

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>1. HSDB currently uses a bilingual, bicultural approach to language acquisition for all students, using American Sign Language (ASL) to teach required core subjects. All students enrolled at HSDB use ASL as their primary language to communicate and access all subject areas. Many students enrolled have language delays in both ASL and English. (SW1)</p> <p>2. Our universal screening data indicate that student reading levels are not growing at an expected rate (at least one year’s growth per year). Gaps in math and science proficiency follow the same pattern. (SW1)</p> <p>3. Some of our parents (14 of 60 or 23.3%) are able to proficiently communicate with their child(ren) using ASL. That means 76.7% of parents contend with communication barriers in their child’s primary language. Receiving language access only during school hours is not sufficient for proficient language development. “Parent outreach and education is necessary to ensure that families can sign and support their child’s acquisition of ASL.” (SW1)</p> <p>4. Unclear or inconsistent behavioral expectations, attendance, and school belief survey indicates that there is a need to implement a school-wide PBIS program with a focus of developing school wide beliefs and expectations.</p>	<p>1. Accelerating language acquisition will help students communicate and access the general curriculum. To alleviate language delays students will receive intensive and targeted ASL instruction.</p> <p>Based on screener data, provide differentiated and targeted interventions to include additional classes and/or tutoring. (SW6)</p> <ul style="list-style-type: none"> ● Increase access to tutorials/lessons through a third party to assist the ASL department and teachers. <p>2. Implement evidence-based strategies to help define and raise the rigor for all students and reduce the need for students to utilize computer programs for remediation. Teachers need resources to provide students with multiple meaningful ways to demonstrate learning in both ASL and English. (SW6)</p> <ul style="list-style-type: none"> ● Through the FKKCA Literacy initiative, teachers will receive targeted PD in effective instructional strategies and define rigor. ● Increase student reading volume ● Provide tutorial services for students significantly below grade level <p>3. Provide parents/families with ASL support in many and varied ways. Expand outreach to effectively support families on their islands, in their homes, on-line, etc. by utilizing as many resources as possible, including third party agencies.(SW6), (SW7)</p> <ul style="list-style-type: none"> ● Differentiate the delivery model to meet the needs of parents (i.e. native language, at home services, in school/online services) ● Provide resources to support parents in helping their children learn at home <p>4. Implement a PBIS system and PD to develop school-wide beliefs and student expectations in order to support students attendance and promote consistency and clarity of student behavior.</p> <ul style="list-style-type: none"> ● Develop school-wide belief statements using Belief Survey. ● Develop School-Wide Behavior Matrix ● Create school-wide PBIS system to reinforce expected behaviors

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key School Initiatives Addressed in the Plan	Leads(s)
<p>1. Development of Language 1 - ASL Proficiency: Provide differentiated and targeted interventions to include additional classes and/or tutoring, develop tutorials/lessons that can be posted online for increased access, data collection and progress monitoring; PD in instructional strategies to support students' language acquisition; further refine school-level assessment review ASL acquisition benchmarks</p>	<p>Principal Jamia Green, ASL Coordinator Olivia Malcolm</p>
<p>2. Academic Development: Targeted PD in effective instructional strategies and define rigor, increase student reading volume, revise tutorial services for students significantly below grade level, and emphasizing writing applications and conventions; increase reading volume</p>	<p>Principal Jamia Green, Literacy Team - Dani DiDonna, Darlene Ewan, Tessie Schmisser, Olivia Malcolm</p>
<p>3. Parent Engagement: ameliorate impact of family communication needs, provide several ASL classes to all parents: inclusive of geographic locations, times and modes and provide resources</p>	<p>Principal Jamia Green, PCNC DeeDee Mikasa</p>
<p>4. Positive Behavior Support System: HMTSS overview and training; attendance monitoring and support for regular attendance, review belief survey with staff, develop belief statements on how students learn and operationalize belief statements by defining what teachers and students will be doing, develop CARES behavior matrix and PBIS system to reinforce expected student behavior.</p>	<p>Principal Jamia Green, Vice Principal Lindsey Bracken and Counselor Misella Tomita</p>

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
Special Education, Economically Disadvantaged, English Learners (EL)	<p>Many students who are programmatically placed at HSDB arrive with little or no English or ASL skills. Many have no established foundation or primary language.</p> <p>Deaf students with no/low language will likely take longer than four to seven years to acquire ASL (L1), especially if their families do not sign at home.</p> <p>All students are behind in their reading and math levels.</p>	<p>If our students are provided with scaffolded and targeted support, then they will make significant progress towards their goals resulting in a decreased achievement gap and increase in proficiency.</p>	<p>Continue to fund additional personnel who can support intensive ASL instruction.</p> <p>Provide differentiated services to include intensive ASL instruction.</p> <p>Implement evidenced-based instructional strategies learned in Literacy Grant training.</p> <p>Offer many and varied parent engagement opportunities.</p> <p>(SW6)</p>
Special Education, Economically Disadvantaged, English Learners (EL)	<p>All students are behind in their reading and math levels.</p> <p>MAP data, ASL developmental scale also reflects low student growth</p>	<p>If teachers implement literacy instructional strategies then student achievement will increase.</p> <p>If teachers define rigor, then students will increase critical thinking skills.</p>	<p>Targeted PD in effective instructional strategies and define rigor.</p> <p>Schedule increased time for student reading volume</p> <p>Develop a schedule for tutorial services for students significantly below grade level</p>

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<p>acquisition is a huge need for all students as they do not come from homes where sign language is used. Thus, students are severely delayed in communication and learning English. The school is designed around acquiring language to be able to communicate through American Sign Language.</p>	<p>come to the school at various levels ranging from no language to knowing very little. The majority of time during the first 5-6 years of schooling for students is focused on learning language, both ASL and English concurrently.</p> <p>Students have the opportunity to increase their ASL language acquisition and interact with other Deaf students on campus.</p>	<p>Additional ASL teacher is needed who can provide targeted support for students who have low ASL skills.</p> <p>Teachers of the Deaf are needed for all deaf students in K-6 public schools throughout the State of Hawaii. If instruction in ASL begins formally at age three, students on outer islands receive the ASL instruction needed to communicate before coming to HSDB.</p>
<p>Parent Engagement (SW7) Parents and families are invited to attend multiple school events and/or are provided with experiences to learn how to assist their children's growth, maturity and attainment of education goals while enrolled at HSDB. Some examples of these events/services are:</p> <ul style="list-style-type: none"> ● Deaf Mentor as available ● 'Ohana Nights ● Home-Based ASL classes ● Shared Reading Program ● Update school webpage 	<p>During IEP sessions and parent conversations, parents have shared the need for better and more conversations with their children. (SW2) Active parent participation in school-level activities and ASL classes will increase parents' ability to communicate more clearly with their Deaf/HH child. Having interpreters at all school events will facilitate parent participation and promote their assistance in their child's educational program.</p>	<p>Provide ASL training for family members on outer islands on a regular, consistent basis to support students within the home.</p> <p>Contract an outside agency to provide ASL classes within the home on a consistent basis, if necessary.</p> <p>Provide interpreters (ASL and other language) at all family activities.</p> <p>Update school webpage to something that is more navigable and easier for faculty, students, parents and community members can easily gain information regarding school happenings, teacher expectations, assignments, etc.(SW6)</p>
<p>Positive Behavior Support System (SW6) HSDB is a special school for Deaf/Hard of Hearing students who may also be blind. Student academic achievement is hindered by inconsistent expectations by adults. Roles and responsibilities are not defined. Beliefs about behavior vary.</p>	<p>Teachers and staff have completed the belief about behavior survey. Currently, there is a high number of staff members who believe they have supportive relationships with students. There is a disconnect with their beliefs of ownership and responsibilities.</p>	<p>Review the survey results with staff.</p> <p>Develop and implement an action plan beginning with a focus on belief statements.</p> <p>PBIS will be incorporated into HMTSS training and PD will be provided to staff throughout the school year.</p>

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

Part II (over three years)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year. Beginning of the year will serve as the baseline.</p> <p>Provide PD in evidenced-based literacy strategies and implement school wide initiatives such as writing across the curriculum, vocabulary leveling, etc.</p> <p>Family engagement strategies are employed and activities are calendared regularly. There are at least two family engagement activities per quarter and one event in the summer. Baseline data of attendance rates are collected. (SW7)</p> <p>Utilizing the HMTSS model, explore belief barriers with staff, develop school-wide behavior matrix, and begin implementing schoolwide positive behavior support.</p> <p>Why are you implementing these measurable outcomes?</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year.</p> <p>Implementation of evidenced-based literacy strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. There is a 10% increase in parent participation from SY20-21. (SW7)</p> <p>Continue PD in positive behavior supports and implements school wide behavior matrix aligned using C.A.R.E.S. Increase average daily attendance to 90%. Strengthen tier 1 supports by focusing on proactive classroom management and SEL.</p> <p>Why are you implementing these measurable outcomes?</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year.</p> <p>Implementation of evidenced-based literacy strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. There is a 10% increase in parent participation from SY21-22. (SW7)</p> <p>Continue PD in positive behavior supports and the HMTSS model. Implement tier 2 behavioral interventions. Decrease negative beliefs by 20% on the Belief Barrier Survey. Increase average daily attendance to 90%.</p> <p>Why are you implementing these measurable outcomes?</p>

<p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS. (SW7)</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, and student satisfaction rates will increase on Panorama.</p>	<p>evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS. (SW7)</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, behavior incidents will decrease, and student satisfaction rates will increase on Panorama.</p>	<p>evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS. (SW7)</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, behavior incidents will decrease, and student satisfaction rates will increase on Panorama.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one year)

<p>SY 2021 - 2022 Formative Measures (beginning of the year)</p>	<p>SY 2021 - 2022 Formative Measures (throughout the year)</p>	<p>SY 2021 - 2022 Summative Measures (end of the year)</p>
<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will improve their scores on the school created ASL assessment, administered three (3) times per year. Beginning of the year will serve as the baseline.</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will improve their scores on the school created ASL test, administered three (3) times per year, at each interval by 5-7%.</p> <p>Implementation of PD strategies are observed in most classrooms as evidenced by walkthrough protocol.</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Students will show continued growth throughout the year on their school created ASL test, for a total of 10-15% gain.</p> <p>Implementation of PD strategies are observed in most classrooms as evidenced by walkthrough protocol.</p>

<p>PD in visible learning for literacy strategies are provided. Implementation begins in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per quarter and one event in the summer. Baseline data of attendance rates are collected. The academic plan is shared and reviewed with SCC; posted on the school website. (SW4) (SW7)</p> <p>PBS - Belief Barrier Survey (2nd round) is conducted and analyzed.</p> <p>Why are you implementing these measurable outcomes?</p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p>To increase student capacity in using their voice, advocacy and their proficiencies in social and emotional learning at school.</p> <p>How will you know these measurable outcomes are resulting in an improvement?</p> <p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform</p>	<p>Family engagement activities are conducted. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities. The academic plan is shared and reviewed with SCC; posted on the school website. (SW4) (SW7)</p> <p>PBIS - Implement strategies to address deficiencies in the lowest categories.</p> <p>Why are you implementing these measurable outcomes?</p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p>To increase student capacity in using their voice, advocacy and their proficiencies in social and emotional learning at school.</p> <p>How will you know these measurable outcomes are resulting in an improvement?</p> <p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p> <ul style="list-style-type: none"> show expected growth on STAR Reading, STAR Math, and MAP assessments. 	<p>Family engagement activities are conducted and updated throughout the year. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities. New academic plan is created with assistance and input from SCC. (SW4) (SW7)</p> <p>PBIS - Evaluate progress made in changing the school culture.</p> <p>Why are you implementing these measurable outcomes?</p> <p>To monitor and redirect additional resources to increase student communication skills in ASL and English.</p> <p>To increase teachers' capacity to deliver robust standards-based instruction aligned with best practices for the Deaf.</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family.</p> <p>To increase student capacity in using their voice, advocacy and their proficiencies in social and emotional learning at school.</p> <p>How will you know these measurable outcomes are resulting in an improvement?</p> <p>Students ASL proficiency levels will increase as measured by the school-created comprehensive assessment tool. The assessment will inform teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p>
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<p>teachers of the level of student communication and language proficiency.</p> <p>Students will be able to better access the general curriculum, and therefore will:</p> <ul style="list-style-type: none"> ● show expected growth on STAR Reading, STAR Math, and MAP assessments. ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS. More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>Reports of student disciplinary behaviors will decrease by 5%.</p> <p>Staff results will improve on the belief survey results by 5% in the supportive rating category.</p>	<ul style="list-style-type: none"> ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>Reports of student disciplinary behaviors will decrease by 10%.</p> <p>Staff results will improve on the belief survey results by 10% in the supportive rating category.</p>	<ul style="list-style-type: none"> ● show expected growth on STAR Reading, STAR Math, and MAP assessments. ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As ASL improves, English skills will also improve and student proficiency measurements will indicate student growth.</p> <p>Students retain more information and have an increased understanding of the content as evidenced by classroom assessments, report cards, and IEP progress reports.</p> <p>Parents participate in more school events and indicate a higher rate of satisfaction on the SQS. More parents are involved in activities to increase their proficiency in ASL to better communicate with their children. (SW7)</p> <p>Reports of student disciplinary behaviors will decrease by 15%.</p> <p>Staff results will improve on the belief survey results by 15% in the supportive rating category.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2021-2022 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<p>Students will improve their performance on the school created comprehensive ASL assessment, administered three (3) times per year.</p> <p>All high school students will take the ASL-PI as administered by Gallaudet University.</p> <p>Students show an increase in ASL and English language skills as they continuously practice throughout the year as measured by:</p> <ul style="list-style-type: none"> • classwork participation and completed homework assignments • MAP/RIT scores • IEP progress reports <p>Students will express their appreciation of the school through informal comments that are documented.</p>	<p>Teachers will develop a greater understanding of the ASL Developmental Bilingual Grammar Curriculum through professional development and available resources.</p> <p>There will be additional support with ASL specialists to teach, monitor, and assess the progress of all students enrolled at HSDB.</p> <p>There will be an increase in staff beliefs survey results in the supportive category.</p>	<p>ASL Coordinator - ASL Coordinator and Administration</p> <p>ASL Coordinator - ASL Coordinator and Administration</p> <p>Literacy Team and Administration</p> <p>Counselors and Administration</p>

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

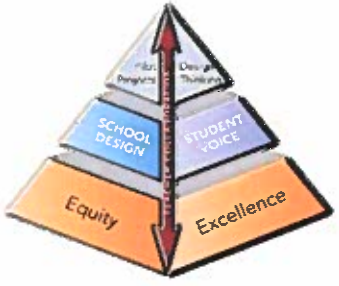
Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p>Year-Long: <u>ASL Proficiency</u> 1. Dedicate resources for ASL instruction, assessment, and curriculum development.</p> <ul style="list-style-type: none"> a. ASL coordinator and teacher. b. Targeted and intensive support to students using PTTs c. Frequent field trips to expand students' experiential base. d. ASL-PI for all high school students <p><u>Academic Development</u> 1. Continuation of UDL/Visible Learning for Literacy training for all teachers. Continue to update spiraling curriculum maps and pacing guides, formative assessments and evidence based teaching.</p>	<p>Teachers - \$75,648.00 x 2 = \$151,296 (Reg Alloc)</p> <p>Student field trips to expand student experiences and vocabulary. \$2,300 (Title 1) \$1,500 (Reg Alloc) Summative Assessment: ASLPI \$5,000 (Reg Alloc)</p> <p>Complex Literacy Grant</p> <p>STAR, MAP subscriptions \$7,500 (Reg Alloc)</p>	<p>ASL teacher assists with assessing student ASL skills, teaches ASL curriculum, works with school teams to broaden ASL vocabulary in preparation for learning English.</p> <p>Students are engaged and have additional practice in learning new skills, practice reading/writing/communication in ASL/English, and practice SEL skills after school.</p> <p>PD in visible learning for literacy strategies are provided.</p> <p>Implementation begins in most</p>	<p>Progress in communication skills as measured on school ASL tests is reported in monthly data teams. Teachers report an increase in student communication skills.</p> <p>Data collected from class walkthroughs shows an increase of best practices for all students by all staff members.</p>	<p>The academic plan is implemented and monitored through schoolwide reports of progress monitoring are reviewed and checked monthly. (SW3)</p> <p>Complex personnel continue to provide needed support to office staff, administration, and faculty through training, monitoring, participation in leadership, faculty mtgs, classroom walkthroughs, etc. (SW5)</p>	<p>Quarterly data reports through ART and Leadership meetings where the academic plan is monitored for implementation. (SW3)</p>

<p>2. Extended Learning Opportunity (ELO) programs for after school, dorm, and summer school ELO, to encourage students to continue learning while out of school. (SW6)</p> <ol style="list-style-type: none"> a. PTTs/PPTs hired to run ELO Robotics program for students to develop social and emotional skills needed to be successful in and out of school. b. Homework assistance is provided to all students. c. Classes offered after school, summer, to include, but not limited to: cooking, robotics, STEM, coding, sports, dancing, gardening. 	<p>PTTs/PPEs for ELO after school \$35,000 (Reg Alloc)</p> <p>Summer School PTTs, PPEs, PPTs \$24,500 (Reg Alloc)</p>	<p>classrooms as evidenced by walkthrough protocol.</p> <p>Student reading, writing and math scores increase.</p>	<p>Students are prepared to participate in learning activities throughout the school day.</p>	<p>Complex personnel are able to continue to provide needed support to office staff, admin and faculty through training, monitoring, participation in ART, faculty mtgs, walkthroughs, etc., with an interpreter aide.</p>
<p>Parent Engagement</p> <p>1. Parent support and engagement: workshops and training, such as 'Ohana Nights and Shared Reading Program. (SW7)</p> <ol style="list-style-type: none"> a. ASL classes run in the homes by either: online, at school or within the home. b. Hire PTTs or outside companies to teach ASL lessons. c. ASL and language interpreters hired for all parent meetings, admin meetings, district support, district/state mandated meetings. d. Update and maintain the school website. (SW4) 	<p>PCNC \$15,300 (Title 1)</p> <p>ASL classes - contracted through CSC \$10,000 (Title1) \$20,000 (Reg Alloc)</p> <p>ASL/language interpreters \$120,000 (Reg Alloc)</p> <p>Website annual subscription \$3,600 (Title 1) (SW4)</p>	<p>Family engagement activities are calendared and shared with the school community. Baseline data of attendance rates are collected. The academic plan is shared and reviewed with SCC; posted on the school website. (SW4) (SW7)</p>	<p>School calendar includes parent training and activities.</p> <p>Agendas are shared with faculty and staff prior to events. (SW7)</p>	

<p><u>Positive Behavior Support System</u> Utilizing the HMTSS model, explore belief barriers with staff and begin implementing schoolwide positive behavior support, including:</p> <ul style="list-style-type: none"> ● creating school wide expectations and matrix, ● clarifying expectations with faculty and staff for reinforcing schoolwide expectations, ● implementing proactive classroom management strategies, and ● continuing SEL instruction. 		<p>PBIS - Belief Barrier Survey (2nd round) is conducted and analyzed.</p> <p>Continue to refine SEL program using Choose Love, CASEL framework and other social/emotional learning competencies.</p>			
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand the capacity to improve, and continuously advance student learning.

As the HIDOE 2020-2030 Strategic Plan is finalized, a “Forward Focus” Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

<p>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>1. Partnerships and Outreach: (SW5)(SW6)</p> <ul style="list-style-type: none"> • Ensure parents of a Deaf child are aware of HSDB as an educational option that prepares every student to be a whole person, succeeding academically and socially; • Collaborate with DOH and Comprehensive Service Center to host early language classes, to include babies and parents, at HSDB. • Develop a strong educational outreach within the DOE so that HSDB is not considered only when all educational options have failed a Deaf child. • Support teachers on outer islands to teach Deaf/HH student ASL in grades PS - 3. 	<p>1. Students arrive at HSDB behind in all areas of academics as ASL and English have not been mastered. Greater exposure to the Deaf school may increase the possibility of parents advocating for their Deaf/HH child to attend HSDB. There are few qualified teachers of the Deaf on the outer islands to ensure that young students who are too young to dorm at HSDB acquire ASL.</p>	<p>1. Partnerships must be forged and developed with agencies, such as the Department of Health, to educate parents of Deaf/HH children of the importance of ASL acquisition.</p> <p>Physical space must be allocated to host early child classes and meeting places for parents and community partners.</p>