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Academic Plan for School Year 2022-23

Achievement Gap
Student Voice
School Design
Pilot Project
Design Thinking/Innovation

School: Lahaina Intermediate School

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

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

HIDOE Learning Organization

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

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

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

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core**

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

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

Principal (print):Stacy Bookland

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Principal's signature:	Date: 3-30-22
Complex Area Superintendent (print): Rebecca Winkie	
Complex Area Superintendent's signature:	Date:

Achievement Gap
Teaching & Learning Core: Equity and Excellence

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

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identified subgroup(s) and their needs.

Team for Achievement Gap: (list names of staff members)

Name:	Grade Level/Content
Katherine Hedden	8th Grade ELA/DH
Lydia Porter	8th grade ELA
Kathy Rutecki	7th Grade ELA
Mona Yamat	SPED
Luann Sochor	Counselor
Laura Sakamoto	8th grade Science Sub
Rose Baagoe	WASC/ Title I Coordinator

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements. WASC/ CNA identified needs: Differentiation, Data Teaming, Celebration. WASC/Staff- identified schoolwide learner needs are: literacy skills, RTI, positive school climate and culture	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*
Demographic Data (LDS, LEI) show	*If we continue to monitor and*	*Continue and monitor use of*

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the percentage of all three at risk subgroups (EL, SPED/IDEA, SES) is increasing each year. According to our StriveHI, SBA, universal screener scores, and achieve3000 lexiles all three of our at risk groups are performing below our non high needs groups. WIDA scores from year to year show need for addressing literacy skills in our EL subgroups.	*address the needs of our high needs subgroups through differentiation, literacy skills, RTI, and provide enrichment for all groups, we will be progressing towards closing the achievement gap and reaching more students.*	*literacy programs ands reading for information (Achieve3000, Imagine Learning, and other specialized reading programs)* *Implement schoolwide reading for literacy emphasis such as through library check-outs, ELA reading logs, or online program* *Continue providing: 24/7 programs for literacy and for EL's, Learning Lab, STEMAS, STEM & technology programs such as robotics, including before and after school for extended time, support, and learning and enrichment opportunity* *Continue & refine skills-based RTI plans in Houses in weekly team meetings and waiver days* *Continue & refine rigor and differentiation in curriculum and instruction through implementation and monitoring of common formative assessments (CFA's) through data teaming in departments, waiver days, and articulations*
Provide staff training and collaboration for data teaming and RTI	*If we continue training and providing for collaboration/ data teaming, RTI, best practice for inclusion teaching, we will be better know our learner needs,*	*Contract with outside providers for trainings and professional development; provide in-house training and implementation time during weekly meetings and*

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	provide for them, and monitor success	*waiver days*
Celebration	*If we encourage, motivate, and celebrate student success in reading comprehension and math, more students will begin to engage in reading activities*	*Celebrate Increase at risk learner gains through using achieve3000 and imagine learning* *Ke alii night,achieve awards, Renaissance, imagine learning recognition, library reading program awards* *Implement math gain recognition with the use of iReady math scores* *Recognize teacher and student success through enews, website, emails, social media*

Baseline Measurements	Formative Measures	Summative Goals
	Add throughout the year measurements here.	*Add end of year goals here.*
iReady Fall reading (Aug 2022) Math and Reading	*3X a year*	*5% gain in Reading and Math for each subgroup*
Achieve Lexile Levelset Pretest (Aug 2022); iready reading for information	*Monthly lexile reports and the Levelset end of year post test, 3X/year iReady*	*5% gain in Lexile points in reading for information comprehension by grade level*
Strive -Hi achievement gap report, WIDA	*Ongoing instruction, RTI , differentiation*	*2% decrease in achievement gap scores in EL and special ed populations; decrease in*

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SBA, Common Formative Assessments(CFA's)	*4 X year - CFA's through content-area departments/ student work samples*	*gap scores for all through as measured by SBA* *100% of teachers use, differentiate, and monitor quarterly CFA's for gains in curriculum grade-level teams*

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
5% gain in Reading and Math (iReady) *5% gain in Lexile points by grade level*	House RTI plans Achieve/iReady Green Tiles/ Accelerated Reader	Yearlong	Title I 18902 iready & teacher trainings	Data teams in Houses, departments and grade-level curriculum pairs	Every 2 weeks/ Houses & departments Monthly and twice a year achieve300	

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2 % Decrease in Gap as measured by SBA and StriveHi	Ongoing instruction, data teaming, RTI, differentiation	yearlong		Curriculum plans, differentiation plans and programs	Quarterly/ monthly	
33% of students recognized and celebrated for gains/ accomplishments	Achieve3000 awards, imagine learning, library reader awards,	yearlong		School Media, daily bulletin	Monthly bulletins	

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
100% of staff analyze schoolwide data to re-assess student demographics and need	Analysis of schoolwide data to update prioritized schoolwide learner needs	Once a year	Waiver day	Agenda & minutes	annual	
100% usage with fidelity of Achieve 3000.	Providing program, training, time and data for staff	yearlong	Title I 18902	Achieve3000 commitments	quarterly	

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100% of Houses have iready analysis time, structure for RTI	Providing program, training, time and data for staff	yearlong	Title I 18902 Waiver Days	House plans for RTI	3 X year iready data analysis in house 4-plus times a year for RTI data cycles	
100% of teachers have common formative assessments and differentiation provided	Provide curriculum pair meeting time as determined by each department	yearlong	Title I 18902 for sub-funded articulations	Common formative assessments, teacher differentiation plans and student work samples	4X a year and as determined by teacher teams	

School Design: Innovation in Support of the Core: School Design

Describe here your school contexts for School Design:

Students will be immersed in excellent learning environments that are thoughtfully designed around a community power to contribute to a thriving, sustainable Hawai'i.

Describe here your current and continuing initiatives that will further advance your 2022-23 School:

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The team has focussed on the following three aspects of the school design initiative: Quality Curriculum, Family and Community Engagement, and Secondary Instructional Design.

Describe here your Conditions for Success for School Design:

The school design team wants goals that people can buy-in to and something that is attainable (schoolwide), measurable, and timely. It is imperative that training opportunities (with resources) are available and that it will benefit both the staff and students.

Name:	Grade Level/Content:
➢ U'i Kua'ana ➢ Frank Parker ➢ Cindy Koyama ➢ Lori Koyama ➢ Donelle Thomas ➢ Charmaine Ganer ➢ Nathan Kahaialii ➢ Saige Burnham ➢ Andrexis Urbina-Carbajal	➢ Curriculum Coordinator ➢ Fine Arts ➢ Counselor ➢ SAC, yearbook, graphics, media ➢ PE/Health ➢ Life Skills ➢ Health/Japanese ➢ 6th Math ➢ 6th/8th SPED

SY 2022-23 Measurable Outcomes (Brainstorming)
What are your Measurable Outcomes around School Design? What are you designing? GOALS

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Family and Community Engagement: Semesterly Student Showcase (Ke Ali'i Night)

- Who will change:
  - More staff involvement and attendance from the community
- What will change:
  - School climate, sense of belonging, communication with the community, hopefully in person, the amount of participation
- By how much:
  - Staff involvement will increase by 50% (no data for community attendance yet)
- By when:
  - By quarter four (spring 2023)
- How the change will be measured:
  - Attendance records, "Content Passports"
- Ideas:
  - Have a QR Code Login
  - Art classes could decorate the cafeteria (obtain materials for properly hanging pieces -strips, chords, etc)
  - Something like the Unity Day chains (an activity in Laulima that can represent Laulima, but also showcase student work, SEL, and decorate the cafeteria)
  - Have snacks and child-friendly beverages
  - Performance (FA and PE)
  - Content Passport (have a drawing)

Quality Curriculum: Finishing, modifying, and implementing the RTI Manual

- Who will change:
  - All staff members
- What will change:
  - PLC and Data Cycles, RTI, effective teaching practices (tier 1)
- By how much:
  - 100% of the teachers implementing tier 1 both academically and behaviorally

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- By when:
  - By the beginning of the 2022-2023 school year
- How the change will be measured:
  - Student achievement (grades, meeting content standards, behavior, and test scores)

Why are you implementing them?

Our team is implementing these two goals to improve student achievement and our overall school climate. We wish to showcase the hard work that our keiki are creating and we think it is important to implement intervention at our school to reinforce our RTI initiative.

How will you know that they are causing an improvement?

The SQS survey, academic growth, and open/healthy communication with the community will showcase any improvements from our team's goals.

Innovation in Support of the Core: School Design

Baseline Measurements (beginning of the year)	Formative Measures (throughout the year)	Summative Goals (end of the year)
Teacher involvement and parent attendance from previous student showcases.	Quarterly check-in with community and teachers through email, social media, enews, and newsletters.	Successful Kealii Night with diverse and bountiful presentations representing the diverse content areas and extracurricular activities that LIS has to offer.
Teachers' knowledge of tier 1 academic and behavioral interventions and extensions.	Teacher implementation of tier 1 academic and behavioral interventions and extensions. In addition to this, providing PLC and RTI training for all staff members, not just leadership and ILT.	All teachers have an understanding and knowledge of tier 1 academic and behavioral interventions and extensions and are able to successfully implement them.

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Student Outcomes (SY 2022-23):

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Improved iReady scores in selected domain for RTI interventions /extensions	Small group instruction, movement of students to identified skill group	Yearlong	N/A	Data cycles, iReady diagnostic	biweekly/3 times a year	
The completion and showcasing of their work at the end of each semester.	Student showcase or performances and work.	Semesterly	Title I funds used for food (about $1,000 from Foodland)	Ke Ali'i Nights	Twice a year	

Staff Outcomes (SY 2022-23):

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Finishing, modifying, and implementing the RTI Manual	Present during administrative day at the beginning of the school year so ALL staff is on the same day. In addition to this, providing PLC and RTI training for all staff members, not just leadership and ILT.	Year round	N/A	Student achievement, grades, standards, behavior and test scores	Daily	
Student Showcase (Ke Ali'i Night)	Kealii Night end of 3rd quarter	Semester? Goal but minimum annual	Title I funds used for food (about $1,000 from Foodland)	Attendance Records, content passports	Semester is the goal but minimum annual	

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Student Voice

Innovation in Support of the Core: Student Voice

Describe here your school context for Student Voice: Students should

Describe here your current and continuing initiatives that will further advance your 2022-23 Student Voice.

Describe here your Conditions for Success for Student Voice

Team for Student Voice:

Name:	Grade Level/Content:
Allie Schira	Math 7th Grade
Jeremiah Ellard	Social Studies 6th Grade
Adonna Ellard	SpEd
Aukele Novikoff	Social Studies 7th Grade
Allison Daniel	SpEd
Lily Morningstar	ELA 7th Grade
Ken Gould	Social Studies 7th Grade
Monica Wilfong	Science 6th Grade
Flaviana Ancheta	Science 7th Grade
Julita Valenzuela	EL
Martina Nagasako	Librarian
Caitlin Comfort	Art Teacher

SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around Student Voice? What are you designing? 1. Each Laulima class will have a student chosen representative who will take part in planning at least 1 quarterly activity chosen by the class and initiated by the students. 2. Teachers will take part in professional development then implement more opportunities for students to share their authentic

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voice in the classroom.
3. We will implement at least 1 new student program by the end of the 2nd quarter (S1).

Why are you implementing them?

1. To increase school climate and student belonging by increasing student's contributions.
2. To give students input on what they learn, how they learn, and where they learn.
3. To give students the opportunity to be their authentic self.

How will you know that they are causing an improvement?

1. Increased Panorama survey results for school climate and sense of belonging.
2. Increased amount of student voice opportunities in classrooms as reported by teachers.
3. Increased student participation in school programs.

Innovation in Support of the Core: Student Voice

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. 1. School Climate 61% on Panorama Survey 2. Teacher reflection survey	*Add throughout the year measurements here.* 1. Evidence of activities 2. Mid-year teacher reflection survey	*Add end of year goals here.* 1. School climate 70% on Panorama survey 2. Increased results in teacher reflection survey

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3. Number of programs offered 21-22SY	3. Mid-year check in on programs offered	3. Number of programs offered end of 22-23 SY

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
Classroom student teacher relationships 70% on Panorama survey	Laulima class will elect a representative who will plan activities chosen by the class and initiated by the students.	Yearlong	Funds for supplies about $1000 (materials)	Panorama survey results for school climate and sense of belonging.	Quarterly	
Increased participation in school programs	Implement at least 1 new student program	Fall	Funds dependant on program	Participation in school programs	Semester	

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)

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Increased amount of student voice activities in classrooms.	PD	Yearlong	Dependant on PD	Teacher reflection survey	Semester	

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Pilot Projects

Pipeline of Emerging Ideas: Pilot Projects

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

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

School Ideas for Pilot Projects	Conditions for Success
Please describe your school's ideas around pilot projects. - *Small scale career day* - *Family engagement* - *Campus beautification day*	*Please describe your conditions for Success:* - *7th grade blue or white house use one Laulima class period to bring in guest speakers to discuss a variety of careers* - *Staff wide presentation on family engagement practices and how we can rebuild stronger PARTNERSHIPS with our ohana.* - *Quarterly beautification day - contributes to student community service hours. Increase family engagement and participation.*

Describe here your school context for Pilot Projects.

Describe here your current and continuing initiatives that will further advance your 2022-23 Pilot Projects.

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Describe here your Conditions for Success for Pilot Projects

Team for Pilot Projects: (list names of staff members)

Name:	Grade Level/Content
Kat Brannen	7th Science
Hannah Flowers	8th Science
Kristin Nohara	8th Math
Shane Cuanan	PE
Mark Gilmore	Band
Kama Kaaikaula	8th Social Studies
Todd Hayase	7th Grade counselor
Kekaialoha Keahi	Aquaponics

SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around Pilot Projects? What are you designing? - *Career day* - *Staff wide family engagement presentation and discussions* - *Apply Family Engagement principles to produce a more effective/productive parent orientation night that involves all of our families (ell, nha?)* - *Beautification days for community/family engagement* - *More teacher/parent communication.* - *Reactivate PTSA*
Why are you implementing them? - *Provide students insight to different careers and pathways.* - *Increase parent and community involvement.* - *Better communication/partnerships with all of our families.* - *Create stronger, more positive PARTNERSHIPS with our parents.*

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How will you know that they are causing an improvement?

- *HIgher family engagement % in SQS*
- *Higher participation #'s in parent night,*
- *Higher % in SQS for all four criterias- safety, well being, family engagement, satisfaction*

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. *8.7% of parents returned SQS survey (20-21 sy)*	*Add throughout the year measurements here.* *Higher response rate via beginning of the year simplified survey (at parent night or in beginning of the year packet)* *Family participation numbers at parent night*	*Add end of year goals here.* *Increase in family engagement activities*

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
Career Exploration	Career Day	Spring		Student career info sheets	Annual	

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Family/Community Engagement	Campus beautification day	Year long		SQS Survey	Quarterly	

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
Family engagement	Campus beautification	yearlong		SQS		

Design Thinking/Innovation

Pipeline of Emerging Ideas: Design Thinking/Innovation

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

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

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School Ideas for Design Thinking/Innovation	Conditions for Success
Please describe your school's ideas around Design Thinking/Innovation. Bringing outside in Branch outside of school Reach out to the Lahaina community Composting on campus - How do we get the community more aware and involved in this? Let's get it Maui County-wide. **Push for LED Lights-COMPLETED** - **Save power** Building tiny homes in Duane's class - Expanding that to the real world We.org → gives transcript credit to students for doing service learning projects in the school and community - Food drives, community needs, etc. - Students can come up with their own ideas Hawaii Bridge - Bring in industry professionals to the classroom Working with Pacific Whale Foundation and other places for students to go do data collection → hands-on career readiness Island Ladies and Gents - Etiquette class *JP:* *Josh - Sustainability Composting -Uncle Kai work- Ignacio* *Project based planning*	*Please describe your conditions for Success:*

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Tom _ Hawaii Bridge *KK- Whale Sanc: data collection for kids* *WE.org* *TN: is there a single org that supports these activities?* *Somebody to put it together- a linkable resource- so that we have a table we can go to to say if we want to do this and this* *CW: KANUhawaii.org- engagement and critical thinking for our students- cultural-aina approach-* *TN - rollout?* *CW Molokai middle is using this- collaboration possibilities* *Josh Blaha- Island Gents* *WE.org* *Hawaii Bridge* *thinking of training for that..once teachers are trained ...it moves to students* *students:* *Island Gents* *Composting* *Kanu -need more info*	

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Describe here your school context for Design Thinking/Innovation.

Describe here your current and continuing initiatives that will further advance your 2022-23 Design Thinking/Innovation.

Describe here your Conditions for Success for Design Thinking/Innovation

Team for Design Thinking/Innovation: (list names of staff members)

Name	Grade Level/Content
Crosby Beam	6-Science
Kandice Kartchner	6-Language Arts
Josh Blaha	6/8-Special Education
Duane Ignacio	7-8-CTE
Blake Ball	6-Math
Julita Valenzuela	6-8-English Language Learning
Jay Petrakis	Vice Principal
Camille Woods	TA Vice Principal
Tom Norton	Technology & Test Coordinator

SY 2022-23 Measurable Outcomes

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What are your Measurable Outcomes around Design Thinking/Innovation? What are you designing?
Why are you implementing them?
How will you know that they are causing an improvement?

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here.	*Add throughout the year measurements here.*	*Add end of year goals here.*

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** **(to be completed by CAS)**
Composting	Students not only work in cafeteria duty, but also assisting and	Yearlong	Title I $20,500	Source led	Just expanding what we are already doing	

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	learning about composting					
~~Island Ladies and Gents~~	Resume meetings once a week with etiquette training etc…	Whole school year	Island Ladies and Gents through Dawn Jackman	Teacher led weekly meetings with students that volunteered	Weekly meetings	

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
Staff obtains knowledge on implementing we.org for our students to do service projects and get transcript credit.	Training for We.org	Training will begin in the Fall	Its free I believe – will check out	Attendance and implementation of projects across students and teacher training	At least one a year, but ideally through the year	
Staff obtains knowledge on	Training for Hawaii Bridge	Training to take place at	Should be free as	Attendance sheet for	Initial training for all with	

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implementing Hawaii Bridge to get industry professionals in the classroom.		the beginning or early in the school year.	HIBridge has offered training	training session	follow up to absentees and new employees.	