

# COMPREHENSIVE ACADEMIC PLAN (CAP) Summary of Implementation

## VISION

Our vision is to educate the whole child – body, mind and spirit – through a team approach to child centered learning.

## MISSION

The mission of Innovations Public Charter School (IPCS) is to provide the highest quality education to the children of West Hawaii through innovative teaching techniques that meet the needs of every learner.

- As a learning o’hana, we value an environment of aloha which nurtures trust, respect, self-expression without fear, open minds and hearts and continuous improvement.
- We believe that through quality education, students receive the assistance needed to achieve high standards.
- We strive for all students to achieve academic growth over time, learn how to learn, learn how to communicate effectively, develop community and global awareness and become self-directed individuals.

## Performance Challenge

### Challenge/Need 1

Native Hawaiian student subgroups and have performed less than the all-student population in both math and English language arts for the last three years on the SBAC. We have seen a decrease in the GAP over the three years prior to covid, but since covid the ELA GAP grew. The current ELA GAP is 19 (All student 69% proficient in ELA versus Native Hawaiian 50% proficient) as of the preliminary SBAC testing Spring 2023 in ELA. There is also still a Math GAP of 12 (All student 50% proficient in Math versus Native Hawaiian 38% proficient) as of the preliminary SBAC testing Spring 2023 in math. It is still our priority to close this GAP.

### Challenge/Need 2

Disadvantaged student subgroups have performed less than the all-student population in both math and English language arts for the three years prior to covid on the SBAC. We had seen a decrease in the GAP over the three years prior to covid, but the GAP really grew during covid for our disadvantaged students. Preliminary Spring data shows a 14 point gap in ELA (Non-Disadvantaged 69% proficient in ELA versus Disadvantaged 55% proficient) as measured by the spring 2023 SBAC preliminary data in ELA. There is also a Math GAP of 8 points (Non-Disadvantaged 50% proficient in Math versus Disadvantaged 42% proficient) as of the Spring 2022 SBAC testing in math. It is still our priority to close this GAP.

### Challenge/Need 3

All students have showed learning loss due to covid as measured by the SBAC in ELA and Math. In 2019, ELA scores were 70% student proficient, and they dropped to 62% proficient in 2021. For math, in 2019, Math scores were 59% proficient and they dropped to 46% proficient in 2021. The spring 2023 SBAC has the all student ELA at 69%, so we are almost to precovid levels. The spring 2023 SBAC preliminary results for math shows 50% proficient. We want to ensure that all students return to pre-pandemic levels of achievement or greater as soon as possible. This is still a priority to return to and then exceed precovid levels of academic achievement.

## Identified Root Causes and Contributing Conditions (CNA)

1

**Native Hawaiian Students**  
Native Hawaiian Students have consistently underperformed on standardized tests as compared to the general population for the last three years.  
We need to bridge the gap for this demographic group in order for these students to succeed.  
Standardized tests are biased to mainland students. Several questions may be deemed irrelevant to Hawaiian Students. Many of Hawaiian students also fall into the disadvantaged subgroup which also is prone to underperformance.

2

**Disadvantaged Students**  
Disadvantaged Students have consistently underperformed on standardized tests as compared to the general population for the last three years.  
We need to bridge the gap for this demographic group in order for these students to succeed.  
Families struggling to provide basic needs for their children have less time and resources to allocate to their children. They may not have the funds for tutors and extra learning opportunities or may have more stress due to struggling financially.

3

**All Students Showed Learning Loss Due to Covid – Social Emotional Learning / Critical Thinking Focus on Education**  
Due to covid, many of our students experienced trauma. We understand as a school community our teachers and school administration, must incorporate aloha and social emotional learning embedded throughout the day for student success. Further, teachers must focus on thinking and understanding in their teaching as these are the skills that common core standards require as these are the skills needed for the 21st century workplace.

## Mission Alignment to Student Success (refer Scorecard)

### Student Success Outcomes

Universal Outcomes (Aligned to Vision and Mission)

Students Achieve Academic Growth and Success over Time  
Student academic growth and achievement in core content areas is paramount to our mission. Strong foundations in the core disciplines of reading, writing, mathematics, and scientific literacy are stressed in all grades K-8th with a focus on the process and growth over time. Our goal is for all students to be continually growing and leave their K-8th journey meeting and / or exceeding all core academic standards. In accordance with the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), we have established challenging standards, develop aligned assessments, and built accountability systems based upon educational results.

Students Learn How to Learn

Students learning how to learn is critical so that students will be able to learn new skills and technologies to thrive in our 21st Century global workplace. Students are taught via inquiry-based activities based on student interest using cross-disciplinary essential questions, readings, and projects to learn how to learn on their own to solve real world problems.

### Quality Measures

- Growth on internal local specific testing measures 1-4 metric for Writing, ELA and Math with a score of 3 denoting at grade level.
- Growth as depicted on e-portfolios that are utilized throughout the grades K-8th
- Growth as measured by proficiency on the SBAC.

- Students assess their own academic progress and gather evidence of their own achievement based on clear academic targets.
- Students share out their own learning and their own learning process in 2 student lead conferences taking place after trimester 1 and 2.
- Students depict their own learning and their own process in student driven e-portfolios that highlight their best works.

*	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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*	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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Teaching Students Empathy  
Students are taught to communicate with empathy and a sense of what the other person is thinking and feeling. Students are taught to see that their viewpoint isn't the only one. They are encouraged to be good listeners and talk respectfully to others. This is done via teacher modeling and expectations as well as school leader and counselor intervention when necessary.

Teaching Respectful Vocabulary  
\* Students are taught respectful alternatives for heated conversations. Students are reminded that being COLD (passive), or being HOT (blowing up), often makes matters worse. The best solution is to be cool. For example, teacher, counselor and school director will not tolerate telling someone, "you're stupid", but will teach students that it is okay to voice "I disagree with you."

Teaching Public Speaking.  
Students are given the opportunity for numerous small group presentations, as well as school wide curriculum shares for parents and the community and dramatic and musical performances. These opportunities allow for students to have confidence in sharing their ideas, talents, and skills.

•Teaching Students Empathy and Respectful vocabulary is qualitatively measured on the standards-based report card under the category of learning and social behavior which encompasses appropriate behavior for communicating by rating level of positive relations and communication with teacher on a B-D-S continuum (Beginning, Developing and Secure).  
•Teaching Students Public Speaking is also qualitatively measured on the standards-based report card under dramatic arts where varying skills such as projection and articulation are taught via hands-on performance opportunities. The skills are rated on a B-D-S continuum (Beginning, Developing and Secure).

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OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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Students develop a Community and Global Awareness

Students receive a place-based education rich in the culture and the arts through daily 1 hour resource blocks which include physical education, garden/ sustainability, music and drama, art and technology. These resource classes are rooted in community or global awareness. Examples of community development include about their ahupua'a in garden class, African dance. Examples of Global awareness include experiences with Japanese students through a sister school exchange program with the Seiko school in Japan. Additionally, interest groups and project at the elementary level K-6th explore community and global awareness topics and 7th/8th grade Humanities Classes and Mentorships include community and global awareness components.

•All students K-6th will participate in weekly interest groups that are rooted in the community and include many community partnerships. All students in 7th and 8th will participate in weekly mentorships and / or service-learning community activities.  
•Project based learning "project daily learning block" in grades K-6th will include themes that are of both community and global relevance. 7th/8th grade students will have science and humanities lessons tied to local community developments as well as global connections.  
•Ongoing garden and other resource classes will connect lessons to the community and world.  
•All students will interact with the Sieko school in Japan contrasting cultural similarities and differences.  
•All community and global projects will be reported in each student's portfolio.

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OUTCOME DATA LINK SY21-22	OUTCOME DATA LINK SY22-23	OUTCOME DATA LINK SY23-24
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Students become Self-Directed Individuals

\* Innovations' classroom structure is set up for self-directed learning. During all academic learning time two teachers are in the classroom (HQ Teacher + Direct Instructional Support (DIS) Paraprofessional Educator (PPE)). This model allows for zone proximal development. Doubling the adult DIS support allows educators to deliver instruction via cross-disciplinary essential questions, readings and projects to support student self-directed learning. Having two adults facilitates collaborative planning and differentiated instruction to guide students in their individual self-directed learning journeys.

•Students will be evaluated on their standard based report cards each trimester on the ability to take responsibility for their learning and their personal effort.  
•Students will also be evaluated on their participation and engagement in all resource classes.

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OUTCOME DATA LINK SY21-22	OUTCOME DATA LINK SY22-23	OUTCOME DATA LINK SY23-24
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**Growth Progress Monitoring**

Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?

We use local specific diagnostic testing in K-8th for ELA, Math and Science. Our local specific diagnostic tools are internally developed by the teacher and leadership team and are aligned to the Hawaii Common Core Standards. The following details the local specific diagnostic testing for ELA: Grades K-6th use DRA to evaluate student reading fluency and comprehension. This DRA data along with other teacher observation and teacher comprehension local assessment data based on specific units of study is used to measure students ELA proficiency on a 1 (low) - 4 (high) metric with a score of 3 denoting at grade level. For 7th and 8th grade diagnostic ELA, the humanities teacher does various assignments, assessments including the use of easyCBM and observations in the first two weeks of school which consist of the components of all four language skills: listening, speaking, reading and writing including vocabulary and grammar. Again, all students are assessed on the 1 (low) - 4 (high) proficiency metric with a score of 3 denoting at grade level. Writing - For all grades K-8th, a diagnostic writing sample is performed on a writing prompt that is relevant to a school-wide theme or grade level unit of study. The students' writing is scored against grade level rubrics on a 1 (low) -4 (high) metric with a score of 3 denoting at grade level.

We use local specific diagnostic testing in K-8th for ELA, Math and Science. Our local specific diagnostic tools are internally developed by the teacher and leadership team and are aligned to the Hawaii Common Core Standards. The following details the local specific diagnostic testing for Math: Grades K-8th diagnostic testing is specific to the units of study to be covered throughout the school year which are aligned to the common core standards. Due to our combined class grade level configuration, grade level standards for grades 1/2, 3/4, and 5/6 are taught over a two-year time span; thus, 3rd graders may be learning 4th grade standards and 4th graders learning 3rd grade standards; however, all ¾ standards are taught within the two-year grade level loop. The teacher teams at each grade level design the diagnostic assessments with most assessments using Singapore math three step learning model which includes concrete (manipulatives), pictorial (visual representations) and abstract (solving problems). Again, after initial two-week assessment period students are rated on the 1 (low) - 4 (high) proficiency metric with a score of 3 denoting at grade level.

We use local specific diagnostic testing in K-8th for ELA, Math and Science. Our local specific diagnostic tools are internally developed by the teacher and leadership team and are aligned to the Hawaii Common Core Standards. The following details the local specific diagnostic testing for Science - Grades K-8th - Science standards have never been aligned to our grade levels as testing in science on the Hawaii State Assessments has just been phased in over the past five years. Innovations teaches project-based learning and as such teaches science topics that are of high interest and are universally applicable to current student interest and global events. Science standards are taught out of grade level sequence but are covered holistically throughout the grades K-8th. As part of our CNA, as a school we are exploring, "Do we need to teach the NGSS dictated standards at each grade level to perform better on the SBAC tests as proficiency scores for science are now part of the contract renewal process?" At such time we perform science units of student that are high engagement project based, that are tied to NGSS standards, but not in the grade-level scope and sequence.

**Quarter 1  
Growth Targets  
ELA/Math/Other**

**Quarter 2  
Growth Targets  
ELA/Math/Other**

**Quarter 3/4  
Growth Targets  
ELA/Math/Other**

Growth targets are specific to each student in ELA/Math/Science. The universal target for all students is to show continued growth over time.

As a schoolwide target, the following benchmarks are set for the end of Trimester 1 for the all-student population:

ELA: 70% of students proficient  
Math: 55% of students proficient

Growth targets are specific to each student in ELA/Math/Science. The universal target for all students is to show continued growth over time.

As a schoolwide target, the following benchmarks are set for the end of Trimester 2 for the all-student population:

ELA: 72% of students proficient  
Math: 58% of students proficient

Growth targets are specific to each student in ELA/Math/Science. The universal target for all students is to show continued growth over time.

As a schoolwide target, the following benchmarks are set for the end of Trimester 3 for the all-student population:

ELA: 75% of students proficient  
Math: 60% of students proficient

The following are the GAP percentage benchmarks for Trimester 1 Native Hawaiian Students:  
 ELA: No more than a 15 point GAP in ELA.  
 Math: No more than a 10 point GAP in Math.  
 Science: No More than a 10 point GAP in Science.

The following are the GAP percentage benchmarks for Trimester 2 Native Hawaiian Students:  
 ELA: No more than a 12 point GAP in ELA.  
 Math: No more than a 8 point GAP in Math.  
 Science: No More than a 8 point GAP in Science.

The following are the GAP percentage benchmarks for Trimester 3 Native Hawaiian Students:  
 ELA: No more than a 10 point GAP in ELA.  
 Math: No more than a 6 point GAP in Math.  
 Writing: No More than a 6 point GAP in Science.

The following are the GAP percentage benchmarks for Trimester 1 Disadvantaged Students:  
 ELA: No more than a 12 point GAP in ELA.  
 Math: No more than a 6 point GAP in Math.  
 Science: No More than a 10 point GAP in Science.

The following are the GAP percentage benchmarks for Trimester 2 Disadvantaged Students:  
 ELA: No more than a 10 point GAP in ELA.  
 Math: No more than a 4 point GAP in Math.  
 Science: No More than a 8 point GAP in

The following are the GAP percentage benchmarks for Trimester 3 Disadvantaged Students:  
 ELA: No more than a 8 point GAP in ELA.  
 Math: No more than a 2 point GAP in Math.  
 Science: No More than a 6 point GAP in

**Academic Performance Targets**

**ELA**

**MATH**

**SCIENCE**

SY 2025-2026

Native Hawaiian Students will bridge the gap with the all-student population as measured by the SBAC spring 2026. The GAP for ELA shall be no more than 6-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 2 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 2 points in percentage proficient difference from the all-student population.

SY 2025-2026

Disadvantaged Students will bridge the gap with the all-student population as measured by the SBAC spring 2026. The GAP for ELA shall be no more than 4-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 1 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 2 points in percentage proficient difference from the all-student population.

SY 2025-2026

All students have showed learning loss due to covid as measured by the SBAC in ELA, Math and Science. We want to ensure that all students return to pre-pandemic levels of achievement or greater as soon as possible. We are targeting all students to be at 75% proficient in ELA, 60% proficient in Math and 60% profiecent in Science by the End of 2026 as measured by internal data and the SBAC.

SY 2024-2025

Native Hawaiian Students will bridge the gap with the all-student population as measured by the SBAC spring 2025. The GAP for ELA shall be no more than 8-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 4 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 4 points in percentage proficient difference from the all-student population.

SY 2024-2025

Disadvantaged Students will bridge the gap with the all-student population as measured by the SBAC spring 2025. The GAP for ELA shall be no more than 6-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 1 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 4 points in percentage proficient difference from the all-student population.

SY 2024-2025

All students have showed learning loss due to covid as measured by the SBAC in ELA, Math and Science. We want to ensure that all students return to pre-pandemic levels of achievement or greater as soon as possible. We are targeting all students to be at 72% proficient in ELA, 55% proficient in Math and 55% profiecent in Science by the End of 2025 as measured by internal data and the SBAC.

SY 2023-2024

Native Hawaiian Students will bridge the gap with the all-student population as measured by the SBAC spring 2024. The GAP for ELA shall be no more than 10-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 6 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 6 points in percentage proficient difference from the all-student population.

SY 2023-2024

Disadvantaged Students will bridge the gap with the all-student population as measured by the SBAC spring 2024. The GAP for ELA shall be no more than 8-point in percentage proficient difference from the all-student population. The GAP for Math shall be no more than 2 points in percentage proficient difference from the all-student population. The GAP for Science shall be no more than 6 points in percentage proficient difference from the all-student population.

SY 2023-2024

All students have showed learning loss due to covid as measured by the SBAC in ELA, Math and Science. We want to ensure that all students return to pre-pandemic levels of achievement or greater as soon as possible. We are targeting all students to be at 70% proficient in ELA, 52% proficient in Math and 55% profiecent in Science by the End of 2024 as measured by internal data and the SBAC.

**Major Improvement Strategies to Address Root Causes & Performance Challenges**

Improvement Strategy 1 HEADLINE	Bridge the Achievement GAP for Native Hawaiian Students	
Description	Push in intervention by PPEs to provide additional support for Native Hawaiian Students to Bridge the Achievement GAP.	
Key Actions	Estimated Funding Amount	Funding Source
1 Push in intervention by Direct Instructional Support (DIS) Paraprofessional Educators (PPE) will support Native Hawaiian students that are trailing behind on the SBAC (standardized tests). This intervention allows for student zone proximal development to give the student enough of a "boost" from the DIS-PPE to achieve a skill or understand a concept	<b>&gt;\$20</b>	Title I - General 18902
2 Parents will be educated in the Innovations curriculum and will be engaged in the learning process so they can also support their students in their learning journey.	<b>&gt;\$20</b>	Title I - Fam Eng 18935
3 Provide PD training in Math, ELA and Writing programs and data recording (e-portfolios) to PPEs and Educators to ensure project-based learning is aligned to SBAC at all grade levels. Proven high engagement PBL curriculum which is aligned to the	<b>&gt;\$20</b>	Title II - PD 20697
		Per-Pupil

4	curriculum which is aligned to the common core standards will be utilized by well-trained Educators, PPEs with professional development on teaching teachers how to make their students "think." The Common Core State Standards and the general demands of the 21st century require that our students think, and in fact, think more deeply. Most educators focus most of their energy on the completion of tasks and assignments rather than on the development of understanding. It is important that we are making sure our teaching strategies include strong SEL and teaching that creates development of both thinking and understanding.	>\$20	
5			

Improvement Strategy 2 HEADLINE		Bridge the Achievement GAP for Disadvantaged Students	
Description		Push in intervention by PPEs to provide additional support for Disadvantaged Students to Bridge the Gap.	
Key Actions		Estimated Funding Amount	Funding Source
6	Push in intervention by Direct Instructional Support (DIS) Paraprofessional Educators (PPE) will support Disadvantaged students that are trailing behind on the SBAC (standardized tests). This intervention allows for student zone proximal development to give the student enough of a "boost" from the DIS-PPE to achieve a skill or understand a	>\$20	Title I - General 18902
7	Parents will be educated in the Innovations curriculum and will be engaged in the learning process so they can also support their students in their learning journey.	>\$20	Title I - Fam Eng 18935
8	Provide PD training in Math, ELA and Writing programs and data recording (e-portfolios) to PPEs and Educators to ensure project-based learning is aligned to SBAC at all grade levels.	>\$20	Title II - PD 20697
9	D. Proven high engagement PBL curriculum which is aligned to the common core standards will be utilized by well-trained Educators, PPEs with professional development on teaching teachers how to make their students "think." The Common Core State Standards and the general demands of the 21st century require that our students think, and in fact, think more deeply. Most educators focus most of their energy on the completion of tasks and assignments rather than on the development of understanding. It is important that we are making sure our teaching strategies include strong SEL and teaching that creates development of both thinking and understanding.	>\$20	Per-Pupil
10			

Improvement Strategy 3 HEADLINE		Push in intervention by PPEs to provide additional support for ALL Students	
Description		Push in intervention by PPEs to provide additional support for ALL Students that have showed learning loss due to Covid 19	
Key Actions		Estimated Funding Amount	Funding Source
11	Push in intervention by Direct Instructional Support (DIS) Paraprofessional Educators (PPE) will support all students that are trailing behind on the SBAC (standardized tests) due to covid 19 learning loss. This intervention allows for student zone proximal development to give the student enough of a "boost" from the DIS-PPE to achieve a skill or	>\$20	Title I - General 18902
12	Parents will be educated in the Innovations curriculum and will be engaged in the learning process so they can also support their students in their learning journey.	>\$20	Title I - Fam Eng 18935
13	Provide PD training in Math, ELA and Writing programs and data recording (e-portfolios) to PPEs and Educators to ensure project-based learning is aligned to SBAC at all grade levels.	>\$20	Title II - PD 20697
	Proven high engagement PBL curriculum which is aligned to the		Per-Pupil



14	curriculum which is aligned to the common core standards will be utilized by well-trained Educators, PPEs with professional development on teaching teachers how to make their students "think." The Common Core State Standards and the general demands of the 21st century require that our students think, and in fact, think more deeply. Most educators focus most of their energy on the completion of tasks and assignments rather than on the development of understanding. It is important that we are making sure our teaching strategies include strong SEL and teaching that creates development of both thinking and understanding.	>\$20	
15			

Other Improvement Efforts		HEADLINE	
Description		Strive to increase parent engagement.	
Parents need to have a clear understanding of standards and parents need to clearly know how to support their child's learning.			
Key Actions		Estimated Funding Amount	Funding Source
16	Title I Annual Back to School Night to Engage Parents	>\$20	Title I - Fam Eng 18935
17	Grade Level Performances to Share Out Learning via Songs, Music, Dramatic Arts or Live Presentations	>\$20	Title I - Fam Eng 18935
18	Grade Level Curriculum to Share Out Student Learning and Student Best Works	>\$20	Title I - Fam Eng 18935
19	Schoolwide Events such as 5-8th Grade Musical Performed at Aloha Theater over 3 days.	>\$20	Grant Funds
20	Other School Events to Bring In Parents such as School Beautification Days and Pancake Community Zero Waste Breakfasts	>\$20	Grant Funds

I certify that I have reviewed this plan and the information reported herein is correct:

NAME	SIGNATURE
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**School Leader:**

DATE: 5/5/2023

Jennifer Hiro	<i>Jennifer Hiro</i>
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**Governing Board Chair:**

Heather Korotie	<i>Heather Korotie</i>
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DATE: 5/5/2023

**SPCSC APPROVAL**

APPROVED

NOT YET APPROVED

Effective Date:

Reviewer General Comments:  
The Federal Programs Department of the Hawaii State Public Charter School Commission will wait for the submittal of your school's disbursement request

# TITLE I ASSURANCES

**SW 1:** 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.

Page 1 | [Other: Submitted Comprehensive Needs Assessment \(CNA\)](#) | [LINKS](#)

**SW 2:** 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.

Page 1 | [List of Stakeholders](#)

**SW 3:** 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

Page 2 | [LINKS](#)

**SW 4:** 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.

Page 1 | [LINKS](#)

**SW 5:** 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).

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**SW 6:** 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—

- (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;
- (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; and
- (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—
  - (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
  - (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.);
  - (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;

Page 2 | [LINKS](#)

I certify that I have reviewed and the information reported herein is correct:  
By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances

**School Leader:**

SIGNATURE *Jennifer Hito*

DATE: 5/5/2023

**Governing Board Chair:**

SIGNATURE *Heather Korotie*

DATE: 5/5/2023

## List of Stakeholders

The school's Academic Plan is developed with a variety of stakeholders. Our planning team included parents, members of the community, and individuals who will implement and monitor the plan such as teachers, school leaders, paraprofessionals, and other school staff determined by the school. Schools with a high school division should include a student on the

	Staff	Position
1	BRODERSON, ELISHA	Counselor
2	YAMAGATA, IRA	Sped Teacher
3	HAWKINS, CATHERINE	Kindergarten Teacher
4	BRODERSON, JENNIFER	Paraprofessional
5	NELSON, JULIE	Business Manager
6	HIRO, JENNIFER	Director
7		
8		
9		
10		
11		
12		

	Community Members	Position
1	BROWN, TIFFANY	Parent
2	KOROTIE, HEATHER	Board Chair, Parent
3		
4		
5		
6		