



Academic Plan for School Year 2023-24

Ka'imiloa Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

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

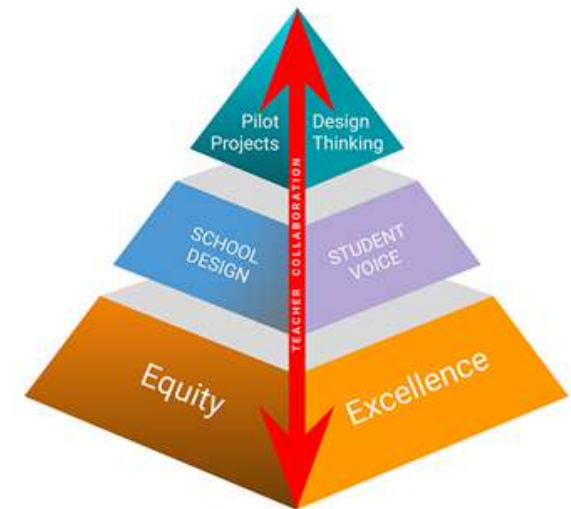
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Anela Pia	
Principal's signature:	Date: 4/11/23

Complex Area Superintendent (print): Sean Tajima	
Complex Area Superintendent's signature:	Date:



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity																																																																																																			
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p><i>The selected achievement gap is the percent of students meeting standards/proficient on state assessments in reading and math.</i></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2019-2020</th> <th colspan="3">2020-2021</th> <th colspan="3">2021-2022</th> </tr> <tr> <th>ELA</th> <th>Math</th> <th>Science</th> <th>ELA</th> <th>Math</th> <th>Science</th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>School Proficiency Target</td> <td>58%</td> <td>51%</td> <td>N/A</td> <td>58%</td> <td>51%</td> <td>N/A</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Students</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>37%</td> <td>22%</td> <td>23%</td> <td>43%</td> <td>44%</td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>23%</td> <td>16%</td> <td>15%</td> <td>37%</td> <td>40%</td> <td></td> </tr> <tr> <td>SpEd</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3%</td> <td>3%</td> <td>0%</td> <td>0%</td> <td>2.5%</td> <td></td> </tr> <tr> <td>ELL</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>23%</td> <td>16%</td> <td>11%</td> <td>20%</td> <td>24%</td> <td></td> </tr> <tr> <td>Pacific Islander</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>25%</td> <td>14%</td> <td>11%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>45%</td> <td>26%</td> <td>27%</td> <td>22%</td> <td>56%</td> <td></td> </tr> <tr> <td>Native Hawaiian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>26%</td> <td>20%</td> <td>N/A</td> <td>32%</td> <td>26%</td> <td></td> </tr> </tbody> </table> <p>SY2021 Data from LDS - Plan - Student Achievement</p> <p>and/or iReady data???</p>		2019-2020			2020-2021			2021-2022			ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	School Proficiency Target	58%	51%	N/A	58%	51%	N/A				All Students	N/A	N/A	N/A	37%	22%	23%	43%	44%		Disadvantaged	N/A	N/A	N/A	23%	16%	15%	37%	40%		SpEd	N/A	N/A	N/A	3%	3%	0%	0%	2.5%		ELL	N/A	N/A	N/A	23%	16%	11%	20%	24%		Pacific Islander	N/A	N/A	N/A	25%	14%	11%		0%		Asian	N/A	N/A	N/A	45%	26%	27%	22%	56%		Native Hawaiian	N/A	N/A	N/A	26%	20%	N/A	32%	26%		<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>Assessment Capable Learners (ACL): If students are able to identify and demonstrate learner dispositions and if students are able to own their own learning; students will develop a deeper understanding of what they are learning and how they are progressing in their learning.</p> <p>Hawaii Multi Tiered System of Support (HMTSS): If Ka'imiloa implements our MTSS Tier I, then our behavior data should remain above 80% for Tier I and our academic data should increase to 63% proficiency.</p> <p>If the school provides targeted support during intervention blocks to all learners when needed, then all students should be working towards meeting behavior expectations and standards in ELA and math.</p>	<p>What are your <u>Enabling Activities</u> to improve the achievement gap?</p> <p>Hawaii Multi Tiered System of Support (HMTSS): Ka'imiloa Elementary will continue to develop and engage in the HMTSS and receive professional development for focus areas.</p> <p>Student Success: All students will work towards becoming assessment capable learners and demonstrate school wide behavior expectations</p> <p>Staff Success: All staff will work to develop assessment capable learners and implement school wide behavior plans.</p> <p>Successful Systems of Support: Schoolwide intervention will be provided to support all learners in all tiers for academic and behavior expectations</p>
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SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Student Outcomes:</p> <ol style="list-style-type: none"> Students will show an increase in appropriate behavior expectations as measured by the SRSS-IE, ODR, and/or attendance data By May 2023, 60% of students are reading and math proficient. Tier III students will increase reading and math levels at an accelerated rate by demonstrating more than a year's growth within a school year. <p>Staff Outcomes:</p> <ol style="list-style-type: none"> 100% of teachers will provide Tier I data driven instruction to impact students' mastery of essential reading comprehension and number sense skills. 100% of teachers will implement multi-standard Units of Study for ELA and Math which include essential reading comprehension and number skills. 100% of teachers and staff will provide appropriate support to Tier II and III students. Counselors will provide appropriate support to Tier II and III students. <p>Systems Outcome:</p> <ol style="list-style-type: none"> Refine the school's improvement process. Implement processes to examine data to make instructional decisions. Support the whole child (academic, behavior, social-emotional) through our MTSS Framework. Streamline Professional Development to effectively address student learner needs, teacher needs regarding instructional and assessment practices, and school wide systems. Create a system to address student learner needs. Technology is used to enhance instruction and learning. Build parent involvement. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Student Outcomes:</p> <ol style="list-style-type: none"> By May 2024 the number of Office Disciplinary Referrals (ODR) will be reduced by 10%. By May 2024, 63% of students are reading and math proficient. <p>Staff Outcomes:</p> <ol style="list-style-type: none"> By May 2024, 100% of Teachers will utilize LTSC and dispositions in Tier I instruction. <p>Systems Outcome:</p> <ol style="list-style-type: none"> By May 2024, 100% of teachers will receive training on all identified PD topics in this Academic Plan By May 2024, students needing MTSS Tier III academic interventions will decrease by 5%. By May 2024, the number of students needing MTSS Tier II and III behavior interventions will decrease by 5%. By May 2024 parents who participate in the SQS will increase from 30% to 50%. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Student Outcomes:</p> <ol style="list-style-type: none"> By May 2025, student learning data for VL dispositions will show an increase of 35% rated as Usually as measured on the report card in Reflect and Self Motivate. By May 2025, when asked during classroom walkthroughs, 50% of students will be able to describe what they are learning and how they know they are successful. <p>Systems Outcome:</p> <ol style="list-style-type: none"> By May 2025, 100% of students and staff will utilize technology to augment instruction and learning.
<p><i>Why are you implementing them?</i></p>		

Mission:

Ka'imiloa Elementary School is dedicated to empowering, nurturing and inspiring our students. Our mission is to create a community of learners who have the dispositions, knowledge, and skills to succeed through the challenges of school and life.

HMTSS

The school and teachers will continuously implement systems that support academic achievement and behavior growth for all students. School and teachers will continuously evaluate the integrated, three tiered (MTSS) model of prevention at Ka'imiloa: 1) to ensure that all students receive the appropriate support by identifying needs in a systematic way, 2) to determine primary, secondary, and tertiary support based on students' academic, behavioral and/or social needs, and 3) to utilize preventative plans rather than a reactive plan.

ACL

John Hattie's research shows that when teachers are clear on what students are learning coupled with the students ability to articulate what they are learning, how they are learning and where they are going next in their learning, students can double their speed of learning. With Teacher Clarity, Learning Targets and Success Criteria we increase student agency.

<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>ACL Teachers will become facilitators of learning rather than being the only teacher in the room. Students will take charge of their learning.</p> <p>Students will demonstrate a better understanding of what they are learning by being involved in the creation of the LTSC.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>ACL A school capability assessment will be administered to teachers and students to measure development and improvement of ACL.</p>
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Western Association of Schools and Colleges (WASC) Schoolwide Critical Areas for Follow-Up - (Next Full Self-Study March 2024):

At the conclusion of the 2017-18 full Self-Study and Accreditation Visit, the visiting committee recommended five critical areas for follow-up:

1. Teachers and leadership should continue to develop and support the implementation of real-world experiences and standards-aligned integrated units of learning to promote critical thinking, problem solving, and language acquisition skills.
2. The school has done a highly effective job analyzing data, determining needs, and implementing identified actions to develop a responsive academic plan. It would benefit the school to continue and expand this process to develop school wide systems to address future identified needs and evaluate the effectiveness of these practices.
3. The school can make a positive impact on student achievement by streamlining Professional Development to effectively address student needs as learners and teacher needs regarding instructional and assessment practices.
4. Schoolwide discussions are needed to strengthen school improvement through agreements of the school's Vision, Mission and values. Administration and the Advisory Team feel not all faculty and staff are rooted in the core values and must have further discussion and agreements about the Vision and Mission of Ka'imiloa Elementary.

Schoolwide Prioritized Growth Areas:

1. The Advisory Team and teachers will develop systems to monitor the specific instructional practices and their impact on learning.
2. The Advisory Team and teachers will develop systems to evaluate our curriculum and its implementation.
3. Teachers and students will engage and interact with Learning Targets and Success Criteria to reflect, self-assess, and give feedback.
4. The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process.

Student learner Needs

1. Students need to know, understand, and apply the strategies of a good reader to comprehend text.
2. Students need to learn, understand, and use VL dispositions and the Three Questions to become effective learners.
3. Students need to consistently meet schoolwide behavior expectations.



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

FOCUS ON SY 2023-24: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<i>Add beginning of the year measurements here.</i>	<i>Add throughout the year measurements here.</i>	<i>Add end of year goals here.</i>
15% of our students are able to describe what it means to be a good learner, while many other students describe the GLOs, compliance, or other characteristics.	Quarter 1 - 6% Quarter 2 - 13% Quarter 3 - 25% Quarter 4 - 50%	50% of students will be rated as Usually as measured on the report card in Reflect and Self Motivate.
6% of students were able to describe what they are learning.	Quarter 1 - 40 Quarter 2 - 80 Quarter 3 - 160 Quarter 4 - 320	50% of students will be able to describe what they are learning and how they know they are successful.
255 referrals for SY2223 (up to Q3).		Office Disciplinary Referrals (ODR) will be reduced by 10% (no more than 230)

SY2122 iReady Reading 57% and Math 57%	Fall - 35% Winter - 50% Spring - 63%	63% of students are reading and math proficient as measured by iReady.
	Quarter 1 - 25% Quarter 2 - 50% Quarter 3 - 75% Quarter 4 - 100%	100% of Teachers will utilize LTSC and dispositions in Tier I instruction.
iReady Reading 51%; iReady Math 61% **data as of April 3, 2023		5% decrease in students needing Tier III Academic interventions.
SRSS-IE Winter Data SY2223: Internal: 4.6% Tier III & 11.34% Tier II, total 15.9%. External: 4.8% Tier III & 14.2% Tier II, total 19%		The number of students needing MTSS Tier II and III behavior interventions will decrease by 5%
195 or 30% of parents participated in the SQS. SY21/22 93% of parents have positive responses to engagement and involvement. SQS 2122 Question: The school gives me opportunities to participate in important decisions regarding my child's education - 94% favorable		Parents participation in the SQS will increase from 30% to 50%

Student Outcomes (SY 2023-24)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
SLN 2, GA 3 By May 2025, ??% of students will know dispositions and their definitions as measured by student surveys.	<ul style="list-style-type: none"> Students will be able to describe effective learner qualities (VL dispositions). (keep SY2425) <ul style="list-style-type: none"> STUDENTS know disposition words 		<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	Survey - ask the dispositions and define (use as baseline for SY2425)	Quarter	

<p>By May 2027, when asked during classroom walkthroughs, ??% of students will be able to engage and interact with the learning targets and success criteria.</p>	<p>Student uses LTSC to self-assess own learning</p> <ul style="list-style-type: none"> Teachers will instruct students on how to answer the three questions regarding their learning <ul style="list-style-type: none"> Where am I going? How am I doing? Where to next? <p>and provide time for students to reflect on their learning to consider and answer the questions.</p> <p>Effective Academic Practices</p>	<p>Year 3 (SY2627)</p>				
<p>SLN 3</p> <p>By May 2025 the number of Office Disciplinary Referrals (ODR) will be reduced by ??%. Baseline: 254 referrals for SY2223 (up to Q3).</p> <p>By May 2025 the number of students meeting schoolwide behavior expectations will be 80% or higher, as measured by our school wide SRSS-IE external behavior data.</p>	<p>Students will meet all of the expectations stated in the PBIS Matrix.</p> <p>Healthy Habits Healthy Schools</p>	<p>Year 1</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>Class Paws Cougar Paw Store ODR</p> <p>Teacher survey: PIRS Primary Intervention Rating Scale (PIRS)</p> <p>TFI: Tiered Fidelity Inventory</p> <p>ODR</p>	<p>Monthly</p> <p>3x/year</p> <p>2x/year</p> <p>Quarterly</p>	
<p>SLN 1</p> <p>By May 2025, 66?% of students are proficient in reading and math as measured by iReady and/or BAS.</p> <p>Baseline: SY2122 iReady Reading 57% and Math 57% Baseline SY2425</p>	<ul style="list-style-type: none"> Students will practice and apply learning from reading and math UoS to demonstrate proficiency in the Common Core State Standards Students need to know and understand strategies of a good reader to comprehend text Students will know, understand, 	<p>Yearlong</p> <p>Year 1</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>iReady Diagnostic reading standard view (comprehension domains only) BAS Survey? Unit of Study Data</p>	<p>3x/year 4x/year</p>	

<ul style="list-style-type: none"> Reading 66?% <p>Baseline SY2223 iReady standard view Comprehension Literature = 60% Comprehension Informational = 54%</p>	<p>and apply the strategies of a good reader to comprehend text.</p>	<p>Year 2</p>				
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Staff Outcomes (SY 2023-24)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>SLN 2, GA 3</p> <p>By May 2027, 100% of Teachers will utilize LTSC in reading and math and dispositions in Tier I instruction as measured by surveys and walk-through data. (Notes: We might want to break this down into year 1&2 and year 3)</p>	<ul style="list-style-type: none"> Teachers will utilize dispositions throughout the lesson/day to build an effective learner mindset. <ul style="list-style-type: none"> VL PD STAFF agreement on disposition definitions Teach the dispositions definitions Provide feedback to students on their STAFF agreement on GLO and disposition alignment. <ul style="list-style-type: none"> STAFF agreement on report card by May of SY2526 Teachers will foster students' application of effective learner qualities (VL dispositions) in their 	<p>Year 1, 2 & 3</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>Agenda/Minutes Walkthroughs</p>	<p>Quarterly</p>	

	<p>learning. (SY2627)</p> <ul style="list-style-type: none"> ● Increase teacher clarity around LTSCs <ul style="list-style-type: none"> ○ Teachers will teach purpose of LTSC ○ Teachers will create, post and effectively utilize LTSC for all lessons. <p>Effective Academic Practices</p>	Year 3				
<p>SLN 3</p> <p>By May 2027, 100% of teachers will teach PBIS behavior expectations and utilize low intensity strategies in tier I instruction as measured by the PIRS and teacher survey.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Teach PBIS behavior lessons according to school schedule. ● Implement the reactive plan with integrity. ● Receive PD on and use a few low intensity strategies. ● Use proactive evidence-based strategies to support students' active engagement (Low intensity Strategies). 					
<p>SLN 1</p> <p>By May 2027, 100% of teachers will teach strategies of a good reader as measured by.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Decide and agree on schoolwide strategies ● Receive PD on strategies. ● Teach students what the strategies are. ● Receive PD on strategies ● Teach students to apply good reading strategies 	<p>Year 1</p> <p>Year 2</p>		<p>GL Agenda/Minutes SD Agenda/Minutes Teacher survey Units of Study?</p>		

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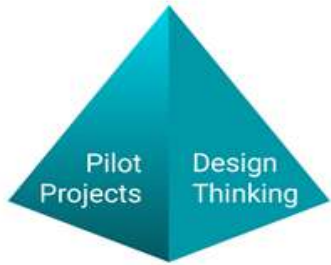
Successful Systems of Support (SY 2023-24)

Measurable Outcome(s)	Enabling Activity		Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. The Advisory Team and teachers will develop systems to monitor the specific instructional practices and their impact on learning. 2. The Advisory Team and teachers will develop systems to evaluate our curriculum and its implementation. 3. Teachers and students will engage and interact with Learning Targets and Success Criteria to reflect, self-assess, and give feedback. 4. The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process.							
By May 2025, 100% of teachers will receive training on all identified PD topics in this Academic Plan	<ul style="list-style-type: none"> 100% of teachers will participate in PD on: <ul style="list-style-type: none"> Visible Learning Mathematical Teaching Practices (MTP) Multi-tiered Systems of Support (MTSS) Vision/mission Blue line Training? 		Year 1	<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	Agenda/Mins PD Timeline	Monthly	
By May 2025, AT and teachers will develop a system evaluate curriculum and its implementation By May 2026, AT and teachers will develop a system to monitor instructional practices and	<ul style="list-style-type: none"> Grade level teams will ensure reading and math units of study meet criteria. Advisory and grade level teams will utilize the EAA Protocol / Data Teams Process to monitor instructional practices, implementation of the curriculum, and impact on student learning. 	Year 1 Year 2	Year 1		ART (UoS)		

evaluate curriculum and its implementation	<ul style="list-style-type: none"> The ART will meet quarterly to monitor programs and processes related to instruction and curriculum. 						
By May 2025, students needing MTSS Tier III academic interventions will decrease by 5%.	<ul style="list-style-type: none"> Identify students at-risk of falling behind academically Action Oriented Decision Making Increase student success in mastering grade-level expectations (guaranteed curriculum. or essential skills) Action Oriented Decision Making 		Year 1	<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	Benchmark Assessment System (BAS) iReady Intervention Data (RISE, EL, etc.)	3x/ Year Quarterly	
By May 2025, the number of students needing MTSS Tier II and III behavior interventions will decrease by 5%.	<ul style="list-style-type: none"> Identify students at-risk of falling behind academically due to behavior problems Action Oriented Decision Making Prevent and reduce behavior problems by providing small groups and/or one-to-one support based on student need. Healthy Habits Healthy Schools Counselors will be 		Year 1	<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	ODR SRSS-IE Counseling groups data SEL Panorama Count how many students needed interventions at the end of the year.	Quarterly 3x/ Year	

	provided support and PD (ASCA Conference).						
By May 2025, 100% of students and staff will utilize technology to augment instruction and learning.	<ul style="list-style-type: none"> • Purchase new and replenish old iPads for student and teacher use. • Update teaching and learning tools • Increase understanding and skill of technology devices and programming through training opportunities (SOTF, ISTE) 		Year 1 & 2	<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			
By May 2025 parents who participate in the SQS will increase from 30% to 50%. Parents will be informed of the teaching /learning process of their students. Baseline SY2223	<ul style="list-style-type: none"> • The school implements opportunities to engage parents and community: <ul style="list-style-type: none"> ○ Kindergarten Orientation ○ Parent-Teacher Conferences ○ Ohana Nights ○ Grade Level Events ○ SCC Meetings ○ Meet and Greet <p>Type</p> <ul style="list-style-type: none"> • GL standards activities • curriculum night • Videos • 		Year 1	<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	Class Dojo SQS Participation rate		

	<p>Frequency</p> <ul style="list-style-type: none"> • <p>Level of engagement</p> <ul style="list-style-type: none"> • Reading logs • 						
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<i>Please describe your school's ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>