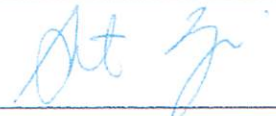



# Kaimuki McKinley Roosevelt Complex Two-Year Academic Plan 2021-2023

Submitted by: Garret Zakahi, Principal	Date
Principal's Signature: 	04/06/2022
Approved by: Complex Area Superintendent Linell Dilwith	Date
CAS Signature: 	5/23/22

**Jefferson Elementary School**  
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

### Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

### School Prioritized Needs from CNA:

- **PD:**
  - to keep teachers/EAs up to date with current research-based instructional strategies to support all learners
  - assessing effectiveness of strategies used
- **Sub-groups:**
  - differentiate instruction to meet the needs of our EL and SPED students
  - continue support of inclusive practices
- **Non-High Needs:**
  - differentiate instruction to meet the needs of our non-high needs students
  - continue to provide PBL to support GLO #3: Complex Thinkers

### Student Needs:

- **Through the Self-Study process, these were the identified Student Learner Needs (Chapter III page 56):**
  - **English Language Arts:**
    1. All students need to read and comprehend complex literary and informational text to the rigor of their grade level standards. (K-5 RI & RL).
    2. Writing - All students need to develop as writers for a variety of purposes including text types (K-5 W.1-3), research to build and present knowledge (K-3 W.7-8), (4-5 W.7-9), and range of writing (3-5 W.10).
  - **Math:**
    1. SMP 1 - Make sense of problems and persevere in solving them.
    2. SMP 4 - Model with mathematics.
  - **Science:**
    1. All students should understand the interconnected nature of science as it is practiced and experienced in the real world.
    2. All students should develop inquiry skills through curiosity and understanding of the scientific process and engineering design methods.
- Increase opportunities for students to share their voice.
- Provide equitable instruction for all students including SPED, EL and disadvantaged.

### Staff Needs:

- The Leadership Team, in conjunction with teachers, will identify and provide a professional development program for teachers in current research-based instructional methodology to enable them to ensure students receive an engaging, rigorous and challenging instructional program. (WASC Critical Area #1)
- Administration, in collaboration with staff, will work together to identify, and provide, staff (teachers and EAs) with in-school Professional Development opportunities, which are research-based, is sustained through consistent



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implementation, is embedded into the Data Teams Cycle, and continuous follow up to measure its effectiveness so each person working with JES students will be equipped with the strategies and/or resources needed to impact their learning. (WASC Critical Area #2)

- Teachers need to meet in grade level and vertical articulation meetings with SPED, ELL, curriculum, data coordinators and enrichment staff to align and coordinate student academic services. (WASC Critical Area #4)

### School Systems Needs:

- There is a need to create a schoolwide system to address the Multi-Tiered Systems of Support (MTSS) for student behaviors.
- Teachers, during grade level and cross grade level meetings, need to establish common understandings of how student performance, assessment results and grades are determined to ensure consistency and fidelity. (WASC Critical Area #3)
- The Leadership Team will determine if school initiatives are impacting student learning by developing systems for assessing their effectiveness. (WASC Critical Area #5)
- The Leadership Team, under the direction of the Principal, will assess the communication systems and practices at JES in order to make appropriate adjustments to ensure that all personnel understand the decision-making process and outcomes. (WASC Critical Area #6)

### The Six Schoolwide Areas of Strength that were identified through the WASC School Improvement Self-Study Process:

1. Jefferson Elementary has collaborated with the school's stakeholders to define a brand "our family...our culture...our land", which is widely understood and "felt" by the school community.
2. The faculty and staff of Jefferson Elementary demonstrate a strong willingness and the capacity to address school improvement initiatives, which support student learning, using the TEAM concept (Together Everyone Achieves More).
3. STEM Week offers the school community an opportunity to collaborate and showcase critical thinking, real-world application of Common Core State Standards through Problem-Based Learning, and is tied to the school's brand.
4. There are professionally acceptable, standards-based assessments used regularly by teachers to evaluate student achievement progress.
5. Systems are in place for teachers to meet and analyze the assessment results to identify student strengths and areas of growth.
6. JES engages with a variety of volunteers and community partners for the benefit of students.

Jefferson Elementary School made several adjustments to our organizational structure to more efficiently and effectively orchestrate our improvement efforts that will be outlined in our Academic Plan.

### Questions that were raised as a result of self-study (Chapter III page 57):

1. What additional support and strategies can we provide to students who perform below or well-below proficiency?
2. How do we know whether the resources and programs we are using are effective in addressing student needs? What factors

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- are influencing our inability to improve proficiency and close the achievement gap?
3. What actions can we take to increase the effectiveness of our data teams?
  4. How can our use of Wonders and Stepping Stones be more appropriately focused on the needs of all our students?
  5. How should we assess the overall effectiveness of our core programs to ensure that our students are developing the necessary foundational skills?
  6. How do we know that all teachers are effectively implementing best practices with respect to small groups and best practices with respect to vertical articulation and classroom applications?
  7. What additional strategies can we use to address issues related to enrollment and attendance?

### Addressing Equity: Sub-Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

#### Special Education

- Configuring the best learning environment for all students, at all levels to meet both academic and/or behavioral needs.
- Instructional strategies to meet the needs of learners.
- Providing supports and services in the student's Least Restrictive Environment (LRE)

#### English Learners - English Learners Initiative

- Literacy development in inclusive settings
- Instructional strategies to meet the needs of learners

#### Disadvantaged

- Address the need for parent engagement and participation to increase student achievement.
- Vulnerable learners who have 2 or more years of academic deficit, but may not qualify for Special Education and/or EL services.
- McKinley Vento (MVA) Students who are homeless.
- Students who qualify for free/reduced lunch services.

#### Non-High Needs Students

- Students who are do not fall into the categories of SPED, EL, or Disadvantaged.
- Meeting the needs of students through use of PBL and real-world application to ensure academic growth.



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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
Garret Zakahi - Principal; Leadership Team members	Continuous School Improvement - School Design
Garret Zakahi - Principal; Maria Dumas - EL Coordinator; Jodi Chun - Coordinator for School Improvement (CSI); Kelly Sutcliffe - Coordinator for School Improvement (CSI)	EL Success Initiative - Equity
Garret Zakahi - Principal; Leadership Team members; EL Coordinator	STRIVE HI - Excellence
Jodi Chun - Coordinator for School Improvement; ART Members	ART - School Design
Kelly Sutcliffe - Coordinator for School Improvement	STEM - Innovation
Jodi Chun - Coordinator for School Improvement	Nā Hopena A'o
Jennifer Ichiyama-Bangan - Counselor	Student Voice
Jennifer Ichiyama-Bangan - Counselor	Social Emotional Learning (SEL)
Deborah Cheeseman- Student Services Coordinator (SSC)	Hawaii Multi-Tiered Systems of Support (HMTSS)
ART Members	Project/Place/ Problem-Based Learning (PBL)

\* ART Leads are based on the State strategies and initiatives - 2030 Promise Plan

### **ESSER: 4 Strategies Subgroups:**

E1: Healthy Habits, Healthy Schools

E2: Action-Oriented Data Decision Making

E3: Responsive Capacity Building

E4: Effective Academic Practices

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
<p>At the end of school year 2022-23, we will have addressed the WASC Areas for Growth:</p> <ol style="list-style-type: none"> <li>1) increase student achievement in ELA, Math and Science</li> <li>2) increase student voice (E4: Effective Academic Practices)</li> <li>3) provide equitable instruction for all students including SPED, EL, and disadvantaged (E2: Action-Oriented Data Decision-Making)</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>JES FOL WASC Schoolwide Areas of Growth #2</b> (E2: Action-Oriented Data Decision-Making) Teachers and administrators need to work together to identify and acquire appropriate instructional resources and programs to address the need of high-risk students to help decrease the achievement gap.  <b>JES FOL WASC Schoolwide Areas of Growth #5</b> (E4: Effective Academic Practices) Teachers should provide a variety of learning opportunities to help address our critical student learner needs through real-world problem-based learning experiences.</li> <li>2) <b>JES FOL WASC E #6</b> (E4: Effective Academic Practices) Jefferson teachers and administrators need to work to develop a procedure for determining the needs and preferences of students in order to further the creation of co-curricular activities.</li> <li>3) <b>WASC Critical Area for Follow Up #3</b> (E2: Action-Oriented Data Decision-Making) Teachers, during grade level and cross grade level meetings, need to establish a common understanding of how student performance, assessment results and grades are determined to ensure consistency and fidelity.</li> </ol>



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<p>4) increase student practice and reflection of GLOs</p> <p>5) increase parental involvement in college/career vision (E3: Responsive Capacity Building)</p> <p>6) increase student awareness of healthy lifestyle choices (E1: Healthy Habits, Healthy Schools)</p>	<p><b>WASC Critical Area for Follow Up #4</b> (E2: Action-Oriented Data Decision-Making) Teachers need to meet in grade level and vertical articulation meetings with SPED, ELL, curriculum, data coordinators and enrichment staff to align and coordinate student academic services.</p> <p><b>WASC Areas of Growth Category B #1</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team should consider ways to provide students with special needs access to all grade level standards to ensure equity.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #4</b> (E2: Action-Oriented Data Decision-Making) All teachers need to establish a common understanding of how students' performance levels, grades, growth, and GLOs are determined across grade levels in all subject areas to ensure greater consistency and fidelity.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #6</b> (E2: Action-Oriented Data Decision-Making) Teachers need to communicate through vertical articulation across grade levels with SPED, ELL, and enrichment teachers to ensure transparency and collaboration.</p> <p>4) <b>WASC Areas of Growth Category B #6</b> The School should continue embedding GLOs in the curriculum.</p> <p><b>WASC Areas of Growth Category D #4</b> Teachers need to demonstrate to students the elements for GLOs that must be mastered and assist them in being aware of their achievement.</p> <p>5) <b>JES FOL WASC Schoolwide Areas of Growth #8</b> (E3: Responsive Capacity Building) Teachers and administrators need to work together to identify successful strategies to improve parent involvement.</p> <p>6) <b>Whole Child</b> (E1: Healthy Habits, Healthy Schools) All students are safe, healthy, and supported in school, in order to fully engage in high-quality educational opportunities.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1) JES will increase student achievement by 5% in ELA each SY. (E4: Effective Academic Practices)</p> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>By May 2022, we will see a 5% decrease in student achievement gap</li> <li>By May 2023, we will see an additional 5% decrease in student achievement gap</li> <li>By May 2022, we will see a 5% increase of SBA scores in ELA proficiency</li> </ul>	<p>1) Increase student achievement in ELA, Math, and Science through:</p> <ul style="list-style-type: none"> <li>RTI</li> <li>Continuous School Improvement Initiative</li> <li>Increase student growth for i-Ready diagnostics in ELA and Math (E2: Action-Oriented Data Decision-Making)</li> </ul> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>Continue to systematically support SPED and EL students to decrease the achievement gap through the use of Catapult Consultants. (Equity) (SW 6i) (E3: Responsive Capacity Building)</li> <li>Continue the implementation of our schoolwide writing program (Student Learning Needs)</li> </ul>	<p>2021-2022</p> <p>2022-2023</p> <p>2021-2022</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A i-Ready: WSF - carryover \$18,000</p> <p><del>Read Well (Phonics Instruction) WSF - carryover \$3,000</del></p> <p>Catapult Consultants - Title I Funds \$44,547</p> <p>Reading Wonders - WSF - carryover \$7,700</p> <p>2 ELL PTTS - assist in providing push in and pull-out services WSF \$24,224</p>	<p>Data Team Form: (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"> <li>Evidence of increase in student achievement as evident on Evaluate, i-Ready, and writing diagnostic</li> <li>Use of schoolwide best practices</li> <li>Quarterly meetings with Principal</li> </ul> <p>Grade level articulation minutes (E2: Action-Oriented Data Decision-Making)</p> <p>SBA scores Gr. 3-5</p>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>from Grades 3 to 4 and 4 to 5 as measured by the Smarter Balanced Assessment (SBA), and in Grades K-5 as measured by our universal screener.</p> <ul style="list-style-type: none"> <li>By May 2023, we will see an additional 5% increase of SBA scores in ELA proficiency.</li> </ul>		2022-2023			
<p>1) JES will increase student achievement by 5% in Math each SY.</p> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>By May 2022, we will see a 5% decrease in student achievement gap</li> <li>By May 2023, we will see an additional 5% decrease in student achievement gap</li> </ul>	<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Continue the use of Multisensory Math strategies to increase student fluency and computation skills. (SMP 4) (SW 6iii) (E4: Effective Academic Practices)</li> <li>Utilize Standards for Mathematical Practice (SMP.1 and 4)</li> </ul>	<p>2021-2022</p> <p>2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Stepping Stones WSF - carryover \$1,200</p> <p>2 ELL PTTS - assist in providing push in and pull-out services (E4: Effective Academic Practices)</p>	<p>Data Team Form: (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"> <li>Evidence of increase in student achievement as evident on Evaluate and i-Ready</li> <li>Use of schoolwide best practices</li> <li>Quarterly meetings with Principal</li> </ul> <p>Grade level articulation minutes (E2: Action-Oriented Data Decision-Making)</p> <p>SBA scores Gr. 3-5</p>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<ul style="list-style-type: none"> <li>By May 2022, we will see a 5% increase in SBA scores in Math proficiency from Grades 3 to 4 and 4 to 5 as measured by the Smarter Balanced Assessment (SBA), and in Grades K-5 as measured by our universal screener.</li> <li>By May 2023, we will see an additional 5% increase of SBA scores in ELA proficiency.</li> </ul>		2021-2022		WSF \$24,224	
		2022-2023			



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<p>1) JES will increase student achievement by 5% in Science each SY.</p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>By May 2022, we will see a 5% decrease in the student achievement gap.</li> <li>By May 2023, we will see an additional 5% decrease in the student achievement gap.</li> <li>By May 2022, 60% of students in Grade 5 will be proficient on HSA Science.</li> <li>By May 2023, 65% of students in Grade 5 will be proficient on HSA Science.</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Continue to have STEM Weeks which are project-based, problem-based, or place-based with topics of students' interest. (Student Learning Needs, Equity) (SW 6 ii) (E4: Effective Academic Practices)</li> <li>Providing students with an understanding of Hawai'i to allow them to make connections through place-based learning. (Hawai'i)(E4: Effective Academic Practices)</li> </ul>	<p>2021-2022</p> <p>2022-2023</p> <p>2021-2022</p> <p>2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>x Other</p> <p><input type="checkbox"/> N/A</p> <p>2 STEM WEEKS - grade K-5 materials WSF - carryover \$4,200</p> <p>Hon District Sci Fair SAF \$200</p> <p>2 STEAM Enrichment PTT's WSF \$24,224</p> <p>Hawaiian Studies Enrichment Teacher Non-School Funding</p> <p>2 ELL PTTS - assist in providing push in and pull-out services WSF \$24,224</p>	<p>Classroom assessments based on NGSS, CCSS, and HCSSS</p> <p>Increase in HSA State Science Assessment for Grade 5</p>
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<p>1) JES will increase student achievement by 5% in ELA and Math.</p> <p><b>RTI:</b></p> <ul style="list-style-type: none"> <li>through differentiation strategies, addressing the needs of all students</li> </ul>	<p><b>RTI:</b></p> <ul style="list-style-type: none"> <li>Review Tier System for academics and behavioral (HMTSS) with Complex Staff (E2: Action-Oriented Data Decision-Making)</li> <li>PD for teachers and staff on HMTSS instructional strategies with Complex Staff (HMTSS)(SW 6 iii) (E3: Responsive Capacity Building)</li> <li>Grade level sharing of strategies currently using (Teacher Voice)(E2: Action-Oriented Data Decision-Making)</li> <li>Continue to systematically support SPED and EL students to decrease the achievement gap through the use of Catapult Consultants. (Equity) (SW 6 iii) (E3: Responsive Capacity Building)</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Deborah Cheeseman SSC</p> <p>Jodi Chun CSI K-2 Kelly Sutcliffe CSI 3-5</p>	<p><input type="checkbox"/> WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> <p>Catapult Consultants: Title I Funds \$44,547</p>	<p>Data Team Form: (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"> <li>Evidence of increase in student achievement as evident on Evaluate and i-Ready</li> <li>Use of schoolwide best practices</li> <li>Quarterly meetings with Principal</li> </ul>
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<p>2) increase in student voice</p> <p><b>STEM Weeks:</b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>Integration of ELA, Math, NGSS, and HCSSS to student projects</li> <li>Inclusion of all learners</li> <li>Application of skills to real-world</li> </ul>	<p><b>STEM Weeks:</b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>Continue to have STEM Weeks which are project-based, problem-based, or place-based with topics of students' interest. (Equity) (SW 6 ii)</li> <li>Providing students with an understanding of Hawai'i to allow them to make connections through place-based learning. (Hawai'i)</li> <li>Classroom visitation of all grade levels for final presentations (Student Learning Needs)</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  x Other  <input type="checkbox"/> N/A</p> <p>2 STEM WEEKS - grade K-5 materials WSF - carryover \$4,200</p> <p>Hon District Sci Fair SAF \$200</p> <p>2 STEAM Enrichment PTT's WSF \$24,224</p> <p>Hawaiian Studies Enrichment Teacher Non-School Funding</p>	<ul style="list-style-type: none"> <li>Increase in perceptual data through the Office of Hawaiian Education HĀ Campus Climate Survey for both students and staff (Hawai'i) (E3: Responsive Capacity Building)</li> <li>Teacher observation of student engagement</li> <li>Increase in SBA scores for ELA, Math, and Science through integrated projects.</li> <li>Formative assessments for student and/or groups (E2: Action-Oriented Data Decision-Making)</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p><b>SEL:</b> (E1: Healthy Habits, Healthy Schools)</p> <ul style="list-style-type: none"> <li>students apply SEL strategies of Choose Love</li> </ul> <p>Panorama SEL Survey:</p> <ul style="list-style-type: none"> <li>Baseline SY 2021-22</li> <li>By May 2023, there will be a 5% increase in all areas of the SEL Survey from fall to spring.</li> </ul> <p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> <li>Decrease in percentage by 2% each SY.</li> </ul>	<p><b>SEL:</b> (E1: Healthy Habits, Healthy Schools)</p> <ul style="list-style-type: none"> <li>Students will discover their voice and will freely share their ideas and thoughts in a safe classroom learning environment (SW 6i, ii, iii)</li> <li>Continue to provide grade level teachers with time to address PBIS</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jennifer Ichiyama Counselor</p>	<p>x WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>PBIS Meetings-Sub Days</p>	<ul style="list-style-type: none"> <li>Decrease in number of student referrals as evident in Infinite Campus- Chapter 19 infractions</li> <li>Student participation in SEL activities associated with Morning Broadcast</li> <li>Posted student work in classrooms</li> <li>Increase in partnership between home and school through the SEL program, which will also decrease in teacher calls for classroom support. (E3: Responsive Capacity Building)</li> <li>Panorama SEL Survey</li> <li>Chronic Absenteeism from LDS</li> </ul>
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<p><b><u>Genius Hour</u></b> <b><u>(Surf Sessions):</u></b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>increase student extra-curricular activities through staff teaching different activities</li> </ul>	<p><b><u>Genius Hour (Surf Sessions):</u></b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>Students will learn different skills through the implementation of our Genius Hour</li> <li>Students will be given an opportunity to choose their activity (Student Voice) (E1: Healthy Habits, Healthy Schools)</li> <li>Begin planning and initial implementation</li> <li>Evaluate and revise sessions as needed</li> </ul>	<p>2021-2022</p>	<p>x WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Increase in positive self-esteem</li> </ul>
		<p>2022-2023</p>	<p>Genius Hour (Surf Sessions) WSF - carryover \$4,200</p>	



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>3) Provide equitable instruction for all students including SPED, EL, and disadvantaged to decrease the achievement gap by 5% per SY.</p> <p><b><u>STEM Weeks:</u></b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>• Integration of ELA, Math, NGSS, and HCSSS to student projects</li> <li>• Inclusion of all learners</li> <li>• Application of skills to real-world</li> </ul>	<p><b><u>STEM Weeks:</u></b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>• Continue to have STEM Weeks which are project-based, problem-based, or place-based with topics of students' interest. (Equity) (SW 6 ii)</li> <li>• Providing students with an understanding of Hawai'i to allow them to make connections through place-based learning. (Hawai'i)</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  x Other  <input type="checkbox"/> N/A</p> <p>2 STEM WEEKS - grade K-5 materials WSF - carryover \$4,200</p> <p>Hon District Sci Fair SAF \$200</p> <p>2 STEAM Enrichment PTT's WSF \$24,224</p> <p>Hawaiian Studies Enrichment Teacher Non-School Funding</p>	<ul style="list-style-type: none"> <li>• Increase in perceptual data through the Office of Hawaiian Education HĀ Campus Climate Survey for both students and staff (Hawai'i)</li> <li>• Teacher observation of student engagement</li> <li>• Increase in SBA scores for ELA, Math, and Science through integrated projects.</li> <li>• Formative assessments for student and/or groups (E4: Effective Academic Practices)</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p><b>ENRICHMENT CLASSES:</b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>Inclusion of all learners</li> <li>Application of skills to real-world</li> </ul>	<p><b>ENRICHMENT CLASSES:</b> (E4: Effective Academic Practices)</p> <ul style="list-style-type: none"> <li>Students make connections and apply skills to real-world and placed-based learning.</li> <li>To develop the whole-child through weekly enrichment classes.</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p> <p>2 Enrichment PTTs            WSF            \$24,224            1 Enrichment ½ time Teacher            WSF            \$35,000</p>	<ul style="list-style-type: none"> <li>Increase in perceptual data through the Office of Hawaiian Education HĀ Campus Climate Survey for both students and staff (Hawai'i) (E3: Responsive Capacity Building)</li> <li>Teacher observation of student engagement</li> </ul>
<p>3) Provide equitable instruction for all students including SPED, EL, and disadvantaged to decrease the achievement gap by 5% per SY.</p> <p><b>RTI:</b></p> <ul style="list-style-type: none"> <li>through differentiation strategies, addressing the needs of all students to decrease the achievement gap by 5%</li> </ul>	<p><b>RTI:</b></p> <ul style="list-style-type: none"> <li>Review Tier System for academics and behavioral (HMTSS) (E1: Healthy Habits, Healthy Schools) with Complex Staff</li> <li>PD for teachers and staff on MTSS instructional strategies with Complex Staff (E3: Responsive Capacity Building)</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>	<p>Deborah Cheeseman SSC</p> <p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p>x WSF            x Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p> <p>Catapult Consultants:            Title I Funds            \$44,547</p> <p>2 ELL PTTS - assist in providing push in and pull-out services            WSF            \$24,224</p>	<p>Data Team Form:            (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"> <li>Evidence of increase in student achievement as evident on Evaluate and i-Ready</li> <li>Use of schoolwide best practices</li> <li>Quarterly meetings with Principal</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<ul style="list-style-type: none"> <li>Using universal screener data, 80% of students will show growth from Fall to Spring Diagnostics by Spring of each SY.</li> </ul>	<p>(HMTSS) (E1: Healthy Habits, Healthy Schools)(SW 6 iii)</p> <ul style="list-style-type: none"> <li>Grade level sharing of strategies currently using (Teacher Voice) (E3: Responsive Capacity Building)</li> <li>Continue to systematically support SPED and EL students to decrease the achievement gap through the use of Catapult Consultants. (Equity) (SW 6 iii) (E3: Responsive Capacity Building)</li> </ul>				
<p>4) increase student practice and reflection of GLOs (E1: Healthy Habits, Healthy Schools)</p> <p>By Spring of each SY, 80% of students will be marked as usually or consistently on the report card for all GLOs.</p>	<ul style="list-style-type: none"> <li>Continue daily reminders through Morning Broadcast (Student Voice)</li> <li>Continue quarterly GLO certificates</li> <li>Quarterly GLO awards assembly</li> <li>Create and implement student GLO self-assessment</li> </ul>	2021-2022 & 2022-2023	Jennifer Ichiyama Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A Possible funding for new Morning Broadcast equipment from the Elks Club	<ul style="list-style-type: none"> <li>Decrease in number of student referrals as evident in Infinite Campus- Chapter 19 infractions</li> <li>Teacher observation and notes</li> <li>Increase in students rated consistently as evident on report card marks</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>5) Increase parental involvement in college/career vision by having at least 40% of parental involvement in at least 2 school sponsored events by May 2022. (E3: Responsive Capacity Building)</p> <p>Increase parental involvement in college/career vision by having an increase of 5% of parental involvement in at least 2 school sponsored events by May 2023. (E3: Responsive Capacity Building)</p>	<p>Provide opportunities and avenues for parents to be involved in their student's goal making and plans for their academic path. (SW 7)</p> <p>Continue Community Meetings</p> <ul style="list-style-type: none"> <li>- Open House, <del>Pasta Night</del>, <del>Literacy Night</del>, <del>Math Night</del> and Family Nights</li> </ul> <p>Parent and Community-</p> <ul style="list-style-type: none"> <li>• Continue to engage families and community partners in school initiatives through School Community Council meetings, PSAP, family nights, Principal Coffee Hours, etc. (SW 6 i, iii; SW 7)</li> <li>• Amazing Break Challenge <ul style="list-style-type: none"> <li>○ Families given a challenge of different activities to do over the Fall, Winter and Spring Breaks</li> </ul> </li> </ul>	2021-2022	<div> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </div> <div> Parent and Community Involvement  Title I Funds  \$1,290 </div>	Parent Survey  Sign-in Sheets
		2022-2023		<ul style="list-style-type: none"> <li>• Completed Amazing Break Challenge sheet</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

6) increase student awareness of healthy lifestyle choices (E1: Healthy Habits, Healthy Schools)	Provide opportunities for students to participate in physical fitness activities that promote a healthy lifestyle.	2021-2022	Jennifer Ichiyama Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Grade 5 Physical Fitness Meet</li> <li>• Annual Wellness Report</li> <li>• Fresh Fruits &amp; Vegetable Program</li> <li>• Increase positive self-image</li> <li>• Wellness Committee</li> <li>• Wellness Wednesdays</li> <li>• Completed Amazing Break Challenge sheet</li> </ul>
		2022-2023	Kelly Sutcliffe CSI 3-5  Jodi Chun CSI K-2	Wellness Committee - Wellness Wednesdays quarterly prizes SAF \$500  Grade 5 Fitness Meet SAF \$466	

## Two-Year Academic Plan SY 2021-2022, 2022-2023

**Goal 2: Staff Success.** [Jefferson Elementary School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:
<p>At the end of school year 2021-2022, we will have addressed the WASC Areas for Growth:</p> <ol style="list-style-type: none"><li>1) Professional Development opportunities identified for all (teachers and EAs). (E3: Responsive Capacity Building)</li><li>2) Professional Development opportunities provided to all (teachers and EAs) (E3: Responsive Capacity Building)</li></ol>	<ol style="list-style-type: none"><li>1) <b>WASC Critical Areas for Follow-Up #1</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team, in conjunction with teachers, will identify and provide a professional development program for teachers in current research-based instructional methodology to enable them to ensure students receive an engaging, rigorous and challenging instructional program.  <b>WASC Critical Areas for Follow-Up #2</b> (E2: Action-Oriented Data Decision-Making) Administration, in collaboration with staff, will work together to identify and provide staff (teachers and EAs) with in-school Professional Development opportunities, which are research-based, is sustained through consistent implementation, is embedded into the Data Teams Cycle, and continuous follow up to measure its effectiveness so each person working with JES students will be equipped with strategies and/or resources needed to impact their learning.  <b>JES FOL WASC Self-Study Schoolwide #7</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team will work together to assess, identify and provide appropriate professional development to all staff members each year ensuring equitable support and learning experiences of all students.</li><li>2) <b>WASC Critical Areas for Follow-Up #1</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team, in conjunction with teachers, will identify and provide a professional development program for teachers in current research-based instructional methodology to enable them to ensure students receive an engaging, rigorous and challenging instructional program.</li></ol>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

- 3) All student support staff, which includes teachers (general education, SPED, EL), EAs, and other staff members articulate within grade levels and vertically to effectively implement standards and GLOs.  
(E2: Action-Oriented Data Decision-Making)

### **WASC Critical Areas for Follow-Up #2**

(E2: Action-Oriented Data Decision-Making)

Administration, in collaboration with staff, will work together to identify and provide staff (teachers and EAs) with in-school Professional Development opportunities, which are research-based, is sustained through consistent implementation, is embedded into the Data Teams Cycle, and continuous follow up to measure its effectiveness so each person working with JES students will be equipped with strategies and/or resources needed to impact their learning.

### **JES FOL WASC Self-Study Schoolwide #7**

(E2: Action-Oriented Data Decision-Making)

The Leadership Team will work together to assess, identify and provide appropriate professional development to all staff members each year ensuring equitable support and learning experiences of all students.

### **3) WASC Critical Areas for Follow-Up #4**

(E2: Action-Oriented Data Decision-Making)

Teachers need to meet in grade level and vertical articulation meetings with SPED, ELL, curriculum, data coordinators and enrichment staff to align and coordinate student academic services.

### **JES FOL WASC Schoolwide Areas of Growth #2**

(E2: Action-Oriented Data Decision-Making)

Teachers and administrators need to work together to identify and acquire appropriate instructional resources and programs to address the need of high-risk students to help decrease the achievement gap.

### **JES FOL WASC Schoolwide Areas of Growth #5**

(E4: Effective Academic Practices)

Teachers should provide a variety of learning opportunities to help address our critical student learner needs through real-world problem-based learning experiences.

### **JES FOL WASC Schoolwide Areas of Growth #6**

(E2: Action-Oriented Data Decision-Making)

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>4) Teachers use data to increase student achievement. (E2: Action-Oriented Data Decision-Making)</p> <p>5) Common school wide grading system (E2: Action-Oriented Data Decision-Making)</p> <p>6) Provide support for non-tenured teachers (E3: Responsive Capacity Building)</p>	<p>Teachers need to communicate through vertical articulation across grade levels with SPED, ELL, and enrichment teachers to ensure transparency and collaboration.</p> <p>4) <b>WASC Critical Areas for Follow-Up #4</b> (E2: Action-Oriented Data Decision-Making) Teachers need to meet in grade level and vertical articulation meetings with SPED, ELL, curriculum, data coordinators and enrichment staff to align and coordinate student academic services.</p> <p>5) <b>WASC Critical Area for Follow Up #3</b> (E2: Action-Oriented Data Decision-Making) Teachers, during grade level and cross grade level meetings, need to establish a common understanding of how student performance, assessment results and grades are determined to ensure consistency and fidelity.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #4</b> (E2: Action-Oriented Data Decision-Making) All teachers need to establish a common understanding of how students' performance levels, grades, growth, and GLOs are determined across grade levels in all subject areas to ensure greater consistency and fidelity.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #6</b> (E2: Action-Oriented Data Decision-Making) Teachers need to communicate through vertical articulation across grade levels with SPED, ELL, and enrichment teachers to ensure transparency and collaboration.</p> <p>6) <b>WASC Critical Areas for Follow-Up #2</b> (E3: Responsive Capacity Building) Administration, in collaboration with staff, will work together to identify and provide staff (teachers and EAs) with in-school Professional Development opportunities, which are research-based, is sustained through consistent implementation, is embedded into the Data Teams Cycle, and continuous follow up to measure its effectiveness so each person working with JES students will be equipped with strategies and/or resources needed to impact their learning.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1) Professional Development opportunities identified for all (teachers and EAs) (E3: Responsive Capacity Building)	Identify professional development opportunities in areas that teachers and EAs need more support.  Continue to have PD sessions based on student learning needs and teacher voice.	2021-2022 & 2022-2023		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Survey teachers to identify professional development needs (Teacher Voice)</li> </ul>
2) Professional Development opportunities provided to all (teachers and EAs) (E3: Responsive Capacity Building)	Continue to provide teachers with professional development with in-school support, Catapult consultants, and/or Complex Staff (SW 6 iii)  Provide professional development to include all teachers and EAs.	2021-2022 & 2022-2023		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Teacher Sub Days (\$201/day) WSF - carryover \$1208  Catapult Consultants: Title I Funds \$44,547	<ul style="list-style-type: none"> <li>Leadership Team creates a PD calendar for upcoming school year</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>3) All student support staff, which includes teachers (general education, SPED, EL), EAs, and other staff members articulate within grade levels and vertically to effectively implement standards and GLOs.</p> <p>(E2: Action-Oriented Data Decision-Making)</p>	<p>Continue to provide grade levels with time for Vertical Articulation and cross-grade level articulation.</p> <p>Provide time for teachers and other staff members to meet during and after the school day.</p> <p>Creation of HMTSS Team to implement HMTSS school plan (E1: Healthy Habits, Healthy Schools)</p>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p> <p>Jennifer Ichiyama Counselor</p> <p>Deborah Cheeseman SSC</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Teacher Sub Days (\$201/day) for Vertical Articulation Days WSF- carryover \$1208</p>	<ul style="list-style-type: none"> <li>• Articulation Calendar</li> <li>• Staff Meeting Schedule</li> <li>• HMTSS Team</li> </ul>
<p>4) Teachers use data to increase student achievement.</p> <p>(E2: Action-Oriented Data Decision-Making)</p>	<p>Continue the use of data team process for Math, ELA, and writing</p> <p>Continue meetings with administration to discuss progress on meeting the student goals.</p> <p>Continue to provide grade levels with time for vertical articulation and grade level articulation</p>	<p>2021-2022 &amp; 2022-2023</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p> <p>Garret Zakahi Principal</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Teacher Sub Days (\$201/day) for Vertical Articulation Days WSF- carryover \$1208</p>	<p>Data Team Form: (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"> <li>• Evidence of increase in student achievement as evident on Evaluate and i-Ready</li> <li>• Use of schoolwide best practices</li> <li>• Quarterly meetings with Principal</li> </ul> <p>SBA scores in Gr. 3-5</p> <p>Articulation Calendar</p> <p>Staff Meeting Schedule</p>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>5) Common school wide grading system and instructional practices (E2: Action-Oriented Data Decision-Making)</p>	<p>Begin to use the walkthrough process to collect data on usage of institutional agreed instructional practices</p> <p>Revisit walkthrough goals for relevance:</p> <ul style="list-style-type: none"> <li>• word walls/visual academic vocabulary</li> <li>• visual class rules</li> </ul> <p>Structured vertical articulation time for teachers to discuss CCSS and student achievement data.</p> <p>Review CCSS based grading with all grade levels for consistency in student performance as they move up through the grade levels.</p> <p>Teachers will communicate with parents the grading system (E3: Responsive Capacity Building)</p>	<p>2021-2022 &amp; 2022-23</p>	<p>Jodi Chun CSI K-2</p> <p>Kelly Sutcliffe CSI 3-5</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other x N/A</p>	<ul style="list-style-type: none"> <li>• Walkthrough data</li> <li>• Walkthrough checklist</li> <li>• Grade level articulation agendas and minutes</li> <li>• Use of student created rubrics in grading student assessments and work</li> <li>• Build student understand of CCSS to internalize performance outcomes</li> <li>• Report Card Folder-shared during Parent-Teacher Conferences during Quarter 2. (E3: Responsive Capacity Building)</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>6) Provide support for non-tenured teachers (E3: Responsive Capacity Building)</p>	<p>Continue to provide support to probationary teachers as well as teachers new to our school.</p> <ul style="list-style-type: none"> <li>• Continue to provide all probational teachers support in implementing schoolwide initiatives they will not get district training on</li> <li>• Continue implementation of JES New Teacher Academy, when needed</li> </ul>	<p>2021-2022 &amp; 2022-2023</p>		<p>x WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>• New Teacher Survey</li> <li>• District sponsored new teacher trainings</li> <li>• Fully trained school-level mentors</li> <li>• GLCs</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

**Goal 3: Successful Systems of Support.** The system and culture of [Jefferson Elementary School] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
<p>At the end of two years,</p> <ol style="list-style-type: none"><li>1) assessing effectiveness of systems based on input from students, faculty, staff, and/or parents (E2: Action-Oriented Data Decision-Making)<ul style="list-style-type: none"><li>- communication</li><li>- parent involvement</li><li>- programs/resources</li><li>- school initiatives</li></ul></li></ol>	<ol style="list-style-type: none"><li>1) <b>WASC Schoolwide Critical Areas for Follow-Up #5</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team will determine if school initiatives are impacting student learning by developing systems for assessing their effectiveness.  <b>WASC Schoolwide Critical Areas for Follow-Up #6</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team, under the direction of the Principal, will assess the communication systems and practices at JES in order to make appropriate adjustments to ensure that all personnel understand the decision-making process and outcomes.  <b>JES FOL WASC Self-Study Schoolwide Areas of Growth #1</b> (E2: Action-Oriented Data Decision-Making) To improve upon the culture of trust and respect, Jefferson administrators and teachers need to work together to clarify systems for communication and decision-making between teachers and administrators and among all staff concerning issues that have an impact on teachers and students. There should be a strong focus on developing a process for assuring that all voices are respectfully heard and considered before decisions are made.  <b>JES FOL WASC Schoolwide Areas of Growth #2</b> (E2: Action-Oriented Data Decision-Making) Teachers and administrators need to work together to identify and acquire appropriate instructional resources and programs to address the need of high-risk students to help decrease the achievement gap.  <b>JES FOL WASC Self-Study Areas of Growth #3</b> (E2: Action-Oriented Data Decision-Making)</li></ol>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>2) creating/revision systems for (E2: Action-Oriented Data Decision-Making)</p> <ul style="list-style-type: none"><li>- communication</li><li>- parent involvement</li><li>- programs/resources</li><li>- school initiatives</li></ul>	<p>In order to determine if school initiatives are impacting student learning, the Leadership Team will develop systems for assessing their effectiveness.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #6</b> (E2: Action-Oriented Data Decision-Making) Teachers need to communicate through vertical articulation across grade levels with SPED, ELL, and enrichment teachers to ensure transparency and collaboration.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #8</b> (E3: Responsive Capacity Building) Teachers and administrators need to work together to identify successful strategies to improve parent involvement.</p> <p>2) <b>WASC Schoolwide Critical Areas for Follow-Up #5</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team will determine if school initiatives are impacting student learning by developing systems for assessing their effectiveness.</p> <p><b>WASC Schoolwide Critical Areas for Follow-Up #6</b> (E2: Action-Oriented Data Decision-Making) The Leadership Team, under the direction of the Principal, will assess the communication systems and practices at JES in order to make appropriate adjustments to ensure that all personnel understand the decision-making process and outcomes.</p> <p><b>JES FOL WASC Self-Study Schoolwide Areas of Growth #1</b> (E2: Action-Oriented Data Decision-Making) To improve upon the culture of trust and respect, Jefferson administrators and teachers need to work together to clarify systems for communication and decision-making between teachers and administrators and among all staff concerning issues that have an impact on teachers and students. There should be a strong focus on developing a process for assuring that all voices are respectfully heard and considered before decisions are made.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>3) revisit school vision and mission statements</p> <p>4) monitoring of academic plan (E2: Action-Oriented Data Decision-Making)</p>	<p><b>JES FOL WASC Schoolwide Areas of Growth #2</b> (E2: Action-Oriented Data Decision-Making) Teachers and administrators need to work together to identify and acquire appropriate instructional resources and programs to address the need of high-risk students to help decrease the achievement gap.</p> <p><b>JES FOL WASC Self-Study Areas of Growth #3</b> (E2: Action-Oriented Data Decision-Making) In order to determine if school initiatives are impacting student learning, the Leadership Team will develop systems for assessing their effectiveness.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #6</b> (E2: Action-Oriented Data Decision-Making) Teachers need to communicate through vertical articulation across grade levels with SPED, ELL, and enrichment teachers to ensure transparency and collaboration.</p> <p><b>JES FOL WASC Schoolwide Areas of Growth #8</b> (E3: Responsive Capacity Building) Teachers and administrators need to work together to identify successful strategies to improve parent involvement.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1) assessing effectiveness of systems based on input from students, faculty, staff, and/or parents (E2: Action-Oriented Data Decision-Making) <ul style="list-style-type: none"> <li>communication</li> <li>parent involvement (E3: Responsive Capacity Building)</li> <li>programs/resources</li> <li>school initiatives</li> </ul>	Continue to use the Program Effectiveness form for grade levels to assess the programs used.  Continue to use surveys to assess the effectiveness of PDs and school events. (E3: Responsive Capacity Building)  Continue to utilize layered systems of communication with faculty & staff. <ul style="list-style-type: none"> <li>Leadership Team</li> <li>GLCs</li> <li>Grade level articulation</li> <li>Faculty &amp; Staff meetings</li> </ul>	2021-2022 & 2022-2023		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other x N/A	Student achievement data  Program Effectiveness form  Results from school level surveys, Panorama, and SQS shared at faculty & staff meetings  Communication System flowchart  Agenda and minutes for meetings  Weekly Meeting Schedule
2) creating/revision systems for (E2: Action-Oriented Data Decision-Making) <ul style="list-style-type: none"> <li>communication</li> <li>parent involvement (E3: Responsive Capacity Building)</li> <li>programs/resources</li> <li>school initiatives</li> </ul>	Create and/or revise PDs and/or school events based on survey results (E3: Responsive Capacity Building)  Parent communication system through the use of Student Planners and Thursday Folder (E3: Responsive Capacity Building)	2021-2022 & 2022-2023		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other x N/A  Planners \$3,000 Thursday Folders \$1,500	Results from school level surveys, Panorama, and SQS shared at faculty & staff meetings  Agenda & minutes from meetings  Weekly Meeting Schedule  Student Planners & Thursday Folders

## Two-Year Academic Plan SY 2021-2022, 2022-2023

3) Revisit School Vision and Mission statements	Utilize the Continuous School Improvement process to revisit the vision and mission statements to include current stakeholders	2021-2022 & 2022-2023	ART Team	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other x N/A	<p>Creation of vision and mission that is inclusive of stakeholders to create a sense of ownership.</p> <p>Yearly revisit of vision and mission statement to check for relevance and need to revise.</p>
4) Monitoring of Academic Plan (E2: Action-Oriented Data Decision-Making)	Provide time for ART articulation (6 x/year)	2021-2022 & 2022-2023	Jodi Chun ART Lead	x WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  ART Meetings - classroom teacher sub days WSF - carryover \$201.33 X 6 = \$1208	<p>Color coded monitoring system</p> <p>School Community Council meeting agenda, minutes and PowerPoint</p> <p>Faculty &amp; staff meeting agenda and PowerPoint</p>
5) By 2024, Jefferson Elementary will be accredited by WASC with a six year status.	WASC- To continue to work on Chapters I and III to complete Chapters I-IV of the WASC Self-Study process. <ul style="list-style-type: none"> <li>Chapter I: Student/Community Profile</li> <li>Chapter II: Progress Report</li> <li>Chapter III: Implication of Profile Data</li> </ul>	2021-2022 & 2022-2023	All	x WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	WASC Self-Study Report

## Two-Year Academic Plan SY 2021-2022, 2022-2023

	<ul style="list-style-type: none"><li>• Chapter IV: Criteria<ul style="list-style-type: none"><li>○ A- School Organization</li><li>○ B- Curriculum</li><li>○ C- Instruction</li><li>○ D- Assessment</li><li>○ E- School Culture and Student Support</li></ul></li><li>• Support from Perpetual Leadership</li></ul>			<p>WASC Fees: WSF - carryover \$440</p> <p>Perpetual Leadership WSF \$9,000</p>	
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