

# KMR One-Year Academic Plan SY 2023-2024

## Queen Ka'ahumanu Elementary School



1141 Kinau Street  
Honolulu, Hawaii 96814  
PH: (808) 587-4414  
[www.kaahumanu.k12.hi.us](http://www.kaahumanu.k12.hi.us)



Submitted by: Cindy Yun-Kim, Principal	Date:
<i>Cindy Yun-Kim</i>	4/10/2023

Approved by: Linell Dilwith, Complex Area Superintendent	Date:
<i>L. Dilwith</i>	4/14/23

## Academic Plan SY 2023-2024

<b>Where are we now?</b>	<b>Areas for Growth for Continuous Improvement from the SY 22-23 WASC Accreditation Self-Study</b>																																												
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <p>SY 22-23 WASC Accreditation Self-Study</p> <p>SY 23-24 Comprehensive Needs Assessment (CNA)</p> <p>Note: EA – Enabling Activities</p> <p><i>Codes used to align QKS WASC Areas for Growth for Continuous Improvement, Priority Needs from the CNA, ESSER Strategies, and Title I Addendum Components to Enabling Activities</i></p> <p><i>WASC Areas for Growth for Continuous Improvement – <b>WASC</b></i></p> <p><i>Comprehensive Needs Assessment – <b>CNA</b></i></p> <p><i>ESSER Strategies –</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1</td> <td>Reduce the Achievement Gap</td> </tr> <tr> <td></td> <td><b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Improve average daily attendance and reduce chronic absenteeism</td> </tr> <tr> <td></td> <td><b>EA: 1.8, 1.9</b></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment</td> </tr> <tr> <td></td> <td><b>EA: 1.1, 2.1, 2.2, 2.3</b></td> </tr> </table> <p style="text-align: center;"><b>Identified Needs from the SY 23-24 QKS Comprehensive Needs Assessment (CNA)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1</td> <td>Increase student daily average attendance and reduce chronic absenteeism.</td> </tr> <tr> <td></td> <td><b>EA: 1.7, 1.9</b></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Provide additional interventions and supports for SPED and EL students.</td> </tr> <tr> <td></td> <td><b>EA: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 2.2, 2.3</b></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Decrease the ELA Achievement Gap Rate.</td> </tr> <tr> <td></td> <td><b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b></td> </tr> <tr> <td style="text-align: center;">4</td> <td>Decrease the Math Achievement Gap Rate.</td> </tr> <tr> <td></td> <td><b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b></td> </tr> <tr> <td style="text-align: center;">5</td> <td>Implement Effective Tier I Instructional Strategies and Differentiation with fidelity.</td> </tr> <tr> <td></td> <td><b>EA: 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.14, 2.1, 2.3</b></td> </tr> <tr> <td style="text-align: center;">6</td> <td>Provide Social and Emotional Learning (SEL) supports for students.</td> </tr> <tr> <td></td> <td><b>EA: 1.7, 1.8</b></td> </tr> <tr> <td style="text-align: center;">7</td> <td>Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement.</td> </tr> <tr> <td></td> <td><b>EA: 3.1</b></td> </tr> <tr> <td style="text-align: center;">8</td> <td>Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment</td> </tr> <tr> <td></td> <td><b>EA: 1.1, 2.1, 2.2, 2.3</b></td> </tr> </table>	1	Reduce the Achievement Gap		<b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b>	2	Improve average daily attendance and reduce chronic absenteeism		<b>EA: 1.8, 1.9</b>	3	Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment		<b>EA: 1.1, 2.1, 2.2, 2.3</b>	1	Increase student daily average attendance and reduce chronic absenteeism.		<b>EA: 1.7, 1.9</b>	2	Provide additional interventions and supports for SPED and EL students.		<b>EA: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 2.2, 2.3</b>	3	Decrease the ELA Achievement Gap Rate.		<b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b>	4	Decrease the Math Achievement Gap Rate.		<b>EA: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3</b>	5	Implement Effective Tier I Instructional Strategies and Differentiation with fidelity.		<b>EA: 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.14, 2.1, 2.3</b>	6	Provide Social and Emotional Learning (SEL) supports for students.		<b>EA: 1.7, 1.8</b>	7	Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement.		<b>EA: 3.1</b>	8	Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment		<b>EA: 1.1, 2.1, 2.2, 2.3</b>
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<p><i>Healthy Habits, Health Schools - <b>HHHS</b></i></p> <p><i>Action-Oriented Data Decision-Making - <b>AODDM</b></i></p> <p><i>Responsive Capacity Building - <b>RCB</b></i></p> <p><i>Effective Academic Practices – <b>EAP</b></i></p> <p><i>Title I Addendum School Wide Components - <b>SW</b></i></p>	<p><b>Addressing Equity: Sub Group Identification</b>            Ensuring equity requires teachers to reflect on their instructional practices to ensure that all students (inclusive of the different subgroups identified under <b>Targeted Sub Groups</b>) have a plethora of opportunities to demonstrate their learning and celebrate their success as learners. Furthermore, in our efforts toward equity, students are provided opportunities for student voice and choice.</p> <hr/> <p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b>  <b>**Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</b></p> <p><b><u>QKS Targeted Sub Groups</u></b></p> <ul style="list-style-type: none"> <li>• Special Education (SPED) [Based on Strive HI 2017-2018 results, identified as TSI-CU for the SPED subgroup]</li> <li>• English Learner (EL)</li> <li>• Low SES</li> </ul> <p>In our SY 23-24 Comprehensive Needs Assessment process (CNA), student needs were identified and prioritized after analyzing demographic, achievement, perception, and process data. While these needs are stated in our CNA for all students, they apply to our targeted subgroups as well, especially since our subgroups include a large percentage of our students (QKS Disadvantaged – 79%, QKS EL – 35.14%, SPED – 15.77%). Our SY 23-24 CNA priority needs are listed below along with the enabling activities from the AP that address them.</p> <p>Identified Needs from the SY 23-24 QKS CNA</p> <ol style="list-style-type: none"> <li>1. Increase student daily average attendance and reduce chronic absenteeism.</li> <li>2. Provide additional interventions and supports for SPED and EL students.</li> <li>3. Decrease the ELA Achievement Gap Rate.</li> <li>4. Decrease the Math Achievement Gap Rate</li> <li>5. Implement Effective Tier I Instructional Strategies and Differentiation with fidelity</li> <li>6. Provide Social and Emotional Learning (SEL) supports for students</li> <li>7. Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement.</li> <li>8. Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment. (Also an Area for Growth for Continuous Improvement from the SY 22-23 WASC Accreditation Self-Study.)</li> </ol> <p>In addition to the EAs listed above, QKS provides support to our targeted subgroups through small group instruction and intervention programs in order to meet their diverse needs and minimize the achievement gap.</p>
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## Academic Plan SY 2023-2024

<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>
1. Cindy Yun-Kim, Principal	1. Educator Effectiveness System (EES) & Professional Development
2. Barry Nakamura, Curriculum Coordinator (CC)	2. Hawaii Core State Standards (HCSS) & ART
3. Brooke Manangan, Counselor	3. Attendance & Behavioral Referrals
4. Maryann Barr, Vice Principal	4. Social and Emotional Learning (SEL)
5. Tara Tanaka, Student Services Coordinator (SSC)	5. Hawaii Multi-Tiered System of Support (HMTSS)
6. Darlene Matsumoto, RTI Coordinator	6. Data Teams, RTI, and Induction & Mentoring
7. Celeste Endo, Technology Coordinator	7. STEM
8. Grade Level Chairs (GLCs) & Dept. Heads (DHs)	8. Grade level & Dept. Instructional & Relevant Data (with respect to Enabling Activities)

# Academic Plan SY 2023-2024

## One-Year Academic Plan SY 2023-2024

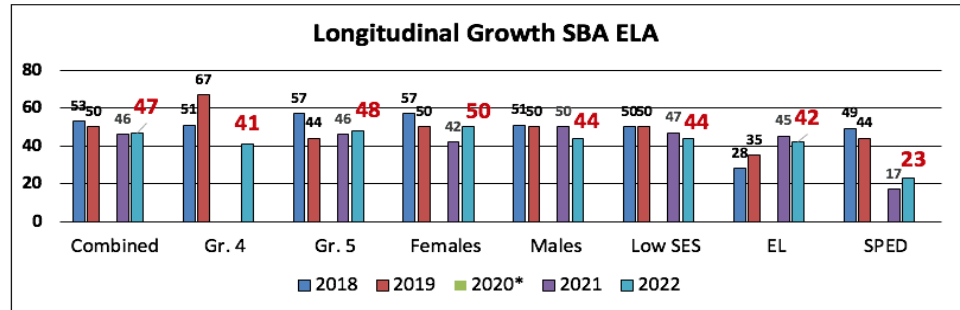
**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- 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.*

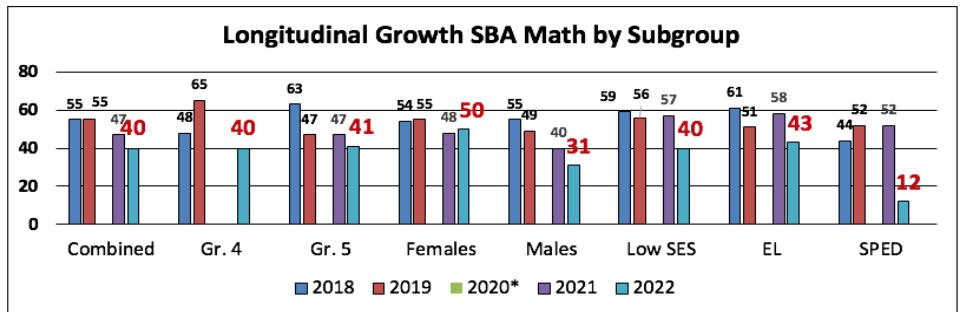
Outcomes:	Rationale:																								
<p>Students will use research-based programs and strategies in English/Language Arts (ELA) and math that are aligned to Hawaii Core Standards (HCS) as well as supplement both programs with additional materials and strategies when necessary. As a result, students will be able to meet or exceed the proficiency targets on the Smarter Balanced Assessments (SBA) in ELA and math.</p>	<p>Using research-based programs (McGraw Hill’s Reading Wonders, Center on Teaching &amp; Learning’s (CTL) Enhanced Core Reading Instruction (ECRI) Program, and Origo’s Stepping Stones) that are aligned to CCSS/HCS and research based strategies will help students achieve grade level standards. While Wonders and Stepping Stones are aligned to HCS and research based strategies are embedded in both programs, teachers will supplement them with additional materials and strategies to address the specific needs of our QKS students, particularly enhancing Tier I core instructions. Any changes will be documented in grade level ELA and math curriculum maps.</p>																								
<p>Students will receive the necessary academic and social &amp; emotional supports to minimize the achievement gaps and raise their achievement in math and reading so that the schoolwide student growth percentiles in math and reading are greater than or equal to the state median growth percentiles.</p>	<p>QKS SBA ELA and math proficiency scores have primarily been under 50% for the past four years.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Longitudinal QKS ELA, Math, &amp; Science Results for Gr. 3-5 FSY Students - % of Proficient Students</caption> <thead> <tr> <th>Assessment</th> <th>2018</th> <th>2019</th> <th>2020*</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>SBA ELA</td> <td>44</td> <td>46</td> <td>0</td> <td>43</td> <td>51</td> </tr> <tr> <td>SBA Math</td> <td>43</td> <td>46</td> <td>0</td> <td>28</td> <td>44</td> </tr> <tr> <td>NGSS Science</td> <td>46</td> <td>53</td> <td>0</td> <td>32</td> <td>44</td> </tr> </tbody> </table> <p>Source: ARCH 11/2022 *Statewide testing cancelled, no results are available for 2020</p> </div>	Assessment	2018	2019	2020*	2021	2022	SBA ELA	44	46	0	43	51	SBA Math	43	46	0	28	44	NGSS Science	46	53	0	32	44
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## Academic Plan SY 2023-2024

2022 Strive HI report revealed that ELA MGP was 47 and Math MGP was 40. Disaggregated MGP results showed that most subgroups have a MGP under 50 in both ELA and math.



Source: ARCH – School Calculation 11/2022 \*Statewide SBA testing cancelled due to the COVID pandemic, no results are available for 2020.



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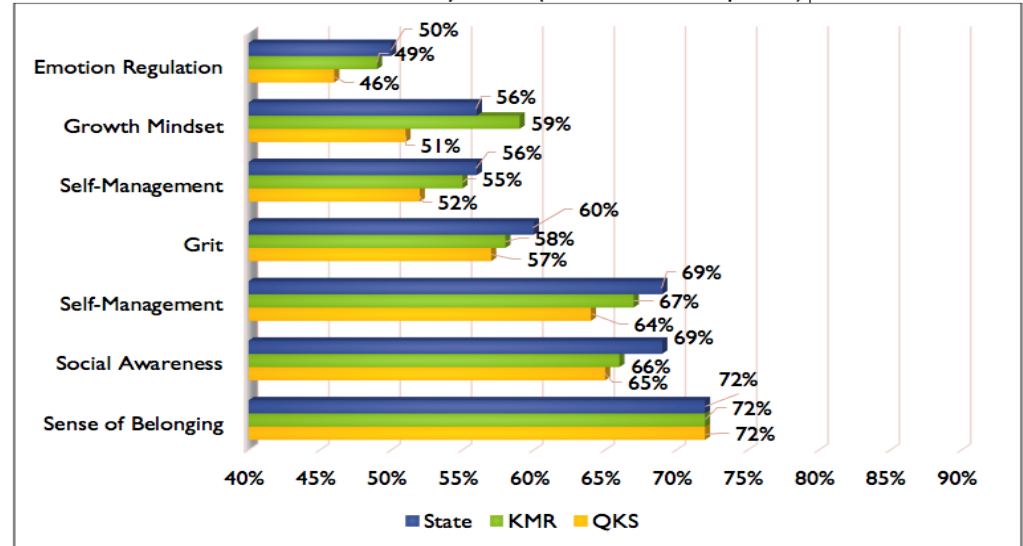
In addition, the 2022 Strive HI Report reported that the ELA and math achievement gap rates between QKS High Needs Students and Non-High Needs Students remains high.

	SY 20-21 SBA ELA	SY 21-22 SBA ELA	SY 20-21 SBA Math	SY 21-22 SBA Math	SY 20-21 H.S.A. Science	SY 21-22 H.S.A. Science
Non-High Needs	83%	86%	45%	68%	25%	80%
High Needs	34%	46%	24%	40%	23%	37%
Achievement Gap	49 pts.	40 pts.	21 pts.	28 pts.	2 pts.	43 pts.

## Academic Plan SY 2023-2024

The 2022 Panorama Fall SEL Survey results show that the percentage of favorable responses in all seven SEL topics assessed are either the same or below the complex area and state averages for QKS Grades 3-5 students.

The Fall 2022 Panorama Grade 3-5 SEL Survey Results (% of Favorable Responses).



Source: <https://secure.panoramaed.com>

Similarly, when comparing the QKS Fall Panorama Grade K-2 SEL Survey Results with state averages, QKS percentages were lower in all five topic areas assessed.

## Academic Plan SY 2023-2024

Students will participate in all of the school’s attendance initiatives (e.g, H.E.A.R.T. Project, Strive HI to BE < 15 Days Absent Campaign, Wear Blue Wednesdays, Attendance Traffic Light and the Spelling of H.E.A.R.T. incentives) so that QKS’s average daily attendance will be greater than or equal to 94%.

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The Fall 2022 Panorama Grade K-2 SEL Survey Results (% of Favorable Responses).

Category	State	KMR	QKS
Self-Management	45%	41%	41%
Self-Efficacy	51%	46%	44%
Grit	53%	50%	51%
Social Awareness	65%	59%	62%
Emotion Regulation	69%	66%	67%

Source: <https://secure.panoramaed.com>

QKS was higher in three topics when compared to KMR results. This is unusual because in prior years, KMR percentages were usually higher than the state percentages.

All students need a variety of supports (academic, social, emotional) that address their individual needs in order for them to be successful in school.

QKS attendance has been an identified area of need for several years. For the past four years, QKS's average daily attendance has been below the state benchmark of 95%. In addition, 2021 Strive HI results revealed that QKS's chronic absenteeism increased from 15% to 50%.

Year	% of Students
SY 17-18	93.92
SY 18-19	93.06
SY 19-20	93.7
SY 20-21	93.23
SY 21-22	87.39

Source: LDS Report 10/2022

Year	% of Students
SY 17-18	17
SY 18-19	18
SY 19-20	11
SY 20-21	15
SY 21-22	50

Source: Strive HI Reports 10/2022



## Academic Plan SY 2023-2024

	<p>There have been many studies that confirm that attendance is correlated with academic achievement and student success, thus it imperative that all students attend school regularly to increase success in school.</p>
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## Academic Plan SY 2023-2024

### One-Year Academic Plan SY 2023-2024

Planning				Funding	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>For SY 23-24, QKS will meet or exceed our previous proficiency on the 2023 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 51%</p> <p>Math proficiency: 44%</p>	<p>1.1 All grade levels will update curriculum maps for reading, math, science, and social studies. <b>(WASC 1, WASC 3, CNA 3, CNA 4, RCB)</b></p> <ul style="list-style-type: none"> <li>• Teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed.</li> <li>• Teachers will include supplemental strategies, instructional materials, and assessments in their curriculum maps in order to provide differentiated lessons to address the diverse needs of their EL and SPED students.</li> <li>• Teachers will identify opportunities in their curriculum maps to allow for student voice and choice and include them when appropriate.</li> </ul>	July 2023 – May 2024	Barry Nakamura (CC)	<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	<p>Measures of Progress:</p> <p>100% of grade levels will update their respective ELA, math, science and social studies curriculum maps and upload to the qksinfo site on Google Drive.</p>

## Academic Plan SY 2023-2024

<p>For SY 23-24, QKS will meet or exceed our previous proficiency on the 2023 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 51%</p> <p>Math proficiency: 44%</p>	<p>1.2 All teachers will post their learning intentions and success criteria for ELA and math on their front boards to inform students what they will be learning and incorporate into their daily instructional practices.</p> <p>(WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p>	<p>July 2023 – May 2024</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Maryann Barr (VP)</p> <p>Barry Nakamura (CC)</p>	<p><input type="checkbox"/> 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 checked="" type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>100% of teachers will post their daily learning intentions and success criteria for ELA and math as monitored by walkthroughs.</p>
<p>For SY 23-24, QKS will meet or exceed our previous proficiency on the 2023 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 51%</p> <p>Math proficiency: 44%</p>	<p>1.3 All students will receive writing instruction using the Write Tools Process to effectively communicate their ideas when writing in the different writing genres: fictional narrative, real narrative, informational, opinion.</p> <p>(WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p>	<p>July 2023 – May 2024</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> 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>Measures of Progress:</p> <p>100% of grade levels will collect and update anchor pieces for each level of proficiency (ME, MP, DP, WB) for each of the writing genre that are taught: fictional narrative, real narrative, informational, opinion and upload to the qksinfo site on Google Drive.</p>
<p>For SY 23-24, QKS will meet or exceed our previous proficiency on the 2023 Hawaii Smarter Balanced Assessment</p>	<p>1.4 All teachers will strengthen their Tier I instructional practices to capitalize on their current practices in order to decrease the achievement gap rate in ELA and math. (WASC</p>	<p>July 2023 – May 2024</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> 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>Measures of Progress:</p> <p>80% of Grades K-5 students scoring in the Tier I (on grade) Level on the iReady Benchmark Assessments in reading and math will increase from fall to spring.</p>

## Academic Plan SY 2023-2024

<p>ELA proficiency: 51%</p> <p>Math proficiency: 44%</p>	<p>1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>Improving math instruction will continue to be a schoolwide focus.</li> <li>All teachers will implement evidence-based strategies to strengthen their Tier 1 instruction (e.g., Thinking Maps, Write Tools, etc.).</li> </ul>			<input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>100% of teachers will implement Tier I strategies, as monitored by walkthroughs.</p>
<p>By spring 2024, the percentage of students scoring at the Core Support (on grade) Level on the DIBELS Spring Benchmark Assessment will be greater than or equal to 60%.</p>	<p>1.5 All teachers will explore and implement oral reading fluency building strategies. (WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>Teachers trained in the Enhanced Core Reading Instruction (ECRI) program will implement the ECRI program and/or ECRI strategies and routines to help improve students' foundational reading skills.</li> <li>Grade 2-5 teachers will implement oral reading strategies (e.g. choral reading, echo reading, repeated reading, fluency checks, modeling, partner reading, etc.).</li> </ul>	<p>July 2023 – May 2024</p>	<p>Barry Nakamura (CC)</p>	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>80% of Grades K-5 students scoring in the Core Support (on-grade) Level on the DIBELS Benchmark Assessments will increase from fall to spring.</p> <p>100% of K-1 teachers will implement ECRI routines, as monitored by walkthroughs.</p>

## Academic Plan SY 2023-2024

<p>For SY 23-24, the Median Growth Percentile (MGP) on the 2023 Strive HI Report will be greater than or equal to 40 in math.</p>	<p>1.6 All teachers will implement effective math strategies and games to improve students' number fluency. (WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>• Number Talks</li> <li>• Math Games</li> <li>• PRIME Thinking Classroom Tasks</li> <li>• Origo Box of Facts</li> </ul>	<p>July 2023 – May 2024</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>100% of teachers will implement number fluency strategies and games, as monitored by walkthroughs.</p>
<p>For SY 23-24, the percentage of favorable response rates on the Fall 2023 Panorama Student Survey Classroom Climate topic will be greater than or equal to 72%.</p>	<p>1.7 Continue QKS's Positive Behavioral Interventions and Supports System (PBIS), Student Recognition Program, and implement the Choose Love Social and Emotional Learning (SEL) Program to better support students and increase student engagement. (WASC 1, CNA 1, CNA 2, CNA 6, HHHS, SW 6-iii-I, III)</p> <ul style="list-style-type: none"> <li>• Hawaii Multi-Tiered Systems of Supports &amp; Services (HMTSSS)</li> <li>• Dolphin Acts of Kindness</li> <li>• Counselor's Guidance Lessons</li> <li>• Project Wisdom – "Words of Wisdom" (WOW) Messages</li> </ul>	<p>July 2023 – May 2024</p>	<p>Tara Tanaka (SSC)</p> <p>Brooke Manangan (Counselor – Dolphin Acts of Kindness, WOW)</p> <p>Lorna PeBenito (Counselor – Guidance Lessons)</p> <p>Maryann Barr (VP – SEL)</p>	<p><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</p>	<p>Measures of Progress:</p> <p>Dolphin Acts of Kindness students will be recognized and the award forms will be displayed in the cafeteria.</p> <p>Counselors will provide guidance lessons as time permits.</p> <p>WOW message, H.E.A.R.T. Project, and Dolphin Acts of Kindness students will be announced during the daily morning message.</p>

## Academic Plan SY 2023-2024

	<ul style="list-style-type: none"> <li>Choose Love SEL Program</li> </ul>				
For SY 23-24, the percentage of favorable response rates on the Fall 2023 Panorama Student Survey Classroom Climate topic will be greater than or equal to 72%.	1.8 All teachers and staff will implement Trauma-Informed Care strategies to better support students, including their mental health and well-being in efforts to promote wellness and healthy habits. (WASC 1, WASC 2, CNA 2, CNA 6, HHHS, SW 6-iii-I)	July 2023 – May 2024	Cindy Yun-Kim (Principal)  Maryann Barr (VP)	<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	Measures of Progress:  100% of the topics in the school summary of the Panorama SEL Survey Results will increase from fall to spring.
For SY 23-24, the percentage of Chronic Absenteeism on the 2022 Strive HI Report will be less than or equal to 20%.	1.9 Refine QKS’s attendance initiatives to increase student engagement and average daily attendance. (WASC 1, WASC 2, CNA 1, CNA 2, CNA 3, CNA 4, HHHS) <ul style="list-style-type: none"> <li>H.E.A.R.T. Attendance Project</li> <li>Strive HI to Be &lt; 15 Days Absent campaign</li> <li>Wear Blue Wednesdays</li> <li>Teachers greet students at the door as a schoolwide practice</li> <li>Attendance Traffic Light and the Spelling of HEART incentive systems</li> <li>Explore additional ways to increase student engagement and</li> </ul>	July 2023 – May 2024	Brooke Manangan (Counselor –, H.E.A.R.T. Attendance Project)	<input checked="" 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	Measures of Progress:  The monthly average daily attendance will be greater than or equal to 94%, as calculated monthly.

## Academic Plan SY 2023-2024

	motivate students to come to school and improve their attendance				
For SY 23-24, the percentage of favorable response rates on the Fall 2023 Panorama Student Survey Classroom Climate topic will be greater than or equal to 72%.	<p>1.10 Provide systems of support to assist students as they transition into various school settings. (WASC 1, CNA 2, CNA 3, CNA 4, HHHS, SW 5, SW 6-i, iii-V)</p> <ul style="list-style-type: none"> <li>• Pre-school to Kindergarten</li> <li>• Schoolwide Transition Day - Grades K-5</li> <li>• Grade 5 to Middle school</li> <li>• EL Program / EL Newcomer Center</li> <li>• Inclusion classes to support SPED students</li> </ul>	July 2023 – May 2024	<p>Tara Tanaka (SSC)</p> <p>Kelli Ann Isobe (Gr. K GLC)</p> <p>Barry Nakamura (CC-Transition Day)</p> <p>Jessica Funtanilla-Pagtulingan (Gr. 5 GLC)</p> <p>Diane Murakami (EL Coordinator)</p> <p>Carilyn Kaneshiro (SPED GLC)</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 <input checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>100% of eligible students will receive appropriate transitioning orientations/supports/services throughout the school year.</p> <p>Schedules of class/grade level visitations and/or orientations.</p>
For SY 23-24, the Median Growth Percentile (MGP) on the 2023 Strive HI Report will be greater than or equal to 47 in ELA and 40 in math.	<p>1.11 Provide small group or individualized instruction and appropriate interventions for students performing below grade level in reading and math. (WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, AODDM, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>• Class size reduction teachers (2)</li> </ul>	July 2023 – May 2024	<p>Darlene Matsumoto (RTI Coordinator)</p> <p>Celeste Endo (Technology Coordinator)</p>	<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	<p>Measures of Progress:</p> <p>80% of Grades K-5 students receiving RTI services will increase their scaled score on the iReady Benchmark Assessments from fall to spring.</p>

## Academic Plan SY 2023-2024

	<ul style="list-style-type: none"> <li>• Universal screeners (iReady, DIBELS) used to track student progress and identify candidates for the RTI Program.</li> <li>• Multi-tier RTI Program using focused small group instruction and research based interventions, strategies, and resources to support students below grade level in reading.</li> <li>• Small group instruction and interventions done by classroom teachers on an ongoing basis.</li> <li>• Computer based instructional resources (e.g., iReady, BrainPOP, etc.) to support learning at school and home.</li> </ul>		Barry Nakamura (CC)		
<p>For SY 23-24, the Median Growth Percentile (MGP) on the 2023 Strive HI Report will be greater than or equal to 23 in ELA and 12 in math for our SPED subgroup.</p>	<p>1.12 All identified students in the SPED subgroup (TSI-CU subgroup) will receive additional academic supports in reading and math. (WASC 1, CNA 2, CNA 3, CNA 4, EAP, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>• 100% of teachers will submit individual Action Plan to address the SPED subgroup in their respective classes.</li> </ul>	July 2023 – May 2024	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<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	<p>Measures of Progress:</p> <p>100% of teachers will submit their yearly TSI-CU Action Plan via Google Form in October to the principal, and check progress quarterly and make adjustments as needed throughout the school year.</p> <p>100% of identified TSI-CU SPED subgroup will be</p>



## Academic Plan SY 2023-2024

	<ul style="list-style-type: none"> <li>• All eligible students as identified from the TSI-CU SPED subgroup will be offered afterschool tutoring to receive additional interventions and supports in reading and math using the iReady instructional program.</li> <li>• Designate SPED inclusion supports per grade level, with SPED teacher or EA rotation into the assigned K-5 general education classes to provide targeted supports to identified students.</li> <li>• All teachers will use evidence-based strategies to provide targeted academic supports to our SPED subgroup, as appropriate.</li> </ul>				<p>monitored using the iReady Benchmark data.</p> <p>100% of teachers will implement evidence-based strategies to provide targeted supports to students identified from the TSI-CU SPED subgroup, as monitored through walkthroughs.</p>
<p>For SY 23-24, the percentage of favorable response rates on the Fall 2023 Panorama Student Survey Valuing of School topic will be greater than or equal to 75%.</p>	<p>1.13 Provide enrichment activities and extracurricular opportunities for interested students to become well-rounded individuals. (SW 6-ii)</p>	<p>July 2023 – May 2024</p>	<p>Celeste Endo (Technology Coordinator – Tech Team)</p> <p>Diane Murakami (EL Coordinator - Dolphin Singers and After School Language Class)</p>	<p><input checked="" type="checkbox"/> 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>Measure of Progress:</p> <p>All students enrolled in co-curricular and extracurricular activities will showcase their learning about engineering, technology, singing, and/or foreign language through projects and/or performances.</p>

## Academic Plan SY 2023-2024

					All students enrolled in extracurricular activities will show growth on all topics in the Panorama SEL Survey Results from fall to spring.
<p>For SY 23-24, the Growth to Target (GTT) on the 2023 Strive HI Report will be greater than or equal to 56% of students learning English are on-track to English language proficiency.</p>	<p>1.14 All teachers are teachers of language and will implement the EL strategies from the professional sharing (e.g., quality teaching, collaborative conversations, oracy development, etc.) which are aligned to the Six Strategic Goals &amp; High-Leverage Strategies in the KMR EL Success Initiative Plan. (WASC 1, CNA 2, CNA 3, CNA 4, CNA 5, EAP, SW 6-i, ii)</p> <ul style="list-style-type: none"> <li>• SG1-Shift educator mindsets from deficit-oriented perceptions to asset-oriented beliefs for all language learners.</li> <li>• SG2-Provide all schools with programs and staffing to meet EL students' diverse needs.</li> <li>• SG3-Build capacity of all educators and leaders to provide high-quality learning experiences for all EL students.</li> <li>• SG4-Ensure every teacher is a teacher of language.</li> <li>• SG5-Engage families and our community.</li> </ul>	<p>July 2023 – May 2024</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Diane Murakami (EL Coordinator)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> Title II  <input checked="" 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>Measure of Progress:</p> <p>100% of teachers will implement the EL Success Initiative strategic goals and high-leverage strategies and complete a Teacher EL Implementation Survey each semester.</p>

## Academic Plan SY 2023-2024

	<ul style="list-style-type: none"><li>• SG6-Ensure all teachers use data to monitor and plan for student learning and language development.</li></ul>				
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## Academic Plan SY 2023-2024

### One-Year Academic Plan SY 2023-2024

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

Outcome:	Rationale:
<p>All teachers will receive the necessary training, support, and articulation time to help improve their instruction in order help students meet or exceed the school’s established proficiency targets on the SBA in math and ELA.</p> <p>Through PD opportunities, the following desired outcomes are:</p> <ul style="list-style-type: none"> <li>- Improve overall school performance</li> <li>- Improve teacher instructional practices</li> <li>- Improve student outcomes</li> <li>- Enhance teacher efficacy</li> </ul>	<p>QKS teachers strive for continuous improvement in all aspects of their teaching in order to maximize their effectiveness in helping our students to be successful in school. In order for teachers to improve instructional practices and further their professional growth, they need consistent professional development opportunities to learn from experts as well as from each other. In order to embody QKS’s vision, teachers too, must be “life-long learners” and demonstrate to all stakeholders that learning, reflecting, and improving are necessary when striving for excellence.</p>

Planning				Funding	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
For SY 23-24, the Median Growth Percentile (MGP) on the 2023 Strive HI Report will be greater than or equal to 47 in ELA and 40 in math.	2.1 Provide professional development (PD), articulation time, substitute teachers, instructional resources, and supplies for teachers to enhance their teaching practices and further their professional growth and meet the needs of diverse student learners, through PD	July 2023 – May 2024	Cindy Yun-Kim (Principal)  Barry Nakamura (CC)	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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	Measures of Progress:  100% of teachers will implement strategies from PD trainings, as monitored through walkthroughs.  100% of teachers who receive PD outside of school will share their learning with all staff

## Academic Plan SY 2023-2024

	<p>opportunities which may include the following areas of focus:  <b>(WASC 1, WASC 3, CNA 3, CNA 4, CNA 5, RCB, SW 6- ii, iii-IV)</b></p> <ul style="list-style-type: none"> <li>• Tier I Instruction</li> <li>• Judy Keeney Math</li> <li>• PRIME Math</li> <li>• Hawaii Core Standards</li> <li>• Enhanced Core Reading Instruction (ECRI)</li> <li>• EL Strategies</li> <li>• Small Group Instruction</li> <li>• Reading Wonders</li> <li>• Stepping Stones 2.0 / Origo Access Platform</li> <li>• STEM</li> <li>• Write Tools</li> <li>• Thinking Maps</li> <li>• Trauma-Informed Care</li> <li>• Quarterly SPED Trainings</li> <li>• Peer Observations</li> </ul>				<p>members as part of professional sharing.</p>
<p>For SY 23-24, the Median Growth Percentile (MGP) on the 2023 Strive HI Report will be greater than or equal to 47 in ELA and 40 in math.</p>	<p>2.2 Provide time (including substitute days), training, and materials, for teachers <b>to analyze data to identify</b> and address vertical articulation gaps in order to reflect on and improve the effectiveness and consistency in curriculum, instruction and assessment. <b>(WASC 1, WASC 3, CNA 2, CNA 3, CNA 4, AODDM, RCB, SW 6-ii, iii-IV)</b></p>	<p>July 2023 – May 2024</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input checked="" 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>Measures of Progress:</p> <p>100% of grade levels will address articulation gaps to improve effectiveness and consistency as monitored through agendas and minutes of vertical articulation sessions.</p>

## Academic Plan SY 2023-2024

	<ul style="list-style-type: none"> <li>• Grade levels</li> <li>• General Education Teacher and SPED Teachers</li> </ul>				
For SY 23-24, 100% of teachers will conduct peer observation and receive appropriate feedback from their peer observer.	<p>2.3 All teachers will participate in peer observations to learn from and capitalize on their peers' ideas and practices in math and ELA instruction.</p> <p><b>(WASC 1, WASC 3, CNA 2, CNA 3, CNA 4, CNA 5, RCB, SW 6-iii-IV)</b></p>	July 2023 – May 2024	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (Curriculum Coordinator)</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 <input checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>100% of observing teachers will complete an observation feedback form and provide feedback to the teacher they observed.</p>

## Academic Plan SY 2023-2024

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

Outcome:	Rationale:
QKS will sustain and/or increase the number of parents participating in parent involvement activities compared to the previous school year.	<p>“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” This is the conclusion from “A New Wave of Evidence,” a report from Southwest Educational Development Laboratory (2002).</p> <p>The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> <li>• Earn higher grades and test scores, and enroll in higher-level programs</li> <li>• Be promoted, pass their classes, and earn credits</li> <li>• Attend school regularly</li> <li>• Have better social skills, show improved behavior, and adapt well to school</li> <li>• Graduate and go on to post-secondary education</li> </ul>
QKS will refine the Academic Reflection Team (ART) process to effectively monitor the implementation of the QKS Academic Plan.	<p>Using the ART to monitor the implementation of the Academic Plan will help to ensure that goals and outcomes are achieved. Benefits of having an ART include:</p> <ul style="list-style-type: none"> <li>• A consistent and rigorous view of progress on the outcomes in the AP;</li> <li>• Clear and actionable evidence that allows for collaborative problem solving; and</li> <li>• The ability to focus limited time and resources on those areas that matter most to improving student success.</li> </ul>

Planning	Funding	Interim Measures of Progress
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## Academic Plan SY 2023-2024

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>For SY 23-24, the percentage of positive responses by the Parent Group on the Satisfaction Dimension of the 2022 School Quality Survey (SQS) will be greater than or equal to 88%.</p>	<p>3.1 Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement. <b>(CNA 7, SW 5)</b></p> <ul style="list-style-type: none"> <li>• School Community Council (SCC)</li> <li>• Open House</li> <li>• QKS Science Fair Showcase</li> <li>• EL parent workshops and events</li> <li>• Title I parent literacy events</li> <li>• Grade level parent engagement events</li> <li>• STEM family night(s)</li> </ul>	<p>July 2023 – May 2024</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Diane Murakami (EL Coordinator)</p> <p>Barry Nakamura (CC/Title I Coordinator)</p>	<p><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</p>	<p>Measures of Progress:</p> <p>SCC agendas &amp; minutes will be posted on the QKS website.</p> <p>Parent/Family activity sign-in sheets, flyers for schoolwide and grade level events and activities.</p> <p>Parent/Family evaluation forms for schoolwide events (i.e., Literacy Nights, STEM Nights, &amp; Title I parent workshops).</p>



## Academic Plan SY 2023-2024

<p>For SY 23-24, the Academic Review Team (ART) will meet quarterly to monitor the implementation of the QKS AP.</p>	<p>3.2 ART will regularly analyze data and monitor the implementation of the AP.</p>	<p>July 2023 – May 2024</p>	<p>Barry Nakamura (CC)</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  <input checked="" type="checkbox"/> N/A                 </p>	<p>Measures of Progress:</p> <p>Progress monitoring of the AP will show improvements, as evidenced via quarterly ART meeting minutes.</p>
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