b> 19/20 46% 20/21 44% 21/22 46% 22/23 50%</p> <p><b>Valuing of School</b> 19/20 59% 20/21 62% 21/22 57% 22/23 61%</p> <p><b>SQS Safety</b> 19/20 54% 20/21 62% 21/22 58% 22/23 64%</p> <p><b>Safety</b> 19/20 43% 20/21 59% 21/22 53% 22/23 51% (discrepancy to SQS score due to low +response re disrespectful behaviors and online bullying)</p> <p><b>Reduction in incidents</b> 2018-2019: 1,399 incidents 2019-2020: 1,441 incidents,</p>	<p><b>School Safety/School Culture</b>-If all students receive instruction on how to 1) strengthen communication skills, 2) build positive relationships, 3) manage emotions and behaviors, 4) set personal goals, and 5) adopt a growth mindset <b>and</b> participate in team building and service learning activities, then students can be positive and engaged learners, develop a connection to the school community, and strengthen their commitment to maintain a positive, learning environment.</p> <p>If all staff members utilize common procedures and implement consistent consequences when school rules are not followed, then students will be more inclined to follow school rules and engage as contributing citizens in the academic setting.</p>	<p><b>Goal #2 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> <p>2.1 Provide all students opportunities to gain skills to support self-directed learning, self-advocacy, building positive relationships and strengthening connection to the school community (<b>EES Panorama Survey, Absenteeism</b>) (SW6).</p> <p>2.1.1 Continue to develop a cohesive Advisory calendar of activities/lessons aligned to monthly values (Ha framework) and increase usage of the Second Step curriculum to ensure consistent and cohesive SEL instruction to all students (Title I funded: \$3,500 Subscriptions 3502-Second Step Online program).</p> <p>2.1.2 Engage students in team building, intramural sports and community service activities (ESSER-Instructional Supplies \$5,000),</p> <p>2.1.3 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)(SW5).</p> <p>2.1.4 Utilize community partnerships to train and support 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 -1 sub for 2 days-\$403 (2x184.66+\$33.68 fringe), Teran James Young Foundation- (Title I Funded-Contracted services for training and program cost \$3,500)</p> <p>2.2. Strengthen use of common procedures, consistent consequences, and effective behavioral interventions to decrease the number of <b>behavior referrals</b> and increase sense of <b>safety</b>.</p> <p>2.2.1 Review behavioral expectations and safety procedures with all stakeholders quarterly and as needed (staff meetings, advisory, parent meetings, etc.)</p> <p>2.2.2 Utilize data to design and implement consistent consequences and tiered interventions (BIC, counseling services, behavior RTI) to support identified students to learn and practice positive behaviors needed to meet behavior expectations (tier 2 and 3 behavior RTI) (SW6).</p>	<p>2.1.1-Review Advisory calendar and Second Step data quarterly, leadership to conduct walkthroughs during advisory</p> <p>2.1.2-Track activities on master calendar, student activities calendar.</p> <p>2.1.3- Review training agendas and reflection on pd. Track number of peer mediations and restorative justice circles.</p> <p>2.1.4-sign in and meeting minutes, quarterly student reflections, track monthly PSA activities on Advisory/Master calendar.</p> <p>2.2.1-Monitor Advisory schedule/morning announcements</p> <p>2.2.2-Monitor referral data, Panorama survey-safety components</p> <p>2.2.3 PBIS committee track student incentives</p>
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03-31-23

<p>2020-2021: 101 incidents, 2021-2022: 708 incidents, 2022-2023: 671 incidents <b>Reduction in suspensions</b> 2019-271, 2020-125, 2021-7, 2022-127</p>		<p>2.2.3 Utilize PBIS rewards system to recognize exemplary student behaviors (ESSER funded \$6,000-3502-PBIS Rewards online program).</p>	
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**Priority 1 High Quality Learning for All-Responsive Capacity Building**

<b>Achievement Gap</b>	<b>Theory of Action</b>	<b>Enabling Activity</b>	<b>Monitoring</b>
<p><b>Retention data/Credit Recovery data</b></p> <p><b>21/22 Failure Data Grade 6:</b> 12 failures, 1 retained, 3 completed credit recovery in the summer, 8 provisionally promoted and completing credit recovery Grade 7: 25 failures, 10 completed credit recovery in the summer, 15 provisionally promoted and completing credit recovery Grade 8: 25 failures, 10 completed credit recovery in the summer, 15 provisionally promoted and completing credit recovery</p> <p>11/16/22- 15 students in virtual academy 3/1/23- 32 students in virtual academy</p>	<p>If multiple learning opportunity models are provided, then students can receive instruction designed to support individual needs.</p>	<p><b>Goal #3 Capable: The school will provide a range of learning opportunities/activities for remediation, enrichment or to meet student interests.</b></p> <p>3.1 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), 3.2 Review credit recovery practices and ensure students are provided opportunities to complete coursework as needed to ensure timely promotion to high school. 3.3 Continue to offer a Virtual Academy program to support students that benefit from distance and virtual learning environments. (WSF-funded: Subscriptions 3502- Edgenuity online program \$35,000) 3.4 Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory (Funding: Uplinks, ESSER) <b>(SW6)</b>. 3.4 Provide summer school enrichment and grade six transition support (Funding-Uplinks).</p>	<p>3.1-Student surveys 3.2-Track number of students participating and passing grades, Track retentions over time. 3.3 Track pass/fail rates 3.4 Track number of participants</p>

**Priority 2 High Quality Educator Workforce in All Schools**

**Priority 2 High Quality Educator Workforce in All Schools-Effective Academic Practices**

Achievement Gap	Theory of Action	Enabling Activity	Monitoring
<p><b>Instructional Gap:</b> WASC recommendation: Continue to emphasize the Four Habits in the classroom to increase learning rigor and higher learning expectations. Panorama Student Surveys Pedagogical Effectiveness: 19/20 70%, 20/21 77%, 21/22 73%, 22/23 76% 23/24 goal: 80% Classroom Engagement: making gains but continues to be one of the lowest rated categories 19/20 47%, 20/21 48%, 21/22 50%, 22/23 52% 23/24 goal: 56% Rigorous Expectations: 19/20 69%, 20/21 72%, 21/22 69%, 22/23 72%% 23/24 goal: 76%</p>	<p><b>Instructional Practices:</b> If teachers integrate 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.</p> <p>If teachers incorporate service learning, project based instruction, authentic assessment, talk to learn, and student voice, students will recognize the relevancy of their learning, develop skills of self-management/agency and be more engaged.</p>	<p><b>Goal #4: Capable: All teachers will apply effective formative instruction practices that engage students in relevant learning tasks aligned to state standards.</b></p> <p>4.1 Teachers engage in monthly STAR protocol walk-throughs (virtual and live) and reflective goal setting aligned to the four habits of powerful teaching and learning to refine instructional practices (Ready to Learn, What to Learn, Talk to Learn, Model to Learn).</p> <p>4.1.1 What to Learn Emphasis-Provide time each quarter (PLCs, 21 hour days) for all teachers to identify priority standards and clarify success criteria as part of a data team process.</p> <p>4.1.2 Talk to Learn Emphasis-Provide PD to support use of strategies/processes to guide effective collaborative academic conversations. (Contracted services Focus Five/Sean Layne -Title I funded-\$5,000)</p> <p>4.1.3 Plan and provide individualized professional development and coaching support as needed to assist teachers in designing 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>4.2 Teachers engage students in relevant learning through the development and integration of place based, project based instruction and/or service learning <b>(SW6)</b> 1) subs for teachers to participate in training, planning, and off campus instruction (ESSER Funding subs for 36 days \$7,254) 2) field trip transportation and entrance fees to community events and venues aligned to instructional goals (Title I Funded transportation \$2,946), 3) supplies and equipment to support lessons (WSF: instructional supplies 3006)-4) development of flexible learning environments.</p> <p>4.3 Ensure all teachers and students have access to: <b>Online programs</b> including Brainpop, Kahoot, Quizlet, Nearpod/Flocabulary), Screencastify, EdPuzzle, Peardeck, etc. (Title I funded Subscriptions 3502 \$27,000), <b>Curricular materials, Instructional Supplies, Equipment and Technology (WSF funded-Dpt. Plans, ESSER funded)</b> to support engaging instruction and 21st century learning aligned to state standards <b>(SW6)</b>.</p>	<p>4.1 Calendar and conduct STAR protocol walkthroughs monthly, reflection forms reviewed. Admin walkthroughs conducted monthly utilizing lao Pillars form to track examples of the four habits in classrooms.</p> <p>4.1.1 PLC and 21 hour calendar, pacing guides and priority standards forms reviewed by leadership quarterly</p> <p>4.1.2-PD-agenda, minutes and participant reflections</p> <p>4.2-Planning meeting agendas and notes, lesson plans reviewed by leadership</p>
<b>Priority 2 High Quality Educator Workforce in All Schools -Responsive Capacity Building</b>			
Achievement Gap	Theory of Action	Enabling Activity	Monitoring

<p><b>WASC:</b> Teaching staff is implementing with fidelity those strategies and practices that are provided in professional development training...</p> <p><b>SQS Teacher Well Being-</b>"My school provides me with the support I need to do my job well"          19/20 63.4% + rating          20/21 58.3% + rating          21/22 no data          22/23 No Data Yet</p> <p><b>SQS Teacher Satisfaction</b>          "I am satisfied with the professional development opportunities the school provides for me"          19/20 30.8% + rating          20/21 50% + rating          21/22 no data          22/23 No Data Yet</p>	<p><b>Professional Development:</b> If teacher choice and differentiated training opportunities are provided to teachers along with time for implementation planning, reflection on practice and coaching support as needed, then instructional practices will be refined and student needs will be more adequately addressed.</p>	<p><b>Goal #5: Utilize teacher feedback to develop and implement a three year professional development plan aligned to identified school initiatives (STAR protocols, PBL, UDL, trauma responsive practices, writing instruction) and individual teacher needs to refine instructional practices and support student academic growth. (SW6).</b></p> <p>5.1 Utilize surveys, department head feedback, walkthrough data, and CNA identified needs to create a menu of differentiated professional development topics.</p> <p>5.2 Recruit school staff, district personnel and contracted service providers to plan, calendar (PLCs,waiver days, 2 hours) and present a series of differentiated professional development activities that address both individual teacher needs and school wide initiatives</p> <p>5.3 Utilize PLCs, 21 hours, and waiver days to provide time for followup planning to integrate PD outcomes.</p> <p>5.4 Recruit school staff, district personnel or contracted service providers to provide 1:1 coaching as needed to guide teachers in embedding and strengthening PD outcomes in day to day instructional practices.</p>	<p>5.1/5.2-PD plan and calendar, PD evaluation survey data indicates 75% or higher satisfaction rate</p> <p>5.3 and 5.4 Increased usage of instructional practices aligned to four habits observed by administration in walkthroughs</p>
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**Priority 3 Efficient and Effective Operations at All Levels**

**Priority 3 Efficient and Effective Operations at All Levels-Action Oriented Decision Making**

<b>Achievement Gap</b>	<b>Theory of Action</b>	<b>Enabling Activity</b>	<b>Monitoring</b>
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<p><u>Four Domain Survey</u>                  “School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/ service decisions.” Majority rated at rarely or no response  <b>SQS Teacher Satisfaction</b>                  (% Return Rate, % Positive Rating)                  19/20 69.7% Ret, 47.3% +                  20/21 73.8% Ret, 59.2% +                  21/22 0% Ret, no data                  22/23 No Data Yet</p>	<p>School Improvement Team-If leadership team systemically creates an annual plan of action based on a comprehensive needs assessment, and routinely monitors the impact of the plan on student learning, then resources can be allocated effectively and adjustments in school initiatives can be made to strengthen instructional practices and optimize student academic growth.</p>	<p><b>Goal #6: School teams implement established data analysis processes for examining multiple data sources (including student and school data) to make action oriented operational decisions for continuous school improvement and student academic growth</b>                  6.1-All stakeholders maintain an ongoing process that analyzes data and includes feedback from all stakeholders (<b>SW2</b>) for school improvement and academic plan development (<b>SW1</b>), guide allocation of funds and use of resources, and reflect on and <b>analyze the effectiveness of enabling activities</b> in strengthening school culture and promoting academic growth of all students (<b>SW3</b>).                  6.1.1-Conduct quarterly academic plan/school initiative reviews with core department heads, Principal, and Curriculum Coordinator (Title I funded sub days (16 x 184.66 + fringe = \$3,224)                  6.2. All teachers provided time and support to participate in instructional data team processes aligned to school wide writing focus and/or content area priority standards (<b>SW6</b>).</p>	<p>6.1-Review CNA, Academic Plans, ART memos, meeting agendas, minutes and sign in sheets, powerpoint presentations                  6.1.1-Meeting agenda, minutes, sign in sheets, ART memos</p>
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**Priority 3 Efficient and Effective Operations at All Levels-Responsive Capacity Building**

Achievement Gap	Theory of Action	Enabling Activity	Monitoring
<p><b>Parent and Community Connections</b>  <u>Four Domain Survey</u>                  “Professional development programs for teachers include assistance in working effectively with families.” Majority rated at rarely or no response                  “Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students’ cognitive, socio-emotional, and physical development outside the classroom.” Majority rated at rarely or no response</p>	<p><b>Parent Outreach</b>-If families feel welcomed and connected to Iao School staff and engage as partners in the learning process, then there is a higher chance students will be supported in the home environment and will have the motivation to attend classes, meet behavioral expectations, and be receptive to receiving academic interventions to make academic gains.  <b>Community Connection</b>-If students and families begin to build connections with the high school, community college, and community business partners, it will support a successful student</p>	<p><b>Goal #7: Build connections with families and community to strengthen academic support in the home setting and successfully transition students to the high school.</b>                  7.1. Utilize school planners (Title I funded 3006-Instructional materials Planners/Folders \$8,083 (18902) \$917 (18935), 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 (<b>SW4, SW7</b>).                  7.2. Solicit parent/community attendance at venues (<b>SW7</b>) designed to 1) build school to family connection, 2)share information that supports student success in meeting academic and behavioral standards, 3) share information and gather feedback in the school improvement process/academic plan development (<b>SW2, SW4</b>), and 4) showcase student products, performances, and reflection on learning aligned to standards. (Title I 18935: \$800 refreshments, paper goods/supplies \$500)                  7.3. Enhance transition support between feeder schools and the high school and build connections with University of Hawaii Maui Campus to build student awareness of post-secondary education and the workforce</p>	<p>7.1 Annual review of school website, PCNC reports to principal                  7.2 Agendas and sign in sheets, Focus group feedback Event Evaluations                  Tracking parent outreach via Title I documentation processes                  •SQS survey will indicate a 5% gain in parent overall satisfaction.                  •Increase participation at the SCC community meetings (20 or more attendance)                  7.3 Anecdotal evidence of activities, sign in sheets, agendas,</p>

<p><b>SQS Parent Satisfaction-Involvement (% Return Rate, % Positive Rating)</b>                  19/20 12.2% Ret, 57.7% +                  20/21 40% Ret, % 70.80%+                  21/22 8.1% Ret, 67.7% +                  22/23 No Data Yet</p>	<p>transition to high school, upper education, and the workforce.</p>	<p>(Title I funded \$2,000 4801-Bus transportation) <b>(SW6)</b>.</p>	
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### 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 51% of students receiving free or reduced meals. Native Hawaiian (29%), Filipino (25%), 13% White (13%), and Pacific Islander (11%) students make up the majority of ethnicities within the school. Percentage of positive ELA SBA scores decreased in 2021/2022 to 37% and more than half of the students continue to test below proficiency on the diagnostic. Math scores made slight gains at 22% proficiency and diagnostic data is at 23% proficiency.*

**Describe here your current and continuing initiatives that will further advance your 2023-2024 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/place based learning, integration of differentiated professional development opportunities and students needs meetings built into the school daily schedule, trauma informed restorative practices, and a return to data team practices with a focus on writing across the curriculum, strengthening vertical and horizontal alignment of department priority standards and success criteria and use of common assessments.*

**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.*

<p><b>SY 2023-2024 <u>Measurable Outcomes</u></b></p>	<p><b>SY 2024-2025 <u>Measurable Outcomes</u></b></p>	<p><b>SY 2025-2026 <u>Measurable Outcomes</u></b></p>
<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 4% gain in favorable responses in the area of safety 64% to %68</li> <li>• School student surveys will indicate a 4% gain in favorable responses in the categories of school safety</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 4% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations.</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 4% gain in favorable responses in the categories of school safety, pedagogical effectiveness, and classroom rigorous expectations.</li> </ul>

<p>51% to 55%, pedagogical effectiveness 76%-80%, and classroom rigorous expectations 72% to 76%.</p> <ul style="list-style-type: none"> <li>• School wide attendance will increase by 2% towards meeting the 95% state goal. 89.81% to 92%.</li> <li>• Decrease in total number of behavior incidents 2019-2020: 1,441 incidents, 2020-2021: 101 incidents, 2021-2022: 708 incidents, 2022-2023: 671 incidents</li> <li>• Student proficiency scores on the math SBA will increase by 5% from.</li> <li>• Student proficiency scores on the ELA SBA will increase by 5% from 37% to 42%</li> <li>• Percent of EL students on track to English language proficiency will increase by a minimum of 5%. 0 to 5% 50% of EL grade 6 students will achieve growth on the annual ACCESS assessment.</li> <li>• Increase the attendance rate for Pacific Islanders by 5% from 86.53% to 90% .</li> <li>• Decrease the number of EL students at 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 03/31/23 data: ELA-1, Math-8, Science-10, Social Studies-6 (note-ELs placed in pullout ELA for grade 6)</li> <li>• Inclusion LRE placements in the general education setting will increase by 4% from 54% to 58%</li> <li>• SQS survey will indicate a 4% gain in parent overall satisfaction-involvement to 72%</li> </ul> <p><b>(% Return Rate, % Positive Rating)</b>          19/20 12.2% Ret, 57.7% +          20/21 40% Ret, % 70.80%+          21/22 8.1% Ret, 67.7% +          22/23 No Data Yet</p>	<ul style="list-style-type: none"> <li>• SQS survey will indicate a 4% 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 Previous year data</li> <li>• Student proficiency scores on the math SBA will increase by 5%.</li> <li>• Student proficiency scores on the ELA SBA will increase by 5%</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 4% from previous year</li> <li>• SQS parent survey will indicate a 5% gain in parent overall satisfaction for involvement</li> </ul>	<ul style="list-style-type: none"> <li>• SQS survey will indicate a 4% 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 Previous year data</li> <li>• Student proficiency scores on the math SBA will increase by 5%.</li> <li>• Student proficiency scores on the ELA SBA will increase by 5%</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 4% from previous year</li> <li>• SQS parent survey will indicate a 5% gain in parent overall satisfaction for involvement</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 indicates perceptions are improving 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</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 strengthen practices that build a nurturing learning environment. The school continues to integrate trauma responsive 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</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</li> </ul>

<p>how to identify lagging skills contributing to student misbehavior and provision of appropriate interventions.</p> <ul style="list-style-type: none"> <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 dropped last year.</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>the understanding of school values and what it means to be a contributing citizen.</p> <ul style="list-style-type: none"> <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 support for students.</li> </ul>	<p>helps all students strengthen foundational skills in reading, writing, and math.</p>
<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>• BERCC 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>• BERCC 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>• BERCC 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>

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

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>Integrating trauma informed restorative practices into the school discipline and intervention procedures. 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>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. Grade level teams are designing interdisciplinary units of instruction with a focus on hands on, place based learning</li> <li>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>Iao School will assess inclusion practices, pull out settings and curricular materials and adjust master schedule and professional development to ensure students with disabilities are receiving effective individualized instruction.</li> <li>Iao School will continue to provide distance learning for interested families.</li> <li>Professional learning community groups are utilizing the procedures for effective data teams to strengthen student skills in the area of writing.</li> <li>Reinvigorate team and department data teams to address reading, writing and math across the content, Social Studies inquiry anchor standards and NGSS cross cutting concepts and practices.</li> </ol>	<p><b><i>Please describe your Conditions for Success:</i></b></p> <ol style="list-style-type: none"> <li>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>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 including strong alignment to priority standards.</li> <li>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>Co-teachers need dedicated time to meet for analysis of data, lesson planning, and developing modifications and/or accommodations for instruction and assessments. Pullout instruction needs to be aligned to grade level standards while providing foundational skill building support to address individual IEPs.</li> </ol>

	<ol style="list-style-type: none"><li>5. Ensure online curriculum is available and teachers can provide effective virtual instruction.</li><li>6. 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.</li><li>7. Develop Three year pd plan with clear outcomes that integrates teacher choice and voice.</li></ol>
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