

Hawaii Department of Education Academic Plan

School Year: 2022-2023

School Name: Hawaii School for the Deaf and the Blind (HSDB)

Principal Name: Jamia Green

CAS Name: Dr. Rochelle Mahoe

Complex Area: Farrington, Kaiser, Kalani

Principal Signature:

Jamia Green

Date: April 19, 2022

CAS Signature:

Rochelle Mahoe

Date: 04/19/22

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

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

HIDOE Learning Organization

Teaching and Learning Core:

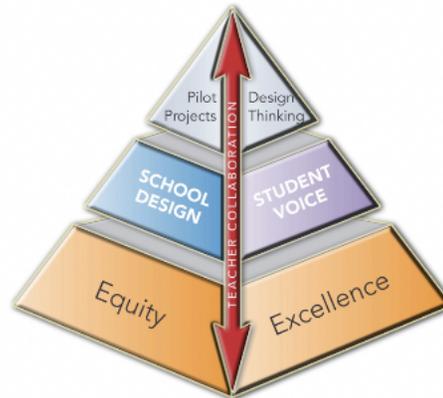
Focus: equity and excellence in core curriculum and supports.

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.

Pipeline of Emerging Ideas:

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



The 3-Year Academic Plan is structured by the HDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 2)

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

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

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. In 2021-2022, 65% of HSDB students have not met proficiency expectations on our school-wide American Sign Language (ASL) assessment. In order to fully support Deaf children’s linguistic, cognitive, and social/emotional development HSDB must utilize a comprehensive ASL/English bilingual, bicultural approach to language acquisition for all students. Using American Sign Language (ASL) and English print to teach all subjects and in the environment. All students enrolled at HSDB use ASL as their primary language to communicate and access all subject areas. The majority of students admitted to HSDB arrive with no or low language skills in both English and in ASL. (CNA, pg . 3) In addition, a multicultural lens is needed to address our unique population (Deaf, Hearing, Hawaiian). {SW 1}</p> <p>2. Very few of our parents 25.5% report communicating with their children using ASL as their home language. That means 74.5% of our families do not communicate with their children in their child’s primary language. Receiving language access only during school hours has proven to not be sufficient for language development for any of our students. “Parent outreach and education is necessary to ensure that families can sign and support their child’s acquisition of ASL.” CNA. (pg. 6) {SW 1} {SW 7}</p> <p>3. Our universal screening data indicate that student reading levels are not growing at an expected rate (at least one year’s growth per year), and Smarter Balanced Assessment (SBA) reading scores indicate that the majority of students are not reading at a proficient level. Math and Science achievement rates follow the same pattern. {SW 1}</p>	<p>1. Ensure all new/transferring students participate in an onboarding program that includes: {SW 6}</p> <ul style="list-style-type: none"> ● school-level ASL assessments ● intensive ASL instruction as needed ● acclimation to a new school environment, routines, and class expectations <p>2. All students will receive instruction in ASL and English using a bilingual bicultural approach. {SW 6}</p> <p>3. Provide all instructional staff with training in ASL/English Bilingual-Bicultural strategies. {SW 6}</p> <p>4. 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. {SW 7}</p> <p>5. Develop and implement a Multi-Tiered System of Support (MTSS) including: {SW 6}</p> <ul style="list-style-type: none"> ● Implementing a robust tier 1 instructional and behavioral approach ● Differentiation of instruction and behavioral interventions ● System for identifying learning gaps and behavioral concerns ● Universal Design for Learning Strategies ● School-wide Positive Behavioral Interventions and Supports ● Provide teachers with resources to utilize ASL/English bilingual bicultural strategies.

	<ul style="list-style-type: none"> • Provide teachers with resources and professional development to utilize instructional best practices • Provide teachers with resources and professional development to utilize behavioral tier 1 supports • Provide all students and teachers opportunities to engage in and learn about in Hawaiian culture and language (HA, BREATH)
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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.

HSDB's wildly important goals (Big Rocks)- Instructional Best Practices, Whole Child Supports, Literacy		
Key School Initiatives Addressed in the Plan	Alignment to System Wide Strategies	Leads(s)
<p>1. Development of Language 1 - ASL Proficiency {SW 6} language acquisition - ASL and English in reading, writing and mathematics; additional Highly Qualified educators needed with strong ASL background to assist with supporting student's acquisition of L1, data collection and progress monitoring; Professional Development in Bilingual Grammar Curriculum across all grade levels to support students' language acquisition, <i>Provide tutoring opportunities, Intensive ASL supports as needed, provide coaching and supports to teachers and families.</i></p>	<p><i>Healthy Habits, Healthy Schools</i></p> <p><i>Effective Academic Practices</i></p> <p><i>Responsive Capacity Building</i></p>	<p>ASL Coordinator, Olivia Malcolm</p>
<p>2. English Language Development {SW 6} {SW 7} Specifically in Reading and Writing (literacy skills) in all content areas to include avenues that supplement the academic challenges including working with consultants focusing on literacy,</p>	<p><i>Effective Academic Practices</i></p> <p><i>Responsive Capacity Building</i></p>	<p>Department Heads - TBA Vice Principal (Title I Lead) - Lindsey Bracken Literacy Team: TBA</p>

<p>tutoring opportunities and a focus of writing across all curricular areas. Providing training, coaching and support for all stakeholders to identify and address individual needs.</p>		
<p>3. Parent Engagement {SW 7} Ameliorate impact of family communication needs, provide several ASL classes to all parents: inclusive of geographic locations, times and modes and invite parents to quarterly events. Continue efforts with Friday Communication Folders, parent - teacher conferences, regular newsletters and open house. Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.</p>	<p>Healthy Habits, Healthy Schools</p>	<p>PCNC: TBA Principal- Dr. Angel Ramos Vice Principal- Lindsey Bracken Department Heads- TBA</p>
<p>4. Adaptable, Reliable Methods of Assessment{SW 6} Implementing an established process for examining data to make instructional and operational decisions for students and schools. Operationalize systems and structures of accountability, implementing and assessing state standards, implementing norm referenced tests for ASL (Gallaudet ASLPI)</p>	<p>Action-Oriented Data Decision-Making</p>	<p>ASL Specialist-Olivia Malcolm</p>
<p>5. Educational Continuity {SW 6} Identify teacher leaders in order to build capacity. Provide teachers opportunities to lead professional development to better identify and address the needs of our students and staff. Professional Development in:</p> <ul style="list-style-type: none"> ● ASL/English ● Bilingual/Bicultural, Education ● Unpacking Standards ● Assessments 	<p>Responsive Capacity Building</p>	<p>Principal- Dr. Angel Ramos Vice Principal- Lindsey Bracken</p>

<ul style="list-style-type: none"> ● Curriculum Maps ● Universal Design for Learning ● Backwards Design ● Positive Behavior Interventions and Supports ● Effective Classroom Management ● Engaging Students in Learning <p>Established Systems for:</p> <ul style="list-style-type: none"> ● data teams ● learning walks (formative observations) ● evaluation and feedback strategies ● instructional coaching 		
<p>6. Access to Transition Services {SW 6}</p> <ul style="list-style-type: none"> ● Support to students transferring to HSDB ● Post secondary supports ● Work based learning opportunities (job shadowing and internships) ● Academic counseling to review credit requirements ● Career inventories to determine interests and strengths ● Supporting students with their physical, social and emotional well-being through effective transition services and supports as they move to, through and beyond HSDB 	<p>Healthy Habits, Healthy Schools</p> <p>Action-Oriented Data Decision-Making</p>	<p>Transition Coordinator - Ronald Lake Student Academic/Activities Coordinator- Loretta Finegan-Nelson SSC - TBA</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
<p><i>Identify the targeted subgroup and their identified needs</i></p>	<p><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></p>	<p>What is your Theory of Action (If-Then) to improve the achievement gap?</p>	<p>What are your enabling activities to improve the achievement gap?</p>
<p>Special Education, Economically Disadvantaged, English Learners (EL)</p>	<p>Many HSDB students are transfers who arrive with little or no English or ASL skills. They have no established foundation or primary language. (CNA, p. 15)</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. (CNA p. 15)</p> <p>All students are behind in their reading and math levels, as many of them are not on track with their current grade level. (CNA STAR assessments, p. 14)</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>Hire additional personnel who can support intensive ASL instruction.</p> <p>Refine onboarding systems for effective transitions for students from home schools to HSDB, to include intensive ASL instruction.</p> <p>Consistently implement instructional best practices (eg. UDL, differentiation, etc.)</p> <p>Provide PD in Bilingual Grammar Curriculum to all HSDB English teachers.</p> <p>Offer many and varied parent engagement opportunities.</p> <p>Provide professional development for trauma informed care supports.</p> <p>{SW 6}</p>

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

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2021-22 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>Development of Language 1 - ASL Proficiency:</p> <p>HSDB is a special school for Deaf/Hard of Hearing students who may also be blind. As such, language 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> <ul style="list-style-type: none"> • Incoming students, new to HSDB campus, receive intensive American Sign Language (ASL) instruction 	<p>American Sign Language (ASL) is the mode of communication throughout the school. Students 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. There are two ASL teachers, however they are spread thin. We are in need of an additional ASL instructor to assist with supporting new students to the school and to support all students with ASL acquisition.</p>	<p>An additional ASL teacher is needed who can provide targeted support for students who have low ASL skills.</p> <p>ASL teachers are needed for all Deaf students in K-6 public schools throughout the State of Hawaii. Thus students on outer islands receive the ASL instruction needed to communicate before coming to HSDB.</p> <p>{SW 6}</p>

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

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice

<p>English Language Development:</p> <p>All students enrolled at HSDB use ASL as their primary language to communicate and access all subject areas. The majority of students admitted to HSDB do not have any language, or arrive with no or low language skills in both English and in ASL. HSDB students must develop proficiency in reading and writing English while also continuing to learn and develop their skills in ASL.</p>	<p>Teachers use ELA materials and resources aligned to the Common Core Standards as well as the Bilingual Grammar Curriculum to support students’ acquisition of English. In collaboration with the ASL team, teachers promote ASL/English bilingual bicultural education approaches to promote vocabulary development, basic sentence foundational skills within grammar contexts, and sentence structures for expressive tools through signing and writing.</p> <p>Language experiences (on and off campus) are designed and provided to deepen students’ learning by providing real world experiences related to what is being taught and learned in classes. The students reflect, write about, or create a presentation afterwards to tie in lessons with real life examples.</p>	<p>Teachers implement Universal Design for Learning strategies consistently. Student achievement increases as evidenced by quarterly writing benchmarks and quarterly assessments.</p> <p>Professional development is thoughtfully designed and prepared to assist teachers in preparing lessons with UDL strategies implemented throughout the day.</p> <p>Student feedback is collected to validate strategies that work best for them.</p> <p>Students are able to take part in many and varied real-world experiences through field trips, guest presenters, after school programs, etc. on a frequent basis. Students have opportunities to write about their experiences.</p> <p>{SW 1} {SW 6}</p>
<p>Describe your complex/school contexts for School Design and Student Voice.</p>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p>	<p>Describe your conditions for Success for School Design and Student Voice</p>
<p>Parent Engagement</p> <p>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.</p>	<p>Parental participation in ASL classes allow parents 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>Continue to provide ASL training for family members on outer islands on a regular, consistent basis to support Deaf students within the home. Contract an outside agency to provide ASL classes within the home on a consistent basis, if necessary.</p>	<p>Increase participation in family ASL classes.</p> <p>Interpreters (ASL and other languages) provide access at all family activities.</p> <p>Information is provided to families in their identified home language.</p> <p>{SW 6} {SW 7}</p>

Continued ASL classes are provided for bus drivers and bus aides.

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. {SW 6}</p> <p>Students are given opportunities to showcase their Bilingual Literacy skills with a focus on ASL.</p> <p>PD in Universal Design for Learning (UDL) strategies for instructional leadership team members is provided.</p> <p>Family engagement activities are calendared and shared with the school community. There are at least one family engagement activities per semester. Baseline data of attendance rates are collected. {SW 7}</p> <p>Utilizing the HMTSS model, explore belief barriers with staff, develop school-wide behavior expectation matrix, and determine a rewards</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>Students are given opportunities to showcase their Bilingual Literacy skills with a focus on creating ASL pieces as well as writing those pieces in English.</p> <p>Instructional leadership team provides UDL training to educators. {SW 6}</p> <p>UDL Implementation begins in most classrooms as evidenced by walkthrough protocol. {SW 6}</p> <p>Implementation of evidenced-based literacy strategies are observed in most classrooms as evidenced by walkthrough protocol. {SW 6}</p> <p>Family engagement activities are calendared and shared with the school community. There are at least one family engagement activities per semester and one event in the summer. There is a 10% increase in parent participation from SY21-22. {SW 7}</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 UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Implementation of evidenced-based literacy strategies are observed in most classrooms as evidenced by walkthrough protocol. {SW 6}</p> <p>Family engagement activities are calendared and shared with the school community. There are at least two family engagement activities per semester and one event in the summer. There is a 10% increase in parent participation from SY22-23. {SW 7}</p>

<p>system. Strengthen tier 1 supports by focusing on proactive classroom management and SEL. {SW 6}</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. {SW 6}</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family. {SW 7}</p> <p>To expand school staff's capacity to address student behavior in a positive way and to create an inviting and invigorating environment that promotes consistent attendance. {SW 6}</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>Begin utilizing the Behavior Expectation Matrix aligned to C.A.R.E.S. to implement school-wide positive behavior support. Continue to strengthen tier 1 supports by supporting teachers with proactive classroom management and SEL. {SW 6}</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. {SW 6}</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family. {SW 7}</p> <p>To expand school staff's capacity to address student behavior in a positive way and to create an inviting and invigorating environment that promotes consistent attendance. {SW 6}</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>Full implementation of the Behavior Expectation Matrix aligned to C.A.R.E.S. to implement school-wide positive behavior support. Teacher leaders support teachers in use of proactive Classroom management strategies and SEL. {SW 6}</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. {SW 6}</p> <p>To increase parents' capacity to more actively participate in their child's education and reduce student's isolation within the family. {SW 7}</p> <p>To expand school staff's capacity to address student behavior in a positive way and to create an inviting and invigorating environment that promotes consistent attendance. {SW 6}</p> <p>How will you know these measurable outcomes are resulting in an improvement?</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 and STAR Math assessments. ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As English skills improve, 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 learn how best to support their children at home and to increase their proficiency in ASL to better communicate with their children.</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, and student satisfaction will increase on Panorama.</p>	<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 and STAR Math assessments. ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As English skills improve, 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 learn how best to support their children at home and to increase their proficiency in ASL to better communicate with their children.</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, and student satisfaction will increase on Panorama.</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 and STAR Math assessments. ● demonstrate increased proficiency scores for SBA Reading and Math ● graduate on time with requisite course work and transition support <p>As English skills improve, 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 learn how best to support their children at home and to increase their proficiency in ASL to better communicate with their children.</p> <p>More positive scores will be reflected in the staff Belief Barrier Survey, student attendance will improve, and student satisfaction will increase on Panorama.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year)

SY 2022-2023 Formative Measures (beginning of the year)	SY 2022-2023 Formative Measures (throughout the year)	SY 2022-2023 Summative Measures (end of the year)
<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>PD in UDL strategies is provided to all teachers. 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. {SW 4}{SW 7}</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>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 begins in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are conducted. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities. {SW 4}{SW 7}</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>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 UDL strategies are observed in most classrooms as evidenced by walkthrough protocol.</p> <p>Family engagement activities are conducted. ASL classes are provided to parents at HSDB, in families' homes, and/or in families' communities. {SW 4}{SW 7}</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>How will you know these measurable outcomes are resulting in an improvement?</p>	<p>How will you know these measurable outcomes are resulting in an improvement?</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 and STAR Math 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.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</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 and STAR Math 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.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</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 and STAR Math 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.</p> <p>More parents are involved in activities to increase their proficiency in ASL to better communicate with their children.</p>

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

Part IV

Student Outcomes (2022-2023 Measurable Outcomes)	Staff Outcomes (2022-2023 Measurable Outcomes)	Lead
<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>Students will show continued growth throughout the year on their school created ASL test, for a total of 10-15% gain.</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 ● RIT scores (NWEA MAP) ● IEP progress reports <p>The number of students demonstrating proficiency on standards based assessments will increase by 5%.</p>	<p>Teachers will develop a greater understanding of Bilingual Grammar Curriculum through professional development and available resources.</p> <p>There will be two ASL specialists in addition to the ASL coordinator, to teach, monitor, and assess the progress of all students enrolled at HSDB.</p> <p>Teachers will continue to develop an understanding of how to plan for and provide standards based instruction through continuous professional development.</p> <p>Staff will develop stronger relationships with parents by planning and participating in parent events.</p>	<p>ASL Coordinator - Olivia Malcolm Principal- Dr. Angel Ramos Vice Principal- Lindsey Bracken Department Chairs- TBD</p>

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

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Year-Long:</p> <p>1. Systems are in place to support incoming students and their families in the transition to a new school.</p> <p>a. Administration, Student Services Coordinator, and Registrar attend transition meetings with members of the home school IEP team when transferring students to and from HSDB.</p> <p>b. Administration schedules and facilitates Admissions Meetings including Department Chair, Nurse, Head Houseparent, Student Services Coordinator, and Registrar to ensure students are registered for appropriate classes and department personnel are properly informed prior to students starting school</p> <p>c. Student Services Coordinator assists in collecting reports, needs assessment, etc. to provide teachers with accurate student needs profiles.</p>	<p>1. \$90,000 additional, full time, ASL teacher- PTT</p> <p>\$2,500 [Gen Funds]for student field trips to expand student experiences and vocabulary during school day, ELO and summer programs.</p> <p>\$2,000 [18902] Stipends for staff to create a video tour if outside of work hours.</p>	<p>1. ASL Coordinator facilitates and ensures: ALL ASL teachers -assess student ASL skills -teach a ASL standards aligned ASL curriculum -work with school teams/departments to broaden ASL vocabulary in preparation for learning English.</p>	<p>1. Students who demonstrate a need will be provided with intensive ASL support tailored to their need. Examples: -one to one with ASL teacher -push in support by ASL teacher or staff member who has demonstrated fluency in ASL -small group ASL classes as needed</p> <p>Progress in communication skills as measured on the school ASL assessment is reported monthly.</p>	<p>Schoolwide reports of progress monitoring are reviewed and checked monthly.</p> <p>Monthly classroom walkthrough data</p>	<p>Quarterly data reports through ART and Leadership meetings</p>

<p>d. Intensive ASL instruction/support provided for all students who demonstrate a need for support.</p> <p>e. Video tour to introduce the staff and various aspects of HSDB, i.e. the campus, some campus procedures, the flying procedures to provide families.</p> <p>2. Continuation of UDL/Differentiation training for all teachers, EAs, counselors and administration. . Develop/revise spiraling curriculum maps and pacing guides including formative assessments, standards based teaching and data informed instructional decision making.</p> <ul style="list-style-type: none"> ● Purchase formative assessments:STAR \$5,000 (Gen Funds); Summative Assessment: ASLPI \$5,000 (Gen Funds). ● Provide classroom supplies: to include but not limited to paper, ink, pencils, pens, paints, PE equipment, poster paper, etc. \$868 (18902) <p>3. Provide professional development to continue producing curriculum and formative assessments for all HSDB teachers to include evidenced-based Deaf Education strategies.</p> <ul style="list-style-type: none"> ● Build curriculum maps and pacing guides in all content areas that are aligned with CCSS, NGSS, and C3. ● Establish partnerships with other Schools/Universities for the Deaf to work on curriculum, instruction and assessment design, inclusive of ASL practices. ● Continuous IEP development and IDEA training that include clear and 	<p>2. \$5,000 Subscription fees to UDL support websites –DOE?</p> <p>\$10,000 Formative/Summative assessments [Gen Funds]</p> <p>\$868 (Title 1) Classroom supplies</p> <p>(General Funds)</p>	<p>2. Curriculum guides, pacing guides, Lesson plans include UDL strategies, formative and summative assessments, standards based lessons, various research based instructional strategies and evidence of data informed decision making.</p> <p>Students demonstrate growth in reading, writing and math as evidenced by universal scre.</p> <p>3. School leadership team is part of the planning for PD at the school.</p>	<p>Teachers report an increase in student communication skills.</p> <p>2. Data collected from class walkthroughs shows an increase of best practices for all students by all staff members.</p> <p>Students are prepared to participate in learning activities throughout the school day.</p> <p>3. Plan is implemented Presentations, training, PSAs, news articles are captured, completed and uploaded into the school website for future use and references.</p>	<p>District personnel continue to provide needed support to office staff, administration, and faculty through training, monitoring, participation in ART, faculty mtgs, classroom walkthroughs, etc.</p>	
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<p>concisely written PLEPs that accurately reflect student’s needs. New teachers will receive training on completing IEPs.</p> <ul style="list-style-type: none"> ASL/English Bilingual Education strategies <p>4. Extended Learning Opportunity (ELO) programs for after school, Dorm program, to encourage students to continue learning while out of school.</p> <p>a. PTTs/PPTs hired to run the ELO programs for students to develop social and emotional skills needed to be successful in and out of school.</p> <p>b. Homework assistance is provided to all residential students.</p> <p>c. Field trips to various sites around the island for day and residential students to expand vocabulary, apply ASL/English, writing skills (budget in EA 1e).</p> <p>d. Classes offered after school, summer, to include, but not limited to: cooking, robotics, STEM, coding, sports, dancing, gardening. Supplies provided to teach students new skills and expand vocabulary.</p> <p>5. Parent support and engagement: workshops and training, such as Deaf Mentor, `Ohana Night and Shared Reading Program.</p> <p>a. ASL classes run in the homes by either: online, at school or within the home.</p> <p>b. Hire PTTs or outside companies to teach ASL lessons.</p>	<p>4. \$35,000 To provide PTTs/PPEs for ELO after school</p> <p>\$10,000 ELO Robotics ;</p> <p>\$15,000 ELO Tutoring (Literacy Grant, Gen Fund)</p> <p>\$10,000 ELO PTTs</p> <p>\$1,500 (18902) for student field trips to expand student experiences and vocabulary during school day, ELO and summer programs.</p> <p>\$1,370 [18902] Nutritional snacks for students during ELO and Summer.</p>	<p>ELA/ASL teachers are trained in how to teach reading and writing in English to Deaf students using ASL. Teachers will create long range plans - curriculum guides and pacing maps based on CCSS..</p> <p>4. 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>5. Parent meetings and training are planned and organized,</p>	<p>4. An organized, well thought out and planned program that includes student voice and a variety of assessments is written out and shared with parents and staff and provides all participants with learning activities.</p> <p>5. School calendar includes parent training and activities. Agendas are shared with faculty and staff at least a week prior to events.</p>		
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<p>c. Interpreters hired for all parent meetings, admin meetings, district support, district/state mandated meetings.</p> <p>d. Supplies for parent meetings to include: plates, utensils, cups, paper, ink, snacks, incentives</p> <p>e. Written communication sent home in the family's primary language.</p>	<p>5. \$9,000 (18902) PCNC position (PPE)</p> <p>\$2,000 (18902) Language translation services to translate communication sent home</p> <p>\$1,500 (18902) Subscriptions for Family Communication i.e. Remind, Smore</p> <p>\$5,000 (18902) PTTs</p> <p>\$262 (18935) Supplies for parent meetings</p> <p>\$1,000 [18902] Refreshments for parents attending meetings (not full meals) to encourage parental attendance</p>	<p>conducted and assessed for improvement that include parent feedback to PCNC, administrators and program implementers.</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 HDOE 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 HDOE 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. Summer Academy: Provide a 4-week summer academy for all students.</p>	<p>1. Most HSDB students do not qualify for ESY. Although rates of regression and recoupment are with acceptable levels, the achievement gap is substantial between Deaf students and typically developing hearing students. Students arrive at HSDB behind in all areas of academics as ASL and English have</p>	<p>1. A successful summer academy would require:</p> <ul style="list-style-type: none"> • Curb to curb transportation at no cost to families, and • Adequate staffing with qualified personnel.

<p>2. Partnerships and Outreach:</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 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>3. Expand Transition and Living Skills Program</p> <p>Expanded residential facilities increase capacity to serve Deaf students and to support students to return to HSDB after graduating with a diploma for support in independent living skills, and/or vocational training. Expand residential program facilities to include post high school facilities.</p>	<p>not been mastered. Additional instruction to “move the needle” is necessary to close achievement gaps and allow our Deaf students better access to the general curriculum.</p> <p>2. 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>3. Deaf/HH students need tremendous support in transitioning post-high school. Currently, students on an academic track have no room in their schedules to take part in work study or internship opportunities without delaying graduation.</p>	<p>2. 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>If adequately staffed, HSDB personnel could provide support for teachers on the outer islands. Partnering with UH, ASL classes could be offered to teachers to increase their capacity to teach Deaf/HH students.</p> <p>3. Additional options for required coursework needed for graduation for Deaf/HH must be explored. Students should be supported in acquiring a diploma, while ensuring a comprehensive transition program that includes independent life skills, post-high school academic pursuits, and/or vocational training.</p>
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