



Three-Year Academic Plan 2017-2020

Hawaii School for the Deaf and the Blind

**3440 Leahi Avenue,
Honolulu, HI 96815**

Submitted by Dr. Angel Ramos	Date
<i>Angel M Ramos</i>	<i>4.30.19</i>
Approved by CAS Rochelle Mahoe	Date
<i>Rochelle Mahoe</i>	<i>05/02/2019</i>

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Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

Comprehensive Needs Assessment are addressed and noted in parentheses.

1. Need: Written curriculum maps/pacing guides to be converted to curriculum that include formative assessment for all classes. (CNA pg. 13)
2. Need: Assessment portfolio (including classroom assessments and school wide assessments) appropriate for D/HH students with systematic data collection, analysis, and decision making (data teams). (MAP does not accurately measure academic progress of students who are D/HH.) (CNA pg. 7)
3. Need: Higher expectations need to be expressed by all faculty and staff for all students. Students must be accountable for their learning, and teachers need to be accountable for their teaching, assessing and re-teaching for mastery for all students. (CNA pg. 12, 13, 15)
4. Need: Improve attendance and on-time classroom performance by all students through a well-rounded Positive Behavioral Intervention and Support (PBIS) system that includes student wants such as athletic opportunities during and after-school. (CNA pg. 8)
5. Need: Provide students with the skills they need to successfully obtain a high school diploma and pursue a postsecondary education or career upon graduation. *Increase graduation rates with diplomas - look at established high school graduation rates with diplomas vs certification rates.* (CNA pg. 8, 9, 10)
6. Need: Continuous professional development in writing quality IEPs based on student needs. (CNA pg. 11, 12)
7. Need: Students need college preparedness. (CNA pg. 10)

Addressing Equity: Sub-Group Identification Source: SSIR 2015-16

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

The school's sub groups are ELL and the Ethnic populations as Native Hawaiians are the majority of students (over 27%) at the school, followed by Filipinos (30%), Marshallese and Chuukese (23%) students. All students receive American Sign Language as their first language followed by English. All students receive Deaf Education curriculum as part of their foundational learning and SPED services based on their IEP needs.

Free and Reduced-cost lunch 63% (39/62)

Homeless 0%

SPED 100% (62/62)

Asian/Pacific Islander 95%

ELL 35% (22/62)

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Dr. Angel Ramos, Principal	1. Goal 1: EA 2; Goal 2: EA 1, 2
2. Steve Laracuenta, Vice Principal	2. Goal 1: EA 4; Goal 3: EA 2, 4
3. Dani DiDonna, Curriculum Coordinator	3. Goal 1: EA 1a, 1b; Goal 2: EA 5
4. Department Heads - Elementary School & Upper School (2)	4. Goal 1: EA 1c; Goal 3: EA 5, 7
5. Joshua Smith, Technology Coordinator	5. Goal 3: EA 8
6. Dani DiDonna, Data Coach	6. Goal 1: EA 3
7. Ronald Lake, Student Services Coordinator	7. Goal 2: EA 3; Goal 3: EA 6, 9
8. Tom Graham, Registrar	8. Goal 2: EA 4; Goal 3: EA 1
9. Taryn Napoleon, Counselor	9. Goal 3: EA 3
10. Honolulu District, SPED RTs,	10. Goal 2: EA 3

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

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

Outcome: By the end of three years,	Rationale:
<p>By 2020, all teachers will have a comprehensive spiraling curriculum that is standards based (Common Core State Standards (CCSS), Next Generation Science Standards (NGSS)) and includes evidence-based Deaf Education strategies.</p> <p>By 2020, HSDB will have formative and summative assessment tools that accurately measure progress and achievement of HSDB's Deaf and hard of hearing (D/HH) students, including content area tests that are translated to ASL, which will supplement state assessment instruments.</p>	<p>There is currently no Deaf education curriculum based on CCSS, so the school's academic coach and sub-contracted provider from The Center for Research and Training in Framingham, MA, spent most of SY 14-15, 15-16 aligning goals and objectives specific to deaf students to CCSS. Providers Catapult and TLC also worked with core content area teachers to begin crafting pacing guides, an expectation for all teachers in SY 2015-16. Teacher strategies were also modeled, team taught, and observed year long. Unit alignment, both horizontal and vertical included lesson plans inclusive of ASL benchmarks based on CCSS were put together for all curricula. However, classroom walk throughs and coach feedback indicated that teachers were not implementing lesson plans that Catapult and academic coach put together for teachers.</p> <p>With Hawaii DOE moving toward adoption of the Next Generation Science Standards (NGSS), HSDB teachers need to be fully trained in incorporating NGSS into the curriculum from preschool to 12th grades.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>Curriculum in English reading and writing, math, ASL and STEM will be developed specifically for deaf and hard of hearing (D/HH) students and aligned to the Common Core State Standards/NGSS in all grade levels (Preschool through 12th grade).</i></p>	<p>1. All Curriculum maps and Pacing Guides will be completed by the end of SY 2017-18 2018-19</p> <p>a. Continue to develop spiraling curriculum maps and pacing guides, formative assessments, and evidence based teaching</p> <p>b. Listed assessment strategies for Literacy/STEM in deaf education in both dual language of American Sign Language (L1) and English (L2).</p> <p>c. Implementation of written curriculum by all teachers daily.</p> <p>d. Curriculum maps and pacing guides are posted on school website (Edlio). Changed to Schoology or Canvas Learning Management System May 2018; and Bright Space April 2019.</p>	<p>2017-2018 2018-2019</p>	<p>1. Curriculum Coordinator (including a and b), Administrators</p> <p>c. Department Heads</p> <p>d. Technology Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>Completed curriculum guides/pacing maps posted on school's online system.</p> <p>Walkthrough data and curriculum coach monthly checks will report that 85% of teachers are observed to be teaching the written curricula.</p> <p>Year 1: 75% of teachers will have completed curriculum maps/pacing guides.</p> <p>Year 2: 90% of teachers will have completed curriculum maps/pacing guides.</p> <p>Year 3: 100% of teachers will have completed curriculum maps/pacing guides.</p>

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	<p>2. Improve student reading levels:</p> <ul style="list-style-type: none"> a. Develop or purchase summative schoolwide assessment tools appropriate for students who are Deaf or hard of hearing (i.e. something similar to ASLAI). b. Comprehensive list of assessment tools developed/purchased for use with HSDB's D/HH students. c. Purchase ASL Bilingual/Bicultural Curriculum (by T. Czubek, K. Di Perri), Bedrock Literacy Curriculum, University of Colorado Fingerspelling strategies, Manipulative Visual Language (MVL-T) services, to support the literacy curricula. d. Purchase STEMscopes science curriculum to be implemented SY19-20. e. Purchase books/ebooks, reading resources for students to build reading/writing fluency and reading interests (Accelerated Reader). 		<p>Principal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A 	<p>Qtr 1: 50% of Deaf students will show an increase in Lexile level. Baseline established in August of each year..</p> <p>Qtr 2: 60% of Deaf students will show an increase in Lexile level.</p> <p>Qtr 3: 75% of Deaf students will show an increase in Lexile level..</p> <p>Qtr 4: 90% of Deaf students will show an increase in Lexile level.</p>
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	<p>f. Create ELO Reading Academy to increase the amount of reading time by students on Saturdays and during the summer (6 weeks-24 days).</p> <ul style="list-style-type: none"> i. Hire PTTs/EAs and Coordinator ii. Provide for transportation costs (mileage) and purchase supplies such as: eBooks and electronic library sets, traveling library sets, VL2 apps (Story Books), ASL stories, subscriptions such as Life Magazine, Time for Life and National Geographic for Kids, etc. <p>g. Provide students with technology equipment for students to take home to continue academic studies:</p> <ul style="list-style-type: none"> i. Devices (computers /eReaders), hotspots for households without internet capability, insurance coverage for devices to be signed out and brought home; replaced as needed. 				
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<p><i>Data Teams are the norm for teachers to articulate student needs based on formative and summative data. Teachers collaborate and invest time to adjust teaching strategies and practices to meet student needs.</i></p>	<p>3. Data Teams to be reestablished with a schedule and process to be adhered to:</p> <ul style="list-style-type: none"> a. Teachers will collect and report data from MobiMax; Accelerated Reader, Achieve 3000, IXL, ASL school test, at regular intervals b. Teachers will incorporate varying strategies to meet student needs according to data, teacher observation and Curriculum Coordinator suggestions. c. Student learning is monitored for growth in ELA, Math, Science and ASL through data teams. 		<p>Data Coach</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A 	<p>Minutes from Data Team meetings include a list of strategies used to address specific student IEP needs.</p> <p>Monthly admin/curriculum coach walkthroughs using approved form will show an increase in ELA/Math proficiencies by 5-7% quarterly.</p> <p>Results from recently administered standardized tests, Quarterly IEP Progress Reports, Report Cards will be included in DT meetings.</p>
<p><i>The written curriculum is the taught curriculum.</i></p> <p>Year 1: 50% of teachers will participate in teacher walkthroughs and reflect on self practices.</p> <p>Year 2: 75% of teachers will participate in teacher walkthroughs and reflect on self</p>	<p>4. Implementation of written curriculum is observed monthly by administrators, Curriculum Coordinator, and district/state personnel.</p> <ul style="list-style-type: none"> a. Teachers will participate in classroom walkthroughs each semester b. School created walkthrough form is used to collect data on school initiatives such as the written curriculum is observed as the taught 		<p>Vice Principal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A 	<p>Qtr 1: Classroom walkthroughs show that teachers are observed teaching CCSS/NGSS and are incorporating deaf strategies throughout lessons. Student work samples show an increase in meeting CCSS/NGSS. Baseline established Year 1/Qtr1.</p> <p>Qtr 2: Classroom walkthrough data and student work samples show an increase in meeting CCSS/NGSS baseline data increases 5-7% in both teaching</p>

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<p>practices.</p> <p>Year 1: 100% of teachers will participate in teacher walkthroughs and reflect on self practices.</p>	<p>curriculum.</p> <p>c. Monthly admin/curriculum coach walkthroughs using school created form will show an increase in CCSS/NGSS being taught in all classes. Baseline will be established Year 1, quarter 1.</p>				<p>CCSS/NGSS with deaf strategies and student work samples.</p> <p>Qtr 3: Classroom walkthrough data increases 5-7% in teaching CCSS/NGSS with deaf strategies. Data increases 5-7% in both teaching CCSS/NGSS with deaf strategies and student work samples.</p> <p>Qtr 4: Classroom walkthrough data increases 5-7% in teaching CCSS/NGSS with deaf strategies. Data increases 5-7% in both teaching CCSS/NGSS with deaf strategies and student work samples.</p>
<p><i>Curriculum maps and pacing guides are fluid, rigorous and are kept current, including assessments and evidence based/deaf ed practices that are frequently updated.</i></p> <p><i>Completed curricula maps are available on Edlio CANVAS for teachers of the Deaf and Hard of</i></p>	<p>5. Curriculum maps and pacing guides are used to develop spiraling curriculum.</p> <p>a. Update curriculum maps and pacing guides to include formative assessments, and evidence based teaching and assessment strategies for Literacy/STEM in deaf education in both dual language of American Sign Language (L1) and English (L2).</p> <p>b. Conduct vertical</p>	<p>2018-2020</p>	<p>Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>TRIPOD and SQS will be referred to in monitoring student satisfaction, involvement/engagement.</p> <p>Walkthroughs, minutes from data team meetings, PD documents, PD Plan, and PD sign-in sheets and curriculum maps themselves will be used to document enabling activities.</p> <p>Qtr 1: Student work samples show an increase in meeting CCSS/NGSS. Baseline</p>

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<p><i>Hearing statewide.</i></p> <p>SQS - Teacher Involvement/Engagement will show an increase: Year 1 by 10% Year 2 by 10% Year 3 by 10%</p>	<p>articulation 2x/year to review standards covered and areas of need to prepare for following year.</p> <p>6. Provide training for new teachers, and teachers needing supports. PD based on:</p> <ul style="list-style-type: none"> a. literary English and ASL skills b. teacher request c. data gathered during administration walkthroughs <p>7. Curriculum will be available for review on the HSDB Website.</p> <ul style="list-style-type: none"> a. School website is frequently updated and is ADA compliant to meet state/federal guidelines. 		<p>Vice Principal</p> <p>Technology Coordinator</p>		<p>established Year 1/Qtr1.</p> <p>Qtr 2: Student work samples baseline data increases 5-7%.</p> <p>Qtr 3: Student work samples baseline data increases 5-7%.</p> <p>Qtr 4: Student work samples baseline data increases 5-7%.</p>
<p><i>Resources are sought after and used to support student growth.</i></p>	<p>8. All teachers will preserve lessons online that students are able to use as a re-teaching/ learning resource.</p> <ul style="list-style-type: none"> a. Resource Lesson Bank created and shared on school website. b. Teachers are given the resources needed to create professional videos of themselves teaching lessons. 	<p>SY 2017-20</p>	<p>ELL/ Technology Coordinators, Curriculum Coordinator, District/State ELL RTs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Qtr 1: 100% of all classroom teachers will each produce at least 2 video lessons by the end of the quarter.</p> <p>Qtrs 2 - 4: Teachers continue to add at least 3 video lessons to bank per qtr.</p> <p>Qtr 1: Video bank will be created and store initial teacher created video lessons as</p>

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	<p>c. Bank of recorded lessons taught are established and updated each week.</p> <p>d. Log of video bank monitored for use.</p>				<p>monitored by CC/Tech Coord.</p>
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<p><i>Transition programs are established to provide all students success at all levels including post-secondary (job opportunities to 11th and 12th graders).</i></p> <p>Year 1: 50% of students enrolled in Running Start successfully complete course(s).</p> <p>Year 2: 60% of students enrolled in Running Start successfully complete course(s).</p> <p>Year 3: 100% of high school students will have a Personal Transition Plan that will be monitored semesterly.</p>	<p>9. PreK-Kinder program and outer island students are provided with supports for seamless transition.</p> <p>10. Provide seamless transition of students from high school to college or work.</p> <ol style="list-style-type: none"> a. Transition Coordinator will work with Dept. of Vocational Rehab throughout the year to provide students with a variety of training opportunities such as CTE. <ol style="list-style-type: none"> i. Purchase uniforms and equipment to support CTE programs. b. Transition Coord. will establish relationships with the community college Running Start programs. c. Enroll qualified students in community colleges Running Start program. d. Provide college readiness classes for juniors and seniors. e. Provide personal transition planning classes starting with 	<p>SY 2018-20</p>	<p>Transition Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>Student enrollment in the Running Start program are monitored through bi-monthly checks.</p> <p>Qtr 1: Student grades and work samples show an increase in meeting CCSS/NGSS. Baseline established Year 1/Qtr1.</p> <p>Qtr 2: Student grades and work samples baseline data increases 5-7%.</p> <p>Qtr 3: Student grades and work samples data increases 5-7%.</p> <p>Qtr 4: Student grades and work samples data increases 5-7%.</p> <p>80% of graduating Deaf students (as opposed to Deaf Plus students) will receive a high school diploma.</p>
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	<p>freshman through seniors.</p> <p>f. Provide field trips for vocational exploration, adult services, post-secondary education programs and connected to current academics for all transitioning students.</p> <p>i. Trip to Gallaudet University, Washington DC, for 6 transitioning students, 2 teachers and 1 admin., to include registration, airfare, per diem for students and adults, ground transportation and baggage fees. Close-Up program (trip to Wash DC) will be used to provide students with these experiences.</p> <p>11. Students have the option of pursuing a high school degree from 4-6 years.</p> <p>12. Hire needed personnel:</p> <p>a. ASL Immersion Teacher to assist new students with no/low ASL skills.</p>				
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	<p>b. Media Teacher to provide media classes to students including film and video production; editing, photography, graphic design, yearbook, and teach students visual communication strategies. MT will also assist teachers with developing their Schoology Learning Management System (LMS) lessons including videotaping and editing.</p> <p>c. PTTs to tutor students in reading throughout the school day and evenings.</p>				
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Goal 2: Staff Success. HSDB has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<p>Outcome: By the end of three years,</p>	<p>Rationale:</p>
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Teachers and special education support staff will demonstrate their knowledge of state standards and are efficient at using curriculum maps and pacing guides to create curriculum that include evidence-based Deaf Education practices so that learning occurs from all quadrants throughout student enrollment - increase rigor, student proficiencies in all core classes and ASL.

Teachers will write comprehensive IEPs that address student needs in timely fashion - know SPED/504 process and can act upon addressing student needs.

Teachers will have established articulation time to discuss systems of support for students, as well as time for discussions regarding best practice in Deaf Education; with administration's support as needed.

Each teaching department, or content area team, will participate in a professional development book study to develop teacher clarity around students areas of need.

Classified Staff, such as Educational Aides, Cafeteria workers, Custodians, Dormitory Houseparents, Daytime Security personnel, Related Service Providers (for example, Occupational Therapists, Physical Therapists, Behavioral Health Specialists and Speech/Language Pathologists), the School Nurse and the Office staff will demonstrate their knowledge of American Sign Language (ASL) and procedures for maintaining a safe school environment for the students.

A review of HSDB's student IEPs have shown a lack of consistency among teachers in developing the IEPs.

Inaccuracies have been found in the IEPs developed by our teachers. These IEPs are legal documents that must be written well and in compliance with federal regulations.

Since most teacher training programs do not provide students with adequate training on IEPs, the District and/or HSDB needs to provide teachers with training to develop IEPs that accurately address student needs and meet federal regulations.

Teachers will be developing units of study, curriculum maps, and pacing guides. In order for these documents to maintain a level of fluidity from one grade level to the next there needs to be an established time for articulation. Administration, and instructional school leaders, may also join in on this meeting time in order to support teachers in their work, when necessary.

Staff led professional development through book studies will aid teachers by strengthening their understanding and expanding their perceptions of teacher best practice.

Teachers are not happy with the direction the school has been on. On the SQS, Teacher Well-Being moved from 57.6% in 2015 to 66.6% in 2016. Teacher Satisfaction dropped from 41.5% in 2015 to 35.5% in 2016. Involvement and Engagement also decreased from 50.7% (2015) to 37.7% (2016). Student numbers increased in all three areas. They have also shared that it is too expensive to live in Hawaii based on the current teacher salary rate and thus move back to the mainland USA. Current SSIR data also show that only 2 of 15 teachers at the school more than 5 years. HSDB should explore the option of being designated a hard to fill

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<i>Training and professional development will be provided to develop formative and summative assessments that are inclusive of Deaf Education strategies as well as aligned with CCSS, NGSS, C3, and HCPS III.</i>	1. Provide professional development to continue producing curriculum and formative assessments for all HSDB teachers to include evidenced-based Deaf Education strategies by building curriculum maps and pacing guides in all content areas that are aligned with CCSS, NGSS, and C3.	2017--2020	Principal	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A	SQS - teacher satisfaction with job, inclusion practices increases from current 35.5% SSIR - teacher retention rate increases from current 13%. Walkthroughs, minutes from data team meetings, PD documents, PD Plan, and PD sign-in sheets and curriculum maps themselves. Post summer institute surveys monitored to track teacher and EA satisfaction of course offerings and future course development.
	a. Establish partnership with Fremont School for the Deaf to work on curriculum, instruction and assessment design, inclusive of ASL practices.	2017 - 2020			
	2. Three day summer institute 2018-2020 for HSDB, Oahu and outer island teachers of D/HH students to be offered each summer. To include: <ul style="list-style-type: none"> a. teacher stipends b. interpreter 				

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<p><i>HSDB will use technology to assist in student learning and assessment, and, will communicate with faculty & staff, parents, and the community through online resources.</i></p> <p>Year 1 Baseline Year 2 +7-10% Year 3 +7-10%</p>	<p>services</p> <p>3. Purchase and/or create curriculum that use formative and summative assessment tools to supplement Deaf and Hard of Hearing students needs, such as IXL Math, Achieve 3000, Accelerated Reader, Accelerated Math, Mobimax, and Learning Management Systems such as CANVAS (HS) and BrightSpace (ES/MS).</p>	<p>2017-2020</p>	<p>Principal</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>School created/purchased formative and summative assessments. Baseline to be established Year 1. Student proficiencies will increase by 7-10% yearly.</p> <p>Qtr 1: Student grades and work samples show an increase in meeting CCSS/NGSS. Baseline established Year 1/Qtr1.</p> <p>Qtr 2: Student grades and work samples baseline data increases 5-7%.</p> <p>Qtr 3: Student grades and work samples data increases 5-7%.</p> <p>Qtr 4: Student grades and work samples data increases 5-7%</p>
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<p><i>Training and professional development will be provided for teachers to develop and write quality IEPs and SPED support for HSDB teachers so that the faculty has a clear understanding of the IEP process.</i></p>	<p>4. Continuous PD for IEP development and SPED training for HSDB teachers that include clear and concisely written PLEPs that accurately reflect student's needs. Goals are clear, measurable and connected to student needs as outlined in the PLEP.</p> <ul style="list-style-type: none"> a. IEP quality check inclusive of school/district personnel to be followed up by needed PD immediately to make necessary adjustments to improve quality IEP skills of HSDB Teachers. b. Staffing meetings will be conducted 14 calendar days before IEP meeting date. c. New teachers will receive training on completing IEPs. 	<p>2017-2020</p>	<p>SSC (will receive support from Honolulu District and SPED RTs)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A 	<p>100% of IEPs will show clear and concisely written PLEPs that accurately reflect student's needs. Goals will be clear, measurable and connected to student needs as outlined in the PLEP.</p> <p>Report from quality check and follow up PD provided.</p> <p>Year 1: 90% of staffing meetings will be conducted within the 30 days mandated.</p> <p>Year 2 & 3: 100% of staffing meetings will be conducted within the 30 days mandated.</p>
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<p><i>Professional learning is provided throughout the year to improve school culture and shared understanding and expectations.</i></p>	<p>5. In order to provide clarity and build on best practices, teachers and administrators will participate in at least two book studies, one book per semester, and/or participate in professional learning opportunities through attending a conference:</p> <ul style="list-style-type: none"> a. At least 1 Deaf Ed Conference to be held at HSDB, with one in summer prior to SY (Summer Institute for SY 2019). Leaders in Deaf Education will be invited to participate in both conferences. Teachers statewide, of Deaf students, will be invited to attend. b. 2020 CEASD, Pennsylvania School for the Deaf, Pennsylvania c. Bring in Deaf speakers who are successful in their fields, to boost student confidence and self efficacy. d. Presenters for 2 PD days - TBD. <p>*Out of state trips to include airfare, per diem, excess lodging, car rental and baggage fees.</p>		<p>Administrati on, Curriculum Coordinator, DHs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other Supplemental Request <input type="checkbox"/> N/A 	<p>Minutes from PLC/Department meetings.</p> <p>SQS Teacher Satisfaction will increase from baseline SY 2016 of 35.5% by 5-8% yearly.</p> <p>SQS Teacher Involvement/Engagement will increase from baseline SY 2016 of 37.7% by 5-8% yearly.</p>
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Goal 3: Successful Systems of Support. The system and culture of HSDB works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Mentoring from a teacher of the D/HH for teachers new to HSDB. Mentoring will continue for up to 3 years, during the probation period.</p> <p>Support for all teachers so they will have common planning and articulation time to work on curriculum, gather and analyze student data with the proposed bell schedule that will bring back the 2:15 pm end of instructional time beginning during the School Year 2017-2018.</p> <p>System of support for student achievement using a growth mindset, Emotional/Behavioral/Social monitoring and improved attendance.</p> <p>Extend students milieu (expand social/cultural factors) knowledge base through extended learning experiences including a viable summer work/academic program.</p> <p>Teachers will have a consistent support system in place to ensure that appropriate IEPs are developed for all HSDB students.</p> <p>Teachers will have a consistent support system in place to ensure that Quarterly IEP Progress Reports are completed on a timely basis and include comments for each objective.</p> <p>By the end of 2020, HSDB will have an extensive summer program that includes work study and academics.</p> <p>By the end of 2020, HSDB will have a viable Learning Management System (LMS), using Schoology, that will provide online instructions to students and parents.</p> <p>By the end of 2020, HSDB will have a system of support that enables</p>	<p>A self study shows that HSDB Teachers need to show consistency with writing SMART objectives in their students' IEPs.</p> <p>A self study of Quarterly IEP Progress Reports shows that most reports do not have any comments to clarify progress or the lack thereof.</p> <p>Research shows that for students to be successful, to strive for success and attain a growth mindset, they need to be exposed to new experiences outside their current environment.</p> <p>Teachers have informed administration that they need more time during the school day for collaboration with colleagues.</p> <p>Most students in academic classes do not have time to participate in work-study programs during the academic school year.</p>

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both the certificated and classified staff to maintain a safe environment for the students that will enable the students to focus on learning.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>Students will feel welcomed and enthusiastic to not miss classes. With a positive growth mindset and belief in their abilities to succeed, student attendance will show an increase.</i></p>	<p>1. Develop an attendance program to include: calling parents whenever a student is absent; require meeting with parents after 5 unexcused absences.</p> <p>a. Have monthly lunch with administrators and teacher for those students with exemplary attendance.</p> <p>b. HSDB Certificated and Classified staff will maintain a safe environment to motivate the students to attend school on a daily basis.</p> <p>c. LDS (Longitudinal Data System) - attendance rates will be monitored daily and Parent Educator to contact parents whose child has 5 unexcused absences.</p>	<p>SY 2017-18</p>	<p>Registrar</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other Supplemental Request</p> <p><input type="checkbox"/> N/A</p>	<p>SIS (Student Information System) - attendance rates will continue to show that students are attending school on a regular basis.</p> <p>At least 20% of students will receive certificates for excellent attendance quarterly.</p> <p>The number of unexcused absences will be equal to or below state standard. SY 2018-19 current absence rate is 92%.</p>

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	<p>d. Log of phone calls/letters sent home are monitored weekly by PCNC/ administration/counselor using Google shared docs.</p> <p>2. Attendance program is analyzed and improved as needed to become systematized throughout the school.</p>	<p>SY 18-20</p>			
	<p>3. ELO (Extended Learning Opportunity) programs for after school, Dorm program and Reading Academy (weekends and summer programs), to encourage students to continue learning in school.</p> <p>a. PTTs/PPTs hired to run ELO programs for students (after school, evenings, weekends and summer learning opportunities) to develop social and emotional skills needed to be successful in and out of school.</p> <p>b. Transportation for non-residential students to participate in ELO program.</p> <p>c. Homework assistance is provided to all residential students.</p>	<p>SY 2017-20</p>	<p>Vice Principal</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>Attendance report for ELO program shows consistent attendance for 85% of participants.</p> <p>Qtr 1: The % of students participating in ELO who receive ISAS will be less than the % of students NOT participating in ELO who receive ISAS.</p> <p>Qtrs 2 - 4: The GPA of students participating in ELO will be greater than those students not participating in ELO.</p> <p>Qtr 1: 50% of ELO students will show an increase in Lexile level. Baseline established in August of each year..</p> <p>Qtr 2: 60% of ELO students</p>

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	<p>d. Field trips to various sites around the island for day and residential students to expand vocabulary, apply ASL/English, writing skills to culminating video projects (QR code project for Deaf visitors).</p> <p>e. Supplies provided to expand current library resources.</p> <p>f. Classes offered after school and during summer to include, but not limited to, cooking, robotics, STEM, coding, sports, dancing and gardening. Supplies provided to teach students new skills and expand vocabulary.</p> <p>ELO programs to include the costs of PTT/PPT salary, milage, airfare, car rental, snacks, and purchase books.</p>				<p>will show an increase in Lexile level.</p> <p>Qtr 3: 75% of ELO students will show an increase in Lexile level..</p> <p>Qtr 4: 90% of ELO students will show an increase in Lexile levels.</p>
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<p><i>School Counselor will assist with providing students with a positive growth mindset and belief in their abilities to succeed, student attendance will show an increase, and students will report satisfaction with supports provided at school.</i></p>	<p>4. Counselor ASCA goals are framed around students with BSPs</p> <ul style="list-style-type: none"> a. Increase GPA b. Reduce behavior referrals 1st and 2nd referrals by 10% for 3rd and 4th quarters. c. Reduce student absences. 	<p>Year 1</p>	<p>Counselor</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>By May 26, 2018 BSP students will increase their GPA by .5, from the previous year's final GPA.</p> <p>Qtr 1 Set baseline and monitoring system for all students BSPs.</p> <p>Qtr 2 Student GPAs will increase by .16%</p> <p>Qtr 3 Student GPAs will increase by .17%</p> <p>Qtr 4 Student GPAs will increase by .17%</p>
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	<p>5. Positive Behavioral Intervention and Support (PBIS) training and implementation for instructional staff and students.</p> <ul style="list-style-type: none"> a. Each department (elementary/upper) will develop a behavior matrix for all academic and department specific time periods. b. As a whole school, a behavior matrix will be developed for common areas such as the cafeteria, library, office, etc. c. Counselor creates a guide that includes a Social/Emotional Learning (SEL) curriculum that will be taught to students at all grade levels at least a half hour per week. Students will learn appropriate Social/Emotional/Behavioral skills to cope with a variety of social and school situations. d. Purchase supplies for PBIS store to support reading and math literacy (books, eReaders), school supplies, 	<p>SY 2017-20</p>	<p>Counselor</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Supplemental Request <input type="checkbox"/> N/A 	<p>Character Ed/Anti Bullying program pacing guide is posted on Schoology.</p> <p>SEL/Anti bullying monthly agendas/flyers are created, shared and build upon skills being taught/monitored throughout the month.</p> <p>Quarterly Recognition Awards for students and teachers who consistently follow "CARES" show an increase of 7-10% yearly. Baseline established SY2017-18.</p>
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	<p>backpacks, pens/pencils/erasers, calculators.</p> <p>e. The Anti-Bullying program continues to be provided by the school counselor along with SEL throughout all grade levels.</p> <ul style="list-style-type: none"> ● Monthly Anti-bullying/Character Ed assembly to share message for the month; skills to practice. 				
<p><i>Parent involvement and continuous support are fostered through community outreach opportunities.</i></p>	<p>6. For parent support and engagement, parents will participate in workshops and training, such as Family Learning Vacation (FLV), Deaf Mentor, 'Ohana Night and Shared Reading Program (SRP) to learn to support deaf and hard of hearing children in Literacy/STEM in both ASL (L1) and English (L2), developed and coordinated by PCNC:</p> <p>a. Parents trained in how to read and support students literacy needs with the Shared Reading Program (SRP).</p> <p>b. Bringing workshops such as ASL Family class and</p>	<p>SY 2017-18</p>	<p>Vice Principal</p> <p>Parent Liaison</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other</p> <p>Supplemental Request</p> <p><input type="checkbox"/> N/A</p>	<p>SQS (School Quality Survey) - student/parent improvement in feeling welcome at school, satisfied.</p> <p>Parent Engagement Agendas/Sign-In sheets</p> <p>Semester parent workshops plus summer FLV will include post surveys to measure effectiveness. Baseline established Summer 2017.</p> <p>Increase parent participation in ASL classes by 10% annually using SY 2016-17 baseline of participation.</p> <p>Quarterly parent newsletter to</p>

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	<p>SRP to neighbor island parents to support deaf and HH students' Literacy/communication needs.</p> <p>c. PCNC position continued to be in support of the 'Ohana (Parent) Liaison as needed.</p> <p>d. Online, on-site and on-campus ASL classes to be offered to HSDB, Oahu and outer island parents of D/HH students.</p> <p>e. School website (Parent information) updated monthly.</p> <p style="padding-left: 20px;">i. is ADA compliant</p> <p>f. Interpreters hired for all parent meetings, admin meetings, district support, district/state mandated meetings.</p>				<p>include SEL/Anti Bullying message of what focus is for each month.</p> <p>Quarterly parent meetings.</p>
<p>Student voices are valued in improving school culture.</p>	<p>7. Include student voices from the Student Body Government (SBG), in improving school culture and safety. For example, improving school activities and initiatives at the school such as athletics programs and opportunities to interact with other schools, bullying initiatives,</p>	<p>SY 2017-20</p>	<p>Department Heads (Elementary/ Upper) Principal Vice-Principal SBG</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Request <input type="checkbox"/> N/A</p>	<p>Quarterly student surveys report enjoyment and satisfaction with school.</p> <p>SQS SY 2016 baseline is 98.1%.</p> <p>Minutes of SBG meetings.</p> <p>Minutes of ILT meetings.</p>

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	<ul style="list-style-type: none"> a. Minutes from SBG are incorporated into leadership meetings b. Monthly SBG meetings among students including monthly SBG meetings between SBG officers and administration. c. Residential SBG meetings are held monthly among students. d. Close UP convention; introduction to government/legislature in Washington DC., May 3, 2020. 		<p>Advisor(s)</p>		
<p>Systems are in place as a part of welcoming new students to the school, and, IEP monitoring for quality control.</p>	<p>8. Create systems to include:</p> <ul style="list-style-type: none"> a. incoming students are registered for appropriate classes, teachers/EAs are informed prior to students starting school. b. to review various IEPs to check for quality written goals based on PLEP, and, quarterly assessments that report how student is progressing on meeting goals through teacher comments and data gathered. 	<p>SY 2017-18</p>	<p>SSC, District RTs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Quarterly quality assurance review of a variety of IEPs.</p> <p>System set in place for registering new students, and communicated efficiently to all relevant personnel.</p>

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	<p>nighttime security Sunday - Thursday evenings when residential students are in dormitories.</p> <p>f. Night security force will be provided with ASL instructions and company encouraged to hire ASL signers.</p> <p>g. Dormitory manual for both parents and house parents will be updated yearly.</p>				houseparents and students.
<p>Students are given real life experiences as part of their education.</p>	<p>11. Summer CTE Program to enhance student experiences within the work world.</p> <p>a. Purchase culinary arts supplies, ingredients for all cooking classes, coding/robotics, circuit mazes, LEGO Boost robotics/kits, etc.</p> <p>b. Purchase uniforms, work shoes, independent living kits, home maintenance kits, culinary kits and bus passes.</p> <p>Year 1: CTE program/work site to be established during the summer months for Oahu students.</p> <p>Year 2: CTE program/work site to be established during the summer months for Oahu and</p>	<p>SY 2017-18</p> <p>SY 2018-19</p> <p>SY 2019-20</p>	<p>Transition Coordinator</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Transition program is established with a curriculum in place and is part of the offered as a course of study.</p> <p>Year 1: Two worksite partnerships are established with 70% of students enrolled passing the course.</p> <p>Year 2: Four worksite partnerships are established with 70% of students enrolled.</p> <p>Year 3: Five worksite partnerships are established with 70% of students enrolled.</p>

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	<p>neighbor island students who need residential services. Year 3: CTE program/work site to be established during the summer months for Oahu & neighboring island students to include academics for a six-week summer program.</p>				
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<p><i>HSDB provides students with a well rounded education through a wide variety of opportunities to apply academic knowledge, and, inspires students to achieve life goals and aspirations through a variety of experiences.</i></p>	<p>12. Students will increase participation in extracurricular activities that offer an opportunity to apply academic knowledge, such as: Computer Science and/or Robotics Club, Deaf Academic Bowl, Math Competition, Science and/or Math Camps, Cooking Class and Chess Clubs.</p> <p>a. Travel to Academic Bowl for 4 students, 3 adults (2 teachers/1 admin.) to include registration fee, airfare, per diem, ground transportation and baggage fees: Year 1: Fremont, CA Year 2: AZ Year 3: Honolulu, HI</p> <p>13. Students will increase their use of the newly renovated Science Lab scheduled for completion by the beginning of the 17/18 School Year for further exploration and education regarding new Science concepts.</p> <p>14. Students will increase involvement in Career and Technical Education (CTE) with increased use of the old Wood Shop (Room C-102) which will</p>	<p>SY 2017-20</p>	<p>Department Heads (Elementary/Upper)</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>SQS - student satisfaction with school will continue to be above the state average.</p> <p>School created satisfaction survey for ELO activities is administered quarterly. Programs are developed and enhanced based on student input.</p> <p>Daily sign-in sheets will document student attendance in all ELO offerings, and monitored weekly by program director.(s).</p> <p>Student schedules/enrollment in CTE courses.</p>
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	<p>be converted to an Engineering room.</p> <p>15. Expose students, staff and parents to successful Deaf adults from various workplace environments to broaden student's aspirations and what it takes to be a successful Deaf/HH adult including work ethics.</p> <ul style="list-style-type: none"> a. Hire speaker to deliver PD to Houseparents and staff (Lauren Clarke, Supervisor, Partners-group home for Deaf students). b. Hire speaker - Dr. Lauren Sims, Gallaudet University Professor, Language Development, for students and staff, to visit classrooms and deliver importance of good communication skills. c. Hire speaker - Matthew Moor, Editor, Deaf Life Magazine, to visit classrooms and as graduation speaker. <p>All speakers are from continental US: trips to include round trip flights, hotel and meals for 2 days to O'ahu, Hawaii.</p>				
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