

School Academic Plan History Log

Baldwin-Kekaulike-Kulanihakoi-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/7/2022 1:58:22 PM	Test User	Status changed to 'School Academic Plan Started'.	S
9/28/2022 3:43:32 PM	eGrants Admin	Status changed to 'School Academic Plan Not Started'.	S

School Academic Planning Team

Baldwin-Kekaulike-Kulanihakoi-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

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*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

CORE Beliefs

- Students First
- Diversity, Equity and Inclusion
- Health and Wellness
- Social Emotional Learning
- Academic Rigor
- Ha Framework
- World Languages
- Music Education
- Trans* and Gender Creative Affirming School Culture
- Anti-Racist Education

Mission Statement

Lokelani Intermediate School's mission is to guide and nurture the whole child through the development of their unique learning strengths. We embrace the middle school philosophy, empower our students with the General Learner Outcomes, and provide a rigorous academic experience enhanced by the integration of technology.

Vision

Pupukahi I Holomua
Unite to Move Forward

School Profile

Baldwin-Kekaulike-Kulanihakoi-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

About the School

Name of School: Lokelani Intermediate

Address: 1401 Liloa Drive, Kihei, HI 96753

Website: <http://www.lokelani.k12.hi.us/>

Grade Levels: 6-8

Student Enrollment: 454

Number of Teachers: 36

Number of Administrators: 4

Number of Other Staff: 0

* Brief description of management structure and committees

Administration: Principal and Assistant Principal
Steering Committee=Department Heads, Counselors, Registrar
Grade Level Teams
Department Teams
Co-Teaching PLCs
SSC (School Community Council)
PCNC (Parent Community Network Coordinator)
Student Leadership Elective
Grow Some Good/ Garden Coordinator

Steering Committee, Grade Level, Department, SSC teams meet monthly and are part of the decision making process. Co-teaching PLCs meet once every seven period rotation. Student leaders meet daily as part of an elective program. Students lead and create initiatives at the school and have opportunities to give feedback regarding school policies and initiatives. PCNC and Garden Coordinator meet with administration to discuss current projects and future projects to increase opportunities for students.

* Describe how parents and families are engaged with their children's learning and with the school

SCC (school community council)-parents can attend monthly to be part of the decision making process for the academic and financial plan any other school related decision making
PCNC-weekly newsletter and serves as the point of contact for community inquiry
Grow Some Good/Garden Coordinator organizes community work days to support the school garden.

* Please list the academic departments and major areas of the curriculum

Special Education

Science

EIA

Social Studies

Math

World Language

PE/Health

Electives

Diversity, Equity and Inclusion

* What extra-curricular activities are available to students?

REACH Intramural Sports (volleyball, basketball, flag football, esports, cross country, wrestling)

STEMworks

Piano Lab

Band/Chorus

University of Hawaii: "It Takes a Village" program to support social skills

Special Olympics/Unified Sports Teams

* Please list key programs and projects

Diversity, Equity and Inclusion

Leadership YPAR (Youth Participatory Action Research)

PBIS (Positive Behavior Intervention Supports)

Rtl

MPD Poi and Kalo Programs

STEMworks

Online EL program

Spanish Language Program

* What distinguishes the school, makes it unique?

Anti-Racist school that is dedicated to diversity, equity and inclusion. Multilingual students from all over the world. We offer honors classes and the ability to take 4 high school credits in middle school (Algebra I, Geometry, Spanish I and II)
Student led school improvement projects.

* What are the school's colors, mascot, motto?

Pink and Black

Waveriders

Pupukahi I Holomua

School Academic Plan - Demographic Data

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Academic Plan - Demographic Data

Student Groups	State	Complex Area	School
	% of Students	% of Students	% of Students
All	171600	14959	454
Status			
Economically Disadvantaged	52%	54%	57%
English Learners	9%	10%	13%
Foster Care	1%	1%	1%
Homeless	2%	2%	2%
Military Connected	6%	0%	0%
Students with Disabilities	10%	10%	13%
Race			
Asian (Excluding Filipino)	15%	9%	3%
Black	3%	1%	2%
Filipino	22%	28%	27%
Hispanic	2%	3%	8%
Native Hawaiian	24%	25%	16%
Pacific Islander	11%	9%	57%
White	22%	24%	35%
Gender			
Female	48%	48%	50%
Male	52%	52%	50%

Additional Data Sources:

* In the text box below, summarize the other (locally obtained) demographic data sources and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.).

Rtl data, EL screener data, Counselor data, qualitative/quantitative data, homeless identification/support methods, student led survey data, street data (staff observational data)

Data Trends

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Demographic Trends

	Current Year	Previous Year	Two Years Past	Three Years Past
Student Enrollment	454	480	540	551
Number of Teachers	36	38	37	39
Average Daily Attendance	88.81	87.99	93.82	93.75
Graduation Rate (if appropriate)				

Student Learning Outcomes (Trends)

Note: The purpose of this information in the School Profile is to capture trends in learning outcomes to inform the creation of plans by the School Improvement Team. The School Improvement Team consults all available documentation of student learning outcomes and other relevant information in conducting its analysis in the School Profile Review below and in completing the rest of the Comprehensive Needs Assessment for discussion with faculty and school community.

Percent of Students Proficient or Better on Hawai'i Smarter Balanced Assessment

	Most Recent	Previous Year	Two Years Past	Three Years Past
Reading/Language	43.51	50.37		59.1
Mathematics	25.81	24.49		45.65
Science	33.6	39.74		63.22
Social Studies				
Other				

Additional student performance data:

Screener/Assessment	Current and Past Results

School Profile Review

To complete the School Profile Review, the School Improvement Team consults all available documentation of student learning data and other relevant information. This documentation would include assessment results by subject, grade level, and student subgroups. Please note your analysis and conclusion.

What are the demographic strengths and challenges?

* How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?

We have an increase in students with learning disabilities. We used to have 10-11% of our student population identified as students with learning disabilities now we are at 13%. Part of our action plan is the creation of a comprehensive Rt/HTMSS system at the school. Teachers are receiving ongoing training on this pre-referral system. Our enrollment has decreased over the past three years. We have an increase in EL students. As more students are moving to our area from countries from all over the world. We are implementing an online class for EL students for all proficiency levels that is part of students' schedules. We are also hoping to recruit more teachers with EL certification and mentor new teachers on Tier I interventions and strategies to support EL students. Many teachers are taking EL classes to gain instructional strategies to support EL students.

* How has the absenteeism rate (reverse of Average Daily Attendance) changed over time? What are the implications for the school's actionable plan?

Our absenteeism rate has increased over the past three years to the COVID 19 pandemic. We hired an additional counselor and have set up an attendance accountability protocol to catch kids before they become chronically truant. We also have a school resource officer on campus that supports home visits to get kids back to school. Once a month, the peer review team meets to discuss students that are chronically absent. Part of the action plan, is incorporating more engaging student activities at school to engage students so they want to come to school consistently. There have been increased leadership opportunities and after school activities to attract students to come to school and stay in school.

Other thoughts/conclusions

School culture is part of the action plan at the school. Shouting out students, teachers and staff for what's working. Having more celebratory assemblies and elevating teacher work as an example of how to get kids more engaged in the classroom. We are increasing our pool of mentor teachers as we have a large increase in new teachers due to the pandemic and have seen our experienced teachers retire. Increased with with district personnel is effective in filling in the gaps at the school due to the teacher shortage.

What strengths and challenges are indicated by student outcome data?

* What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

The strength is we can do better because three years ago we did a lot better than we are doing now. We know our students are capable and our teachers are capable we just need to get back to they systems that worked prior to the pandemic. This year, there was a grave error in our "bell" schedule and we look forward to fixing this next year and increasing our instructional minutes by 130 a week for next year. We have hired a lot of new teachers that need support and mentorship. District has an effective induction and mentoring program and we hope to expand it and get more teachers to become mentors. The math team is working with a consultant for the second year in a row to increase evidence based practices and data driven small group instruction. Overall, each grade level decreased in proficiency over the past three years during the pandemic. Departments and grade level teams meet once a month to discuss how they are going to improve achievement and share that with administration.

* What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

Students with disabilities, EL students and Pacific Islander students continue to have discrepant student outcomes. The school has a diversity, equity and inclusion initiative and hope to complete the equity audit next year. It had to be postponed due to staffing shortage. Teachers continue to order classroom materials that are culturally responsive and elevate the counter narrative. We are revamping our RtI/HTMSS system. We hired a second counselor and our curriculum coordinator is a teacher and works 12 months so they are planning close to teachers based on their needs.

* What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

Math and science are areas that need the most improvement. We are working with a consultant for math both at the school and complex level. We hired a new science teacher and will be participating in the science fair this year. We are lacking in our seventh grade science curriculum as we don't have a full-time teacher and hope that will change soon.

* What are the differences in growth performance by grade level, class, or subject?

Overall each grade level went down in proficiency over the past three years. The largest drop was in science and math.

* What are the implications of student outcome data on school improvement?

We have a lot of work to do. We need a better RtI/HTMSS system. New teachers need mentors. Experienced teachers need to improve their tier one interventions. Small group instruction needs to improve. We need to improve our data teaming process. Instructional strategies need to be more engaging, project and inquiry based and we need to increase our instructional time with our students.

Other thoughts/conclusions

Our "bell" schedule is egregiously deficient in time spent with students. This will change and be compliant with the required instructional minutes for students that was overlooked for this year.

What are the strengths and challenges of our learning environment?

* What are we doing well in terms of providing a safe learning environment? What else might be needed?

engaging student driven recess activities
school resource officer on campus
after school clubs
After school sports program
Reward Programs PBIS
Co-teaching
new furniture
Align PBIS with HA Framework
Tutoring for students after school
Field day for each grade
More staff collaboration
bring back robo call for absent students
we have a choir
school store

* What are school climate and culture data telling us about our school and learning culture? What do the data tell us about patterns of students', parents', and

school personnel's experience of school life?

students and parents would like the school to be safer
students and parents want more engaging activities
less social media for students outside of school
teachers are tired and affected by the teacher shortage
student discipline not effective

* How does our learning culture reflect our norms, values, and interpersonal relationships? How might we strengthen the school's culture of learning?
we need to celebrate more wins with our staff and students
need a full time student activities coordinator to do that

Other thoughts/conclusions

school climate and culture is a top priority and targeted need

Key Learnings from School Profile Review

Considering the demographic, student outcome, and learning environment data and analysis, summarize the school's two greatest strengths and two greatest challenges.

*** Strength 1**

diversity

*** Strength 2**

growing EL population

*** Challenge 1**

staff shortage

*** Challenge 2**

transient student population

* Specifically, what student learning outcome is your greatest challenge? (Note: The School Improvement Team may be tempted to jump to solutions based on student performance, however the Team needs to resist that temptation. The Practice Review and faculty and school community feedback will provide important information to add to the School Profile Learnings.)

improving school culture and student engagement

Practice Review

Baldwin-Kekaulike-Kulanihakoiki-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 1: Leadership

Goal Average Score: 0.54

Indicator 1.1 - Prioritize improvement and communicate its urgency

Indicator Average Score: 1.29

Ideal Output: School leadership sets the strategic direction for the school and establishes clear policies and expectations for teachers and staff to work toward ambitious improvement goals. They articulate a commitment to improving the school and advocates fiercely across audiences for the school. School leadership closely monitors, discusses, reports, and acts on the school's improvement progress.

Elements:

Element	Response
School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The principal focuses at least 50% of his or her time on working directly with teachers to improve instruction, including classroom observations and lesson planning.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality

<p>(twice a month or more for an hour each meeting) to review implementation of evidence-based practice.</p> <p>Teachers are organized into grade-level, grade₁ level cluster, or subject-area Instructional Teams.</p> <p>School leaders analyze and communicate the data for Instructional Teams and individual teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery.</p>	<p><input type="radio"/> Occasionally and with Fair Quality</p> <p><input type="radio"/> Rarely</p> <p><input type="radio"/> Routinely and with High Quality</p> <p><input checked="" type="radio"/> Frequently and with Good Quality</p> <p><input type="radio"/> Occasionally and with Fair Quality</p> <p><input type="radio"/> Rarely</p> <p><input type="radio"/> Routinely and with High Quality</p> <p><input type="radio"/> Frequently and with Good Quality</p> <p><input checked="" type="radio"/> Occasionally and with Fair Quality</p> <p><input type="radio"/> Rarely</p>
<p>Comments and Notes:</p> <p>Due to the staff shortage, and no candidates for a second assistant principal, the leadership team has not been able to work at its full capacity. The principal and assistant principal are teaching/facilitating at least two classes currently; however, at the start of the year, this was four classes that had no teachers. We continue to recruit teachers to the best of our ability.</p>	

Indicator 1.2 - Monitor short- and long-term goals

Indicator Average Score: 0.33

Ideal Output: Improvement targets are informed by assessment data and review of evidence-based practices. They are set as annual targets for improved student learning and action plan objectives for improved practice. Milestones, timelines, and actions pace how to achieve the objectives. Regular feedback on progress is reviewed and timely changes are made in the action plans to get on track in meeting objectives and achieving student learning outcomes.

Elements:

Element	Response
<p>The School Improvement Team establishes and monitors implementation of an improvement plan that includes indicators of effective practice and implementation milestones and annual target measures.</p>	<p><input type="radio"/> Routinely and with High Quality</p> <p><input type="radio"/> Frequently and with Good Quality</p> <p><input checked="" type="radio"/> Occasionally and with Fair Quality</p> <p><input type="radio"/> Rarely</p>
<p>The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures.</p>	<p><input type="radio"/> Routinely and with High Quality</p> <p><input type="radio"/> Frequently and with Good Quality</p> <p><input type="radio"/> Occasionally and with Fair Quality</p> <p><input checked="" type="radio"/> Rarely</p>

School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/ service decisions.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

Comments and Notes:

Due to staff shortage, we don't have the people to do the work we intended to do.

Indicator 1.3 - Customize and target support to meet needs

Indicator Average Score: 0.00

Ideal Output: The school provides customized, targeted, and timely supports for improvement efforts. Support is aligned to ensure coherence and integration with other necessary initiatives and the elimination of unnecessary initiatives. Progress is regularly monitored to identify support needs and then act quickly and competently to address those needs.

Elements:

Element	Response
The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.	<ul style="list-style-type: none"> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for supports and interventions when necessary.	<ul style="list-style-type: none"> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs.	<ul style="list-style-type: none"> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers	<ul style="list-style-type: none"> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality

to provide equitable access to resources for all students.

- Occasionally and with Fair Quality
- Rarely

Comments and Notes:

***Based on trends and patterns, identify possible primary needs for Domain 1: Leadership:**

Recruitment, mentoring and retention of high quality teachers, administration and staff.

Practice Review

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 2: Talent

Goal Average Score: 0.44

Indicator 2.1 - Recruit, develop, retain, and sustain talent

Indicator Average Score: 0.00

Ideal Output: The school collaborates with the Complex Area and HIDEO to develop a school-specific model for teachers to determine which skills and practices should be prioritized in the teacher-selection process in this school. School leaders use the hiring, evaluation, and professional development processes in place to ensure teachers demonstrate skills and practices needed for improving student learning and school performance.

Elements:

Element	Response
The school attracts and retains qualified personnel who support the school's mission, vision, and purpose.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input checked="" type="radio"/> Rarely

Comments and Notes:

Several teachers retired, left and moved schools. We are attracting teachers; however, due to inadequate remuneration of teachers and staff people are not staying. Many teachers and staff work 2-3 jobs to make ends meet. We have more staff that are not certified and emergency hires that require mentorship and support of which we are short in attaining both at the district and school level. The mentor program at the district is very helpful; however, we need more mentors and the pool of teachers currently are novice and do not have the skill set to mentor. The experienced teachers are working several jobs and not available to mentor.

Indicator 2.2 - Target professional learning opportunities

Indicator Average Score: 0.83

Ideal Output: The school provides opportunities for leaders and teachers to learn side by side and share how their own ongoing growth impacts their individual practice as instructional and organizational leaders. Learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school's action-plan priorities.

Elements:

Element	Response
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<p>The school demonstrates strategic management of human, material, and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input checked="" type="radio"/> Rarely</p>
<p>School leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>The school's professional learning promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>All teachers receive initial and ongoing training and support in effective use of blended learning methods.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>Professional development programs for teachers include assistance in working effectively with families.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>

Comments and Notes:

Our new curriculum coordinator is an experienced teacher and is responsive to teachers' professional development needs. There needs to be greater differentiation due to the vast needs of emergency hires, newly certified teachers, teachers that never taught outside of virtual pandemic learning, etc.

Indicator 2.3 - Set clear performance expectations

Indicator Average Score: 0.50

Ideal Output: Clear expectations for professional performance by every role in the school are routinely shared. School leaders develop schedules that reflect effective use of teacher time.

Elements:

Element	Response
The school leaders develop and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input checked="" type="radio"/> Rarely
School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

Comments and Notes:

The teachers and registrar created a "bell schedule" that does not meet the required instructional minutes for students. We are changing this for next year; however, students are losing 130 minutes of instructional time a week. Most teachers have a professional learning period in their schedule to plan and collaborate with teachers; however, this is not structured as it was in the past due to substitute teacher shortages.

***Based on trends and patterns, identify possible primary needs for Domain 2: Talent:**

Recruitment, fair remuneration and mentorship are a primary need. The "bell schedule" will change next year and the state is working with the registrar to ensure that this egregious error in instructional time does not happen again.

Practice Review

Baldwin-Kekaulike-Kulanihakoiki-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 3: Instruction

Goal Average Score: 0.88

Indicator 3.1 - Diagnose and respond to student learning needs

Indicator Average Score: 1.00

Ideal Output: Teachers regularly examine individual student data, carried out in team meetings, professional learning communities (PLCs), or in other planning sessions as part of teachers' regular work and expectations. School leaders and teachers creatively use fluid instructional groupings rather than year-long assignments that may not meet students' (and teachers') needs. For example, when students struggle with a certain concept, they could be assigned temporarily to a teacher whose data demonstrate that he or she teaches it well or differently from the students' current teacher(s), placed in a small group for reteaching, or given individualized instruction. Teachers are given time within the school day to conduct such analysis and develop plans to address identified needs. Teachers are also held accountable for doing so and for carrying out the plans they develop for students.

Elements:

Element	Response
Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review).	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Instructional teams review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

<p>Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>Teachers actively engage all students (e.g., encourage students to participate) in learning.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>Comments and Notes:</p> <p>Teachers turn in their instructional goal plans based on our screening data and SBA data to the curriculum coordinator and administration. There needs to be an established feedback loop for these instructional goal plans. The math groups for second semester will be adjusted based on need assessed from universal screener data.</p>	

<p>Indicator 3.2 - Provide rigorous evidence-based instruction</p> <p style="text-align: right;">Indicator Average Score: 1.00</p>	
<p>Ideal Output: School leadership and teachers conduct a curriculum analysis and map lesson plans against standards to ensure the plans adequately represent the standards. They determine whether adjustments and supports are needed to ensure all students have access to the curricula. In each instructional mode utilized — whether whole class, small group, independent work, technology-based, or homework — teachers routinely utilize the best evidence-based instructional practices for that mode and school leaders support their development of those practices.</p>	
<p>Elements:</p>	
Element	Response
<p>The instructional teams develop standards-based curriculum for each subject and grade level.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.</p>	<p><input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely</p>
<p>Teachers develop weekly lesson plans based on aligned units of instruction.</p>	<p><input type="radio"/> Routinely and with High Quality</p>

	<input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework).</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program.</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers reinforce classroom rules and procedures by positively teaching them.</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers build students' metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
<p>Teachers stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations.</p>	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

Comments and Notes:

These systems are being reestablished; yet are still at the infancy stage.

Indicator 3.3 - Remove barriers and provide opportunities

Indicator Average Score: 0.62

Ideal Output: The school exalts a community of learners and supports each student's personal development by removing barriers, providing opportunities, and building skills. School leaders and teachers track student progress and help students regain lost ground through academic supports (e.g., tutoring, co-curricular activities, tiered interventions), extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs), credit-recovery programs, and virtual courses). Students demonstrating sufficient prior mastery are given access to higher-level assignments and courses. The school networks with nearby organizations in the community to identify available supports or to generate new supports for students.

Elements:

Element	Response
The school provides all students extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input checked="" type="radio"/> Rarely
High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
High schools. The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines effective socialization opportunities with enhanced learning opportunities available in online instruction to strengthen relationships and learning by granting the student a degree of control over time, place, pace, and/or path.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

<p>Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions).</p>	<p> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely </p>
<p>Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p>	<p> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely </p>
<p>Teachers seek an understanding of each student's personal "story" and that of his/her family in order to appropriately engage the student and family and teach the student.</p>	<p> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely </p>
<p>Teachers promote an understanding and value for various cultures in their classroom displays, including cultures represented by students in the school and classroom.</p>	<p> <input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely </p>

Comments and Notes:

We hired a second counselor to support the mental health of students. Culturally responsive teaching is happening at the school yet not across the board.

***Based on trends and patterns, identify possible primary needs for Domain 3: Instruction:**

Hire high quality teachers and pay them fair wages. Complete the equity audit. Hold teachers accountable to the school's RI/HTMSS process.

Practice Review

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 4: Culture

Goal Average Score: 0.89

Indicator 4.1 - Build a strong community intensely focused on student learning

Indicator Average Score: 1.00

Ideal Output: The school has established systems (i.e., structures, policies, procedures, and routines) for collaborative work focused on practice; to recognize student effort and academic mastery; to recognize job satisfaction and camaraderie among staff. The school maintains a positive, encouraging classroom and school culture for students where students feel safe and supported to share their needs, struggles, and concerns. Each incremental achievement is recognized, but there remains a focus on ultimate results at the student, teacher, and school levels. Team accomplishments are celebrated and offer recognition for hard work and improvement. Frequent and open reviews and discussions of progress on student learning outcomes and professional practice routinely occur with stakeholders to collaboratively problem solve and reach established goals.

Elements:

Element	Response
A team led by a member of the administrative team and including teacher and family representatives oversees school-home relationships, especially policies and practices that engage families in support of student learning.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children's learning.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

Comments and Notes:

We continue to communicate via the weekly newsletter to parents/staff. The school community council (SCC) is chaired by the curriculum coordinator and meets monthly virtually. Attendance is poor. A parent volunteered to run the PTSA and has not followed through.

Indicator 4.2 - Solicit and act upon stakeholder input.

Indicator Average Score: 1.00

Ideal Output: The school learns what constituents think by conducting surveys, forums, focus groups, and suggestion boxes. Action is taken based on stakeholder input and feedback. Constituent input is considered when making programmatic decisions. All voices are heard as evidenced by the communication, engagement, collaboration, and feedback with and from the school community.

Elements:

Element	Response
The School Improvement Team annually releases to the school community a report of its analysis of the required Hawai'i school climate survey, including concrete actions it plans in response to the analysis.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School Improvement Team annually convenes meetings of school personnel and families to discuss results of the annual climate survey, progress on current actions, and any additional actions needed based on survey analysis.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

Comments and Notes:

This is done through the SCC which is poorly attended. We are going to attempt to have a second parent engagement night activity since the first one only had one parent attend.

Indicator 4.3 - Engage students and families in pursuing education goals

Indicator Average Score: 0.67

Ideal Output: The school builds students' skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and towards their postsecondary goals. Families are kept informed and engaged in planning and supporting their students' education goals. Students and their families are provided with a full explanation of assessment results and interest inventories to help them make the best learning decisions. Community resources and expertise are used to expand students' understanding of potential careers and education options.

Elements:

Element	Response
Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input checked="" type="radio"/> Rarely
The school provides all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

Comments and Notes:

We have a summer learning program and revamping tiered interventions through our RtI/HMTSS protocol that the Sped dept head/SCC/Teacher and two grade level counselors are leading and facilitating.

***Based on trends and patterns, identify possible primary needs for Domain 4: Culture:**

We need to get more parents more involved in our schools especially in the area of supporting the mental health/wellness of their children and navigating social media as it has increased student discipline issues at school.

Final Summary

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Domain 1: Leadership

Goal Average Score: 0.54

Indicator	Description	Comments and Notes	Average Score
Indicator 1.1	Prioritize improvement and communicate its urgency	Due to the staff shortage, and no candidates for a second assistant principal, the leadership team has not been able to work at its full capacity. The principal and assistant principal are teaching/facilitating at least two classes currently; however, at the start of the year, this was four classes that had no teachers. We continue to recruit teachers to the best of our ability.	1.29
Indicator 1.2	Monitor short- and long-term goals	Due to staff shortage, we don't have the people to do the work we intended to do.	0.33
Indicator 1.3	Customize and target support to meet needs		0.00

Based on trends and patterns, possible primary needs for Domain 1: Leadership:

Recruitment, mentoring and retention of high quality teachers, administration and staff.

Domain 2: Talent

Goal Average Score: 0.44

Indicator	Description	Comments and Notes	Average Score
Indicator 2.1	Recruit, develop, retain, and sustain talent	Several teachers retired, left and moved schools. We are attracting teachers; however, due to inadequate remuneration of teachers and staff people are not staying. Many teachers and staff work 2-3 jobs to make ends meet. We have more staff that are not certified and emergency hires that require mentorship and support of which we are short in attaining both at the district and school level. The mentor program at the district is very helpful; however, we need more mentors and the pool of teachers currently are	0.00

		novice and do not have the skill set to mentor. The experienced teachers are working several jobs and not available to mentor.	
Indicator 2.2	Target professional learning opportunities	Our new curriculum coordinator is an experienced teacher and is responsive to teachers? professional development needs. There needs to be greater differentiation due to the vast needs of emergency hires, newly certified teachers, teachers that never taught outside of virtual pandemic learning, etc.	0.83
Indicator 2.3	Set clear performance expectations	The teachers and registrar created a "bell schedule" that does not meet the required instructional minutes for students. We are changing this for next year; however, students are losing 130 minutes of instructional time a week. Most teachers have a professional learning period in their schedule to plan and collaborate with teachers; however, this is not structured as it was in the past due to substitute teacher shortages.	0.50

Based on trends and patterns, possible primary needs for Domain 2: Talent:

Recruitment, fair remuneration and mentorship are a primary need. The "bell schedule" will change next year and the state is working with the registrar to ensure that this egregious error in instructional time does not happen again.

Domain 3: Instruction

Goal Average Score: 0.88

Indicator	Description	Comments and Notes	Average Score
Indicator 3.1	Diagnose and respond to student learning needs	Teachers turn in their instructional goal plans based on our screening data and SBA data to the curriculum coordinator and administration. There needs to be an established feedback loop for these instructional goal plans. The math groups for second semester will be adjusted based on need assessed from universal screener data.	1.00
Indicator 3.2	Provide rigorous evidence-based instruction	These systems are being reestablished; yet are still at the infancy stage.	1.00
Indicator 3.3	Remove barriers and provide opportunities	We hired a second counselor to support the mental health of students. Culturally responsive teaching is happening at	0.63

the school yet not across the board.

Based on trends and patterns, possible primary needs for Domain 3: Instruction:

Hire high quality teachers and pay them fair wages. Complete the equity audit. Hold teachers accountable to the school's RtI/HTMTSS process.

Domain 4: Culture

Goal Average Score: 0.89

Indicator	Description	Comments and Notes	Average Score
Indicator 4.1	Build a strong community intensely focused on student learning	We continue to communicate via the weekly newsletter to parents/staff. The school community council (SCC) is chaired by the curriculum coordinator and meets monthly virtually. Attendance is poor. A parent volunteered to run the PTSA and has not followed through.	1.00
Indicator 4.2	Solicit and act upon stakeholder input.	This is done through the SCC which is poorly attended. We are going to attempt to have a second parent engagement night activity since the first one only had one parent attend.	1.00
Indicator 4.3	Engage students and families in pursuing education goals	We have a summer learning program and revamping tiered interventions through our RtI/HTMTSS protocol that the Sped dept head/SCC/Teacher and two grade level counselors are leading and facilitating.	0.67

Based on trends and patterns, possible primary needs for Domain 4: Culture:

We need to get more parents more involved in our schools especially in the area of supporting the mental health/wellness of their children and navigating social media as it has increased student discipline issues at school.

* The faculty came to agreement with most of the descriptions of current practice and recommends that the Academic Plan address the following indicators.

- Staff Shortage
- School Wide AVID strategies
- Positive School Culture "Increase a Culture of Celebration"
- Better use of Advisory Time
- Teacher Collaboration Time needs more structure
- Chromebook shortage
- Poor Student Nutrition
- Attendance-student truancy/tardiness
- Social Media-Cyber Bullying

Student "fight culture"
Students cutting class
Student inappropriate use of technology

List not more than four of the greatest strengths noted and WHY they are a strength:

After school clubs--students enjoy them, community engagement

Student Led Activities--since there is no student activities coordinator, students are leading enrichment activities during the day-increase in student voice

After school Sports program--Reach program is popular students love it

PBIS rewards program (free dress, Pink Tickets, etc.)

Recess Activities---student leaders are planning fun and engaging recess activities which promotes kindness instead of being mean to each other

Co-teaching--sped/gen ed teamed teachers get along

Supportive School Resource Officer on campus

List not more than four of the most striking areas of need in the school's current situation and WHY they are a challenge:

STAFF/TEACHER/ADMIN shortage

Mentoring new staff and emergency hire teachers
substitute teacher shortage

all of these are a challenge because we need teachers/staff at our school to work, and we continue to be short staffed, and the inadequate remuneration for staff/teachers forces teacher/staff to have 2-3 jobs which makes them tired

Rti/HMTSS process needs to be used with fidelity and teachers/staff need support in all the tiered interventions

Parent involvement--needs to increase, and parents need supports to help their children in their growing social emotional/mental health needs

Please review the Student Outcome that is the Greatest Challenge to Improve (see Key Learnings from School Profile Review). Enter the outcome here and revise it if necessary:

TEACHER/STAFF SHORTAGE

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Plan Items

1 Students will test at the 70% proficiency on state tests in ELA, Math and Science.

Description:

All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to test proficiently in ELA, Math and Science to reach their post secondary goals.

☐ 1.1 Universal screener interim goal setting

Description:

Universal screener data will be used quarterly to create interim benchmarks to reach the final goal of 70% proficiency.

☑ 1.1.1 Action-Oriented Data Decision-Making choose 1-2 evidence based strategies to reach the interim benchmark goals.

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools. Grade level and department teams will choose 1-2 evidence based strategies to reach the interim benchmark goals and progress monitor the effectiveness of these evidence based strategies.

Component	Item Name
IDEA	Disproportionate Representation
Title II	Title II (1)

Funding Application	Grant	Notes	Amount
EDUCATION STABILIZATION FUND (ARP-ESSER III)	39696 - ESSER III-LEARNING LOSS-ACADEMIC	approximate amount of ESSER funds allocated	\$30,000.00

☑ 1.1.1.1 PLC (professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly.

Description:

Reflect, assess and pivot instructional strategies to support increased student achievement.

Person Responsible:

Francoise Bell

Estimated Begin Date:

1/5/2023

Estimated Completion Date:

5/26/2023

2 School will be fully staffed.

Description:

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success. Every classroom has a certified high quality teacher.

2.1 Recruitment, Renumeration, Retainment, Mentorship & Induction

Description:

Collaborate with State and District Office of Talent Management to recruit, fairly compensate, retain, mentor and induct staff.

2.1.1 Responsive Capacity Building Students need teachers to be successful

Description:

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff. Work collaboratively with OTM to create innovative practices to support the recruitment, retainment, renumeration, induction and mentoring of teachers and staff.

Component	Item Name	Grant	Notes	Amount
ESSER Planning	Opportunities for all children including subgroups			
Funding Application				
EDUCATION STABILIZATION FUND (CARES-ESSER II)	39675 - ESSER II-TEACHER DIFFERENTIALS		continue and expand differentials for all teachers	\$10,000.00

EA 2.1.1.1 Collaborate with OTM to Innovate, Expedite, Retain and Mentor Teachers and Staff

Description:

Meet with OTM monthly to brainstorm evidence based practices to recruit high quality teachers to Hawai'i, fairly compensate them and retain them.

Person Responsible:

OTM

Estimated Begin Date:

1/5/2023

Estimated Completion Date:

5/26/2023

3 All staff will be involved in strategic planning and ensure that students get the full instructional minutes required by state policy.

Description:

The system and culture of public education work to effectively organize financial, human, and community resources in support of student success. Students will get maximum opportunities to learn with their teachers and have the full amount of instructional time per state policy.

3.1 Student Centered Master Schedule

Description:

Students will receive the maximum amount of instructional minutes per state policy.

3.1.1 Effective Academic Practices Students will receive the maximum amount of instructional minutes with their teachers.

Description:

A master schedule will be compliant with the amount of instructional minutes they are supposed to receive SY 202302024.

4 Students will learn in an anti-racist, inclusive, non discriminatory environment where all students are celebrated through culturally responsive teaching.

Description:

All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to feel safe and that they belong in their classrooms through non discriminatory learning environments and culturally responsive pedagogy.

4.1 Equity

Description:

School will create and implement culturally responsive teaching strategies. School will participate in an equity audit.

4.1.1 Effective Academic Practices Teachers will participate in culturally responsive teaching training.

Description:

Students will see themselves in the curriculum, instruction and assessment.

Component	Item Name
ESSER Planning	Opportunities for all children including subgroups Activities that strengthen a well-rounded educational program

EA 4.1.1.1 Teachers will learn from each other spotlighting exemplary culturally responsive teaching. Teacher to teacher professional development around anti racist, non discriminatory and inclusive pedagogy.

Description:

Teachers will participate in teacher led and outside lead professional development in how to effectively implement culturally responsive teaching practices.

Person Responsible:

Francoise Bell

Estimated Begin Date:

1/3/2023

Estimated Completion Date:

5/31/2024

Goals

Baldwin-Kekaulike-Kulanihakai-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Goal Title	Goal Description
<p>Students will test at the 70% proficiency on state tests in ELA, Math and Science.</p>	<p>All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to test proficiently in ELA, Math and Science to reach their post secondary goals.</p>
<p>School will be fully staffed.</p>	<p>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success. Every classroom has a certified high quality teacher.</p>
<p>All staff will be involved in strategic planning and ensure that students get the full instructional minutes required by state policy.</p>	<p>The system and culture of public education work to effectively organize financial, human, and community resources in support of student success. Students will get maximum opportunities to learn with their teachers and have the full amount of instructional time per state policy.</p>
<p>Students will learn in an anti-racist, inclusive, non discriminatory environment where all students are celebrated through culturally responsive teaching.</p>	<p>All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to feel safe and that they belong in their classrooms through non discriminatory learning environments and culturally responsive pedagogy.</p>

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Goal Title	Goal Description	Progress Monitoring Data Source Title	Progress Monitoring Data Source Description	Strategy Title	Strategy Description	Action Step Title	Action Step Description	Person Responsible
Students will test at the 70% proficiency on state tests in ELA, Math and Science.	All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to test proficiently in ELA, Math and Science to reach their post secondary goals.	Universal screener interim goal setting	Universal screener data will be used quarterly to identify students to reach the final goal of 70% proficiency	Action-Oriented Data Decision-Making	Implementing an established process for operational decisions for students and schools. Grade level and department teams will choose 1-2 evidence based strategies to reach the interim goal. The effectiveness of these evidence based strategies.	PLC (professional learning committees) use and reflect on data strategies during their scheduled PLC period weekly	Reflect, assess and pivot instructional strategies to support increased student achievement.	Francoise Bell
School will be fully staffed.	Public schools have a high-performing culture where all students have the opportunity for professional development to contribute effectively to student success. Every classroom has a certified high quality teacher.	Recruitment, Renumeration, Retainment, Mentorship & Induction	Collaborate with State and District Office of Education to ensure all teachers are retained, mentor and induct staff.	Responsive Capacity Building	Providing training, coaching and supports for teachers to identify and address the needs of our students and staff. Work collaboratively with OTM to create a retention, renumeration, induction and membership of teachers and staff.	Collaborate with OTM to Innovate, Expedite, Retain and Mentor Teachers and Staff	Meet with OTM monthly to brainstorm evidence based strategies to support teachers to retain them.	OTM
All staff will be involved in strategic planning and implementation of all instructional initiatives required by state policy.	The system and culture of public education work to ensure all students have the opportunity to learn with their teachers and have the full range of community resources in support of student success. Students will get maximum opportunities to learn with their teachers and have the full range of community resources in support of student success.	Student Centered Master Schedule	Students will receive the maximum amount of instructional minutes per state policy.	Effective Academic Practices	A master schedule will be compliant with the state policy and ensure all instructional minutes are supported to receive SY 2023/2024.	Teachers will learn from each other spotlighting exemplary culturally responsive teaching. Teacher to teacher professional development (non-discriminatory and inclusive pedagogy).	Teachers will participate in teacher led and outside lead professional development in how to effectively implement culturally responsive teaching practices.	Francoise Bell
Students will learn in an anti-racist, inclusive, non-discriminatory environment where all students are celebrated through culturally responsive teaching.	All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to feel safe and that they belong in learning environments and culturally responsive pedagogy.	Equity	School will create and implement culturally responsive teaching strategies. School will participate in an equity audit.	Effective Academic Practices	Students will see themselves in the curriculum, instruction and assessment.	Teachers will participate in culturally responsive teaching training.		

Goal, Strategy, and Action Step Descriptions

Baldwin-Kekaulike-Kulanihakai-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

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Goal Description	Progress Monitoring Data Source Description	Strategy Description	Action Step Description	Person Responsible
<p>All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to test proficiently in ELA, Math and Science to reach their post secondary goals.</p>	<p>Universal screener data will be used quarterly to create interim benchmarks to reach the final goal of 70% proficiency.</p>	<p>Implementing an established process for examining data to make instructional and operational decisions for students and schools. Grade level and department teams will choose 1-2 evidence based strategies to reach the interim benchmark goals and progress monitor the effectiveness of these evidence based strategies.</p>	<p>Reflect, assess and pivot instructional strategies to support increased student achievement.</p>	<p>Francoise Bell</p>
<p>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success. Every classroom has a certified high quality teacher.</p>	<p>Collaborate with State and District Office of Talent Management to recruit, fairly compensate, retain, mentor and induct staff.</p>	<p>Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff. Work collaboratively with OTM to create innovative practices to support the recruitment, renumeration, induction and mentoring of teachers and staff.</p>	<p>Meet with OTM monthly to brainstorm evidence based practices to recruit high quality teachers to Hawai'i, fairly compensate them and retain them.</p>	<p>OTM</p>
<p>The system and culture of public education work to effectively organize financial, human, and community resources in support of student success. Students will get maximum opportunities to learn with their teachers and have the full amount of instructional time per state policy.</p>	<p>Students will receive the maximum amount of instructional minutes per state policy.</p>	<p>A master schedule will be compliant with the amount of instructional minutes they are supposed to receive SY 202302024.</p>		
<p>All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to feel safe and that they belong in their classrooms through non discriminatory learning environments and culturally responsive pedagogy.</p>	<p>School will create and implement culturally responsive teaching strategies. School will participate in an equity audit.</p>	<p>Students will see themselves in the curriculum, instruction and assessment.</p>	<p>Teachers will participate in teacher led and outside lead professional development in how to effectively implement culturally responsive teaching practices.</p>	<p>Francoise Bell</p>

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Baldwin-Kekaulike-Kulamihakoi-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Goal Title	Progress Monitoring Data Source Title	Strategy Title	Action Step Title	Status	Progress Note	Added By	Date Added
Students will test at the 70% proficiency on state tests in ELA, Math and Science.	Universal screener interim goal setting	Action-Oriented Data Decision-Making choose 1-2 evidence based strategies to reach the interim benchmark goals.	PLC (professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly.				
School will be fully staffed.	Recruitment, Renumeration, Retainment, Mentorship & Induction	Responsive Capacity Building Students need teachers to be successful	Collaborate with OTM to Innovate, Expedite, Retain and Mentor Teachers and Staff				
All staff will be involved in strategic planning and ensure that students get the full instructional minutes required by state policy.	Student Centered Master Schedule	Effective Academic Practices Students will receive the maximum amount of instructional minutes with their teachers.					
Students will learn in an anti-racist, inclusive, non discriminatory environment where all students are celebrated through culturally responsive teaching.	Equity	Effective Academic Practices Teachers will participate in culturally responsive teaching training.	Teachers will learn from each other spotlighting exemplary culturally responsive teaching. Teacher to teacher professional development around anti racist, non discriminatory and inclusive pedagogy.				

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Goal Title	Goal Description	Progress Monitoring Data Source Title	Progress Monitoring Data Source Description	Strategy Title	Strategy Description	Action Step Title	Action Step Description	Person Responsible	Plan Component Title	Component Item
Students will test at the 70% proficiency on state tests in ELA, Math and Science.	All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to test proficiently in ELA, Math and Science to reach their post secondary goals.	Universal screener interim goal setting	Universal screener data will be used quarterly to create interim benchmarks to reach the final goal of 70% proficiency.	Action-Oriented Data Decision-Making Choose 1-2 evidence based strategies to reach the interim benchmark goals.	Implementing an established process for examining data to make instructional and operational decisions for students and schools. Review evidence based strategies to reach the interim benchmark goals and progress monitor the effectiveness of these evidence based strategies.	PLC (Professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly.	Reflect, assess and pivot instructional strategies to support increased student achievement.	Francoise Bell	IDEA	Disproportionate Representation
School will be fully staffed.	Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively. Every classroom has a certified high quality teacher.	Recruitment, Retention, Mentorship & Induction	Collaborate with State and District Office of Talent Management to recruit, fairly compensate, retain, mentor and induct staff.	Responsive Capacity Building Students need teachers to be successful	Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students. Work collaboratively with OTM to create innovative practices to support the recruitment, retention, remuneration, induction and mentoring of teachers and staff.	PLC (Professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly.	Reflect, assess and pivot instructional strategies to support increased student achievement.	Francoise Bell	Title II	Title II (1)
All staff will be involved in strategic planning and ensure that students get the full instructional time required by state policy.	The system and culture of public education work to effectively organize financial, human, and community resources in support of student success. Students will get maximum opportunities for instructional time per state policy.	Student Centered Master Schedule	Students will receive the maximum amount of instructional minutes per state policy.	Effective Academic Practices Students will receive the maximum amount of instructional minutes with their teachers.	Amount of instructional minutes they are supposed to receive SY 2023/2024.	Collaborate with OTM to innovate, Expedite, Retain and Mentor Teachers and Staff	Meet with OTM monthly to brainstorm evidence based practices to recruit high quality teachers to compensate them and retain them.	OTM	ESSER Planning	Opportunities for all children including subgroups
Students will learn in an anti-racist, inclusive, non-discriminatory classroom through culturally responsive teaching.	All students demonstrate they are on a path toward success in college, career, and citizenship. Students need to feel safe and that they belong in their classrooms through non-discriminatory learning environments and culturally responsive pedagogy.	Equity	School will create and implement culturally responsive teaching strategies. School will participate in an equity audit.	Effective Academic Practices Teachers will participate in culturally responsive teaching training	Students will see themselves in the curriculum, instruction and assessment.	Teachers will learn from each other spotlighting exemplary culturally responsive teaching practices. Professional development around anti-racist, non-discriminatory and inclusive pedagogy.	Teachers will participate in teacher led and outside lead professional development in how to effectively implement culturally responsive teaching practices.	Francoise Bell	ESSER Planning	Opportunities for all children including subgroups
						Teachers will learn from each other spotlighting exemplary culturally responsive teaching practices. Professional development around anti-racist, non-discriminatory and inclusive pedagogy.	Teachers will participate in teacher led and outside lead professional development in how to effectively implement culturally responsive teaching practices.	Francoise Bell	ESSER Planning	Activities that strengthen a well-rounded educational program

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Goal Title

Students will test at the 70% proficiency on state tests in ELA, Math and Science.

School will be fully staffed.

All staff will be involved in strategic planning and ensure that students get the full instructional minutes required by state policy.

Students will learn in an anti-racist, inclusive, non discriminatory environment where all students are celebrated through culturally responsive teaching.

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Goal Title	Progress Monitoring Data Source Title	Strategy Title	Action Step Title	Plan Component Title	Component Item
Students will test at the 70% proficiency on state tests in ELA, Math and Science.	Universal screener interim goal setting	Action-Oriented Data Decision-Making choose 1-2 evidence based strategies to reach the interim benchmark goals.	PLC (professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly. PLC (professional learning committees) use and reflect on 1-2 evidence based strategies during their scheduled PLC period weekly.	IDEA Title II	Disproportionate Representation Title II (1)
School will be fully staffed.	Recruitment, Remuneration, Retainment, Mentorship & Induction	Responsive Capacity Building Students need teachers to be successful	Collaborate with OTM to Innovate, Expedite, Retain and Mentor Teachers and Staff	ESSER Planning	Opportunities for all children including subgroups
All staff will be involved in strategic planning and ensure that students get the full instructional minutes required by state policy.	Student Centered Master Schedule	Effective Academic Practices Students will receive the maximum amount of instructional minutes with their teachers.	Teachers will learn from each other spotlighting exemplary culturally responsive teaching. Teacher to teacher professional development around anti racist, non discriminatory and inclusive pedagogy.	ESSER Planning	Opportunities for all children including subgroups
Students will learn in an anti-racist, inclusive, non discriminatory environment where all students are celebrated through culturally responsive teaching.	Equity	Effective Academic Practices Teachers will participate in culturally responsive teaching training.	Teachers will learn from each other spotlighting exemplary culturally responsive teaching. Teacher to teacher professional development around anti racist, non discriminatory and inclusive pedagogy.	ESSER Planning	Activities that strengthen a well-rounded educational program

Title I-C (Migrant)

Baldwin-Kekaulike-Kulanihakoï-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Not Applicable

Optional Items [[Expand All](#)] [[Collapse All](#)]

Component Met

1) **Reading/Math**

Explanation

2) **School Readiness**

Explanation

3) **Graduation/Completion of High School Diploma**

Explanation

Title IV-A

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Not Applicable

Optional Items [[Expand All](#)] [[Collapse All](#)]

Component Met

1) **Well-Rounded**

Explanation

2) **Safe and Healthy Students**

Explanation

3) **Effective Use of Technology**

Explanation

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Not Applicable

Optional Items [Expand All] [Collapse All]		Component Met
1)	<p>Graduation % of youth with IEPs graduating with regular diploma.</p> <p>Explanation</p>	<input type="checkbox"/>
2)	<p>Drop Out % of youth with IEPs dropping out.</p> <p>Explanation</p>	<input type="checkbox"/>
3)	<p>Assessment (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.</p> <p>Explanation</p>	<input type="checkbox"/>
4)	<p>Suspension/Expulsion (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.</p> <p>Explanation</p>	<input type="checkbox"/>
5)	<p>Education Environments (School Age) % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.</p> <p>Explanation</p>	<input type="checkbox"/>

	<p>6) Preschool Environments % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.</p> <p>Explanation</p>	<input type="checkbox"/>
	<p>7) Preschool Outcomes % of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.</p> <p>Explanation</p>	<input type="checkbox"/>
	<p>8) Parent Involvement % of parents who report that the school facilitated parent involvement.</p> <p>Explanation</p>	<input type="checkbox"/>
	<p>9) Disproportionate Representation % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.</p> <p>Explanation</p> <div style="border: 1px solid black; padding: 5px;"> <p>1 Students will test at the 70% proficiency on state tests in ELA, Math and Science.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1 Universal screener interim goal setting <input checked="" type="checkbox"/> 1.1.1 Action-Oriented Data Decision-Making choose 1-2 evidence based strategies to reach the interim benchmark goals. </div>	<input type="checkbox"/>
	<p>10) Disproportionate Representation in Specific Disability Categories % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.</p> <p>Explanation</p>	<input type="checkbox"/>

SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities.

Explanation

Title I

Baldwin-Kekaulike-Kulanihakoiki-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Not Applicable

Optional Items [[Expand All](#)] [[Collapse All](#)]

Component Met

1) **SW1: CNA**

The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.

Explanation

2) **SW2: Involvement of Community/Family in CNA**

The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.

Explanation

3) **SW3: AcPlan Monitoring**

The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards

Explanation

4) **SW4: AcPlan Availability**

The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Explanation

5)	<p>SW5: AcPlan Developed with Coordinated Efforts If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p> <p>Explanation</p>	<input type="checkbox"/>
6)	<p>SW6a: AcPlan Strategies for each Subgroup The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards</p> <p>Explanation</p>	<input type="checkbox"/>
7)	<p>SW 6b: AcPlan Strategies for Strengthening Academic Program The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education</p> <p>Explanation</p>	<input type="checkbox"/>
8)	<p>SW 6c: AcPlan Strategies for those Most at Risk The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(l) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</p> <p>Explanation</p>	<input type="checkbox"/>

9)	<p>SW 6c(II): AcPlan Strategies for those Most at Risk (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>Explanation</p>	<input type="checkbox"/>
10)	<p>SW 6c(III): AcPlan Strategies for those Most at Risk (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs</p> <p>Explanation</p>	<input type="checkbox"/>

Title II

Baldwin-Kekaulike-Kulanihakoī-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Not Applicable

Optional Items [[Expand All](#)] [[Collapse All](#)]

Component Met

1) **Title II (1)**

A description of how activities under this part are aligned with challenging State academic standards.

Explanation

1 Students will test at the 70% proficiency on state tests in ELA, Math and Science.

1.1 Universal screener interim goal setting

1.1.1 Action-Oriented Data Decision-Making choose 1-2 evidence based strategies to reach the interim benchmark goals.

2) **Title II (2)**

A description of how the activities carried out with funds under this part are expected to improve student achievement.

Explanation

3) **Title II (3)**

If a the Complex Area plans to use funds under this part to improve equitable access to effective teachers, consistent with section 1111(g)(1) (B), a description of how such funds will be used for such purpose.

Explanation

4) **Title II (4)**

A description of the complex areas systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Explanation		
5) Title II (5)	A description of how the complex area will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).	<input type="checkbox"/>
Explanation		
6) Title II (6)	A description of how the complex area will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.	<input type="checkbox"/>
Explanation		
7) Title II (7)	An assurance that the complex area will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.	<input type="checkbox"/>
Explanation		

Required Documents

This page is currently not accepting Related Documents.

School Academic Plan Checklist

Baldwin-Kekaulike-Kulanihakoi-Maui (961) Public District - FY 2023 - Lokelani Inter School (430) Public School - School Academic Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

1. Academic Planning Team and Core Beliefs / Mission

Not Reviewed

1.01 There is evidence that all key stakeholder groups were involved in the development of the plan and that their feedback was incorporated into the final plan.

2. Academic Plan Needs Assessment

Not Reviewed

1.01 The narrative summarizes the results of the needs assessment.

1.02 The needs assessment identifies areas of challenge that must be addressed.

1.03 Multiple data sources are used.

3. Academic Plan Prioritized Goals and Objectives

Not Reviewed

1.01 Goals and objectives clearly address school challenges identified in needs assessment.

1.02 Goals are aligned to student performance in specific subjects, non-academic areas, and for an identified subpopulation.

1.03 Goals are S.M.A.R.T.

1.04 Metrics used to measure success are identified for each goal.

1.05 Benchmarks are included that will allow the school to monitor progress toward meeting the goals.

4. Strategies and Enabling Activities

Not Reviewed

1.01 Strategies are designed to address areas identified as needing improvement.

1.02 A realistic theory of action is included that articulates how the strategies will impact school goals.

1.03 There is a clear implementation plan for each strategy that includes the number of individuals that will be reached and how it will look when fully implemented.

1.04 Possible risks in implementation have been identified; a plan exists to address them.

1.05 There is clear evidence that the strategies are evidence-based.

1.06 A timeline provided for enabling activity.

1.07 Metrics used to measure success are identified for each strategy.

1.08 Each enabling activity has an accountable owner directly involved in the implementation process.

1.09 Professional development and other resources are identified and are aligned strategies.

1.10 A plan exists for deploying these resources over the course of the year.