


KMR

One-Year Academic Plan 2023-2024

Ma'ema'e Elementary School

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Submitted by Lenn Uyeda , Principal	Date
	04/10/23

Approved by Linell Dilwith , Complex Area Superintendent	Date
	4/14/23

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<p>Where are we now?</p>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<p>Need:</p> <ul style="list-style-type: none"> ● Our EL student population has increased from 9.2% (2021-2022) to 12.52% (2022-2023) over the past year. <p>Need:</p> <ul style="list-style-type: none"> ● Our student SEL Data showed that students' highest need was Emotion Regulation at 52%. Grit (64%), Growth Mindset (59%) and Self-Efficacy (61%) were also areas of need. <p>Need:</p> <ul style="list-style-type: none"> ● HSA Science dropped from 89% in 2018-2019 to 58.3% in 2021-2022.
	<p>Addressing Equity: Sub-Group Identification</p>
	<p>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.</p> <p>English Learners Our EL population increased from 61 students in 2021-2022 to 85 students in 2022-2023. Their proficiency percentages increased in 2020-2021 with 37% in ELA and 58% in Math.</p> <p>Special Education Our SpEd student proficiency in ELA was at 6% and Math proficiency was 5% in 2018-2019. We have no SpEd SBA data for 2020-2021 and 2021-2022 due to the low percentage of SpEd students enrolled in grades 3 through 5.</p> <p>Our Special Education and Disadvantaged Sub Groups' proficiency rate is lower than All Students' proficiency rate. Our ELL sub group performs at or above the All Students' proficiency rate.</p> <p>Listed below are the resources available to the students in the targeted sub groups.</p> <p>ELL</p> <ul style="list-style-type: none"> ● RTI ● Resource Room ● After School Tutoring <p>Special Education</p> <ul style="list-style-type: none"> ● All grade levels have an inclusion class

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	<ul style="list-style-type: none"> • RTI • Resource Room
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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Lenn Uyeda	1. Focused Professional Development
2. Wendie Kim	2. Academic Review Team
3. Myles Ibara	3. Comprehensive Student Support System (CSSS)
4. Jan Ishikawa	4. Response to Intervention (RTI)
5. Jan Ishikawa	5. Data Teams/Formative Instruction
6. Jan Ishikawa and Lisa Kumashiro	6. Induction and Mentoring
7. Jan Ishikawa	7. Implementation of CCSS, Next Generation Science Standards, C3 Social Studies Standards
8. Lauren Nomura and Kelly Fujimoto	8. Student Council / PBS / SEL
9. Ann Ushiroda	9. ELL

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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 the school year,	Rationale:
<p>By the end of school year 2023-2024, all students at Ma'ema'e will:</p> <ul style="list-style-type: none"> ● be safe, healthy and supported in school ● engage in high quality educational opportunities ● practice creative problem solving and apply their learning to life experiences ● experience a rigorous and well rounded standards based education that covers a variety of subject areas ● transition successfully from one grade level to the next <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p> <p><i>WASC Areas for Focus:</i></p> <ul style="list-style-type: none"> ➤ Continue focusing on refining effective strategies to ensure every student is experiencing a rigorous curriculum in a student-centered classroom. ➤ Continue to work towards articulation across grade levels. ➤ Evaluate the effectiveness of curricular/co-curricular activities. 	<p>To prepare all students to be successful in college, career and citizenship we will work towards:</p> <ul style="list-style-type: none"> ● increasing proficiency in ELA, Math, and Science ● decreasing the gap between all students and students within sub groups; non-high needs proficiency rate increased (ELA 80% > 82%, Math 74% > 84%) while high needs for ELA decreased (ELA 56% > 51%, Math 54% > 57%) ● Increasing the percentages in SEL data for Emotion Regulation (Winter 2022 - 54%, Fall 2022 - 52%) and Growth Mindset (Winter 2022 - 59%, Fall 2022 - 59%) ● increasing GLO - Consistently and Usually to 80%

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Planning			Funding/A mount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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>By the end of school year 2023-2024:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p> <p>Our EL subgroup will show an increase of 1% proficiency in ELA, Math and Science.</p>	<p>Continue to implement the data team process by utilizing data to collaboratively plan and generate common formative instructional strategies and assessments.</p> <p>Teachers will provide tiered support to help our EL students work toward proficiency on the State standardized assessments.</p>	Jan Ishikawa	<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	<p>-Biweekly grade level articulation meetings</p> <p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p> <p>ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>
<p>During School Year 2023-2024:</p> <p>Students will participate in all "Healthy Mind & Body Activities"</p>	<p>Continue to plan and implement school-wide activities to promote students' healthy minds and bodies</p> <ul style="list-style-type: none"> ● Literacy Week ● Fitness Day/Dolphin Dash ● STEAM Night ● Student Council Activities 	Lisa Kumashiro Counselors	<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 X Other: PTSA <input type="checkbox"/> N/A	<p>The ART will monitor</p> <p>-timelines</p> <p>-schedules</p> <p>-attendance of these activities</p> <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 4: Effective Academic Practices</p>

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<p>By end of School Year 2023-2024</p> <p>80% or more of students will earn consistently/usually in each of the six GLO categories</p>	<p>Plan, implement, and assess Positive Behavior Intervention Support (PBS) programs (Choose Love), character education, instruction, and interventions to promote student success in all school settings to broaden students' understanding and demonstration of the expected behaviors and demonstration of the General Learners Outcomes (GLOS).</p>	<p>Counselors</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 X Other: PTSA <input type="checkbox"/> N/A</p>	<p>Quarterly General Learner Outcomes grades</p> <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 4: Effective Academic Practices</p>
<p>By the end of school year 2022-2023:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Articulate within and across grade levels to build consistency in the implementation of our school's curriculum and instructional strategies</p>	<p>Jan Ishikawa</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>	<p>-Grade Level Articulation minutes -Grade level formative and summative assessments -Integrated thematic units -i-Ready Assessments -SBA Interim Assessment</p> <p>ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>

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<p>By the end of SY 2023-2024: 100% of K-5 students will know of the Computer Science Standards (Level 1).</p> <p>By the end of SY 2023-2024: 100% of K-5 students will be able to describe and demonstrate the Computer Standards they have learned.</p>	<p>All teachers will provide Computer Science lessons covering the five concepts:</p> <ol style="list-style-type: none"> 1. Computing systems 2. Networks and the Internet 3. Data and Analysis 4. Algorithms and Programming 5. Impacts of Computing 	<p>Christine Kotomori</p> <p>Classroom Teachers</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>	<p>Progress Reports Student work</p> <p>ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>
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Goal 2: Staff Success. Ma'ema'e 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 the school year.	Rationale:
<ul style="list-style-type: none"> All teachers will utilize differentiated and intervention strategies to meet the needs of all students. All teachers will implement strategies used from recent professional development. All students will have the opportunity to have voice and choice in curriculum, and are encouraged to explore new concepts. <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p> <p><i>WASC Area for Focus:</i></p> <ul style="list-style-type: none"> <i>Assess and evaluate the effectiveness of professional development on student achievement</i> 	<ul style="list-style-type: none"> Providing teachers with opportunities to try out new instructional strategies is a means to build instructional and educational capacity in the school. Providing students with opportunities to express their ideas and reflect on their learning allows for an increased presence of student voice and enables them to participate in a wide-range of experiences.

Planning		Funding/Amount		Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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

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<p>All teachers will: -Provide a learning environment for all students at all levels.</p> <p>-Implement instructional strategies to support learning and achievement.</p>	<p>Involve stakeholders in the decision making process. Provide support in addressing the teachers' need for instructional strategies for their EL students.</p> <p>Implement learned strategies and utilize inclusive practices to increase student achievement for EL and general education students.</p>	<p>Ann Ushiroda</p> <p>Jan Ishikawa</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 type="checkbox"/> N/A</p>	<p>-WIDA Access -Demographics -Perception data -Articulation Meetings -Student Work -i-Ready data (Diagnostic, Personalized Instruction)</p> <p>ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>
<p>All beginning teachers will meet with School Level Mentors weekly</p>	<p>Continue our school level induction and mentoring program.</p>	<p>Jan Ishikawa</p> <p>Lisa Kumashiro</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 type="checkbox"/> N/A</p>	<p>Kiano</p> <p>-Interaction data</p> <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>

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Goal 3: Successful Systems of Support. The system and culture of Ma'ema'e Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of the school year.	Rationale:
<p>By the end of school year 2022-2023, Ma'ema'e School will:</p> <ul style="list-style-type: none"> ● maximize resources to advance equity and excellence for all students ● partner with families and communities to support students ● strengthen a culture of continuous improvement <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 2: Action-Oriented Data Decision-Making ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p> <p><i>WASC Area for Focus:</i></p> <ul style="list-style-type: none"> ➤ Continue evaluation of the systems in place to continue the effective use of financial/human resources and community resources in support of student success. 	<p>To prepare all students to be successful Ma'ema'e School will:</p> <ul style="list-style-type: none"> ● increase proficiency in ELA, Math, and Science ● decreasing the gap between all students and students within sub groups; non-high needs proficiency rate increased (ELA 80% > 82%, Math 74% > 84%) while high needs for ELA decreased (ELA 56% > 51%, Math 54% > 57%) ● Increasing the percentages in SEL data for Emotion Regulation (Fall 2022 - 54%, Spring 2022 - 52%) and Growth Mindset (Fall 2022 - 59%, Spring 2022 - 59%) ● increasing GLO - Consistently and Usually to 80%

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<p>Desired Outcome</p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>

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<p>During School Years 2023-2024</p> <p>Students will participate in parent, child, and community activities/academic nights</p>	<p>Plan and implement parent, child, and community activities/academic nights</p> <ul style="list-style-type: none"> ● STEAM Night ● Family Night ● Parent Workshops ● May Day/Song Fest ● Campus Beautification ● Other PTSA Sponsored Activities 	<p>Lisa Kumashiro</p>	<ul style="list-style-type: none"> <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 	<p>The ART will monitor</p> <ul style="list-style-type: none"> -timelines -schedules -attendance -sign in sheets <p>of these activities</p> <p>ESSER 1: Healthy Habits, Healthy Schools ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>
<p>By the end of school year 2023-2024:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Provide instructional support to meet students' academic needs:</p> <ul style="list-style-type: none"> ● Career and Technical Education ● World Languages ● Performing Arts ● Weekly RTI period ● Grades K-5 support with Part-Time teachers as needed ● STEM and Technology 	<p>Jan Ishikawa</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> -Grade level formative and summative assessments -i-Ready Assessments -SBA Interim Assessment -Grade Level Articulation notes <p>ESSER 3: Responsive Capacity Building ESSER 4: Effective Academic Practices</p>