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

Submitted by: Ned Uemae, Principal	Date
Principal's Signature: *Ned Uemae*	5/24/22
Approved by: Complex Area Superintendent Linell Dilwith	Date
CAS Signature:	5/27/22

NU'UANU ELEMENTARY SCHOOL
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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. Phyllis Miyashiro - Curriculum Coordinator	1. ART Lead
2. Janice Kam - Student Services Coordinator	2. Comprehensive Student Support Services through Hawaii Multi-Tiered System of Support (HMTSS)
3. Colleen Skrimstad - Technology Coordinator	3. Computer Science
1. Jason Smith - Grade 3 Teacher	4. Math
2. Louise Saoit - Grade 1 Teacher	5. Reading
3. Mallory Heckathorn - STEM Coordinator	6. Science /STEM/NGSS
4. TBD	7. Social Studies/C3 Framework/Hawaii Core Social Studies Standards (HCSSS)
5. Kelli Ling - Grade 5 Teacher	8. Writing
6. Ned Uemae - Principal	9. Community Partnerships, WASC

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

<u>Goal 1:</u> **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.*

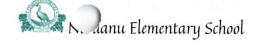| **Outcome:** By the end of two years, we would have	**Rationale Updates for SY 2022-2023:**
1. By the end of school year 2022-2023, there will be an OVERALL proficiency increase of 10% for all students in reading and math as determined by the iReady End of Year data. 2. English Learners (EL) and IDEA students will see the following OVERALL percentage gains in Typical and Stretch Growth on the iReady End of Year diagnostic:	The impact of COVID-19 was still felt in the school year 2021-2022 and delayed a number of the plans laid for that year. School year 2022-2023 features enabling activities carryover of some enabling activities. 1. Student Achievement- Longitudinally, our IDEA and EL students have shown a range of progress on proficiency measures of the SBA EL and Math and iReady Reading and Math diagnostics. While our focus will be those High Needs students who are performing at one or more years below expectation, we are also setting proficiency goals for all students. 2. Writing Program - Teachers have been working on a genre per quarter. Our desire to purchase a writing program or adoption of writing strategies has been momentarily delayed due to a change in leads for that committee and new teachers. 3. Reading and math - Goals for addressing challenging standards will be identified at the end of the present school year. 4. HCSSS - Plans for implementation have been on target and teachers continue to adjust lessons to include HCSSS standards. 5. Computer Standards - Our planned implementation for SY 2021-2022 will occur in SY 2022-2023. 6. Science/STEM - We will be including Science Fair as an enabling activity for this school year.

English Learners	SY 2021-2022		SY 2022-2023	
	Typical	Stretch	Typical	Stretch
Reading EOY 20-21 42% (T), 25% (S)	52%	35%	62%	45%
Math EOY 20-21 29% (T), 21% (S)	39%	31%	49%	41%

IDEA	SY 2021-2022		SY 2022-2023	
	Typical	Stretch	Typical	Stretch
Reading EOY 20-21 56% (T), 36% (S)	66%	46%	76%	56%
Math EOY 20-21 44% (T), 8% (S)	54%	18%	64%	28%

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

Key to System-wide Strategies Descriptors
- SWS 1a, 1b, 1c, 1d Healthy Habits, Healthy Schools — Attendance, Learning Spaces, Mental Health Supports, Trauma Informed Care Supports
- SWS 2a, 2b, 2c Action-Oriented Data Decision Making — Established process for examining data, Instructional Data Teams, Decision Making for School Improvement
- SWS 3a, 3b, 3c Responsive Capacity Building — Professional Development, Coaching and Mentoring, Family and Community Engagement
- SWS 4a, 4b, 4c, 4d Effective Academic Practices — High Quality Tutoring, Extended Learning Opportunity, Formative Instruction, Virtual Learning

Computer Science Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
SY 2021-2022 100% of students will be introduced to the CS standards by the Technology Coordinator and Classroom teacher	1. First committee meeting of the year year to revisit goals 2. PD #1 first semester Seek and schedule District to assistance to formally introduce the standards 3. TC and teachers will determine the who will instruct the grade level band standards (lab vs. classroom) 4. TC and classroom will create opportunities for the application of the standards as appropriate	SY 2021-2022 August Fall Semester	Colleen Skrimstad	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SMARTe Goal: • Teachers will increase their understanding of the new computer standards by 20% in the third quarter (Survey). Data Used: • Crosswalk of standards covered by the Classroom teacher and Technology teacher. • Grade levels will enter their standards on a Google Form.

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

SY 2022-2023		SY 2022-2023	Colleen Skrimstad	X WSF	SMARTe Goal:
100% of students will be able to explain/describe/ demonstrate the K-1 computer standards they have learned. ⊞ KMR & FKK … *SWS2b: Instructional Data Teams* *SWS2c: Decision Making For S.I.* *SWS4c Formative Instruction*	SY 2022-23 TC and teachers will determine who will instruct the K-1 grade level band standards for all K-5 students (TC covered standards vs. classroom teacher covered standards) SY 2023-24 TC and Grade 2-5 teachers will determine who will instruct the 2-3 grade level band standards for students in grades 2-5. SY 2024-25 TC and Grade 4-5 teachers will determine who will instruct the 4-5 grade level band standards for students in grade 4-5.			☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Teachers will increase their understanding of the new computer standards by 20% in the third quarter (Survey). Data Used: • Crosswalk of standards covered by the Classroom teacher and Technology teacher. • Grade levels will enter their standards on a Google Form. • Student work samples • Computer Quizzes (hands on) • Committee Minutes • Vertical articulation of what's working, what can be improved and what the next steps will be. • Articulation Minutes

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Math Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>SY 2020-2021</u> **EL MATH -** In SY 2021-2022, 39% of EL students will meet Typical Growth and 31% will meet Stretch Growth goals as measured by the EOY iReady Math Diagnostic **IDEA MATH -** In SY 2021-2022, 54% of IDEA students will meet Typical Growth and 18% will meet Stretch Growth goals as measured by the EOY iReady Math Diagnostic	First committee meeting to revisit goals and main activities (August 2021) Math Focus will be based upon SBA and iReady Tests results (May/ June 2021) 1. Grade levels will identify the CCSS that most aligns with the math focus. 2. Grade levels will create Pre/Post tests based on the math focus. 3. PD's - will be related to strategies that address the math focus. 4. Walkthroughs- Vertical and Horizontal. 5. Evaluate the Stepping Stones Program.	SY 2021-2022	Jason Smith	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	School Year 2021-2022 SMARTe Goal for Math Focus: • The percentage of _____ scoring proficient or higher in the _____ will increase by _____% from _____ to _____ as measured by the _____ administered in April/May 2022. Date Used: • Interim Growth Monitoring to assess progress with EL and IDEA students as indicated by iReady's Typical and Stretch Growth data.

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

SY 2022-2023 1. By the end of SY 2022-2023, there will be an OVERALL proficiency increase of 10% for all students in math as determined by the iReady Diagnostic 3 data. 2. **EL MATH -** In SY 2022-2023, 49% of EL students will meet Typical Growth and 41% will meet Stretch Growth goals as measured by the EOY iReady Math Diagnostic. **IDEA MATH -** In SY 2022-2023, 64% of IDEA students will meet Typical Growth and 28% will meet Stretch Growth goals as measured by the EOY iReady Math Diagnostic. *SWS2b: Instructional Teams* *SWS2b: Decision Making* *SWS4c: Formative Instruction*	First committee meeting to revisit goals and main activities (August 2022) 1. The math committee will look at school-wide data from 2021-22 iReady and SBA to determine the mathematical area of need(s) for our students. 2. GLs will determine effective strategies to improve instruction in the area of need(s) for our students based on the 2021-22 school data in iReady and SBA. 3. GLs will create and administer a pre-/post-test on the mathematical area of need(s). 4. Committee will seek PD opportunities. (Ex. In-person Resource Teachers, New Curriculum Programs, etc.)	SY 2022-2023	Jason Smith	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	School Year 2022-2023 SMARTe Goal: • The percentage of students scoring proficient in the Math focus pretest will increase by 20% as measured by the Math focus post test administered in April/May 2023. Data Used: • Teacher created tests, student work samples, Jamboard responses, surveys.

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

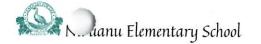| Reading Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
SY 2021-2022 **EL - READING** In SY 2021-2022, 52% of EL students will meet Typical Growth and 35% will meet Stretch Growth goals as measured by the EOY iReady Reading Diagnostic. **IDEA - READING** In SY 2021-2022, 66% of EL students will meet Typical Growth and 46% will meet Stretch Growth goals as measured by the EOY iReady Reading Diagnostic.	1. Create and share Accountable Talk (AT) Student Pre-Survey on comfort level PD#1. 2. PD #1 Faculty sharing: setting AT Goals based from past experiences in AT (record on posters) and discuss support for EL and IDEA students. Grade Level Peer Observations #1 conducted and discussed during articulation. 3. PD #2 Sharing of successes and challenges from past experiences with AT in the classroom and in Distance Learning. 4. Discuss results of comfort level survey and common strategies to implement in the classroom.	SY 2021-2022	Louise Saoit	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 Data Used: • Teacher created tests, work samples, exit passes, Jamboard responses, surveys

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SY 2022-2023		SY 2022-2023	Louise Saoit		SY 2022-2023
1. By the end of SY 2022-2023, there will be an OVERALL proficiency increase of 10% for all students in reading as determined by the i-Ready Diagnostic 3 data. 2. **EL Reading** In SY 2022-2023, 62% of EL students will meet Typical Growth and 45% will meet Stretch Growth goals as measured by the EOY iReady Reading Diagnostic. **IDEA Reading** In SY 2022-2023, 76% of IDEA students will meet Typical Growth and 56% will meet Stretch Growth goals as measured by the EOY iReady Reading Diagnostic. *SWS2b: Instructional Data Teams* *SWS3a Professional Development* *SWS4c Formative Instruction*	1. GLs will review the results of the SY 2021-2022 Accountable Talk SMARTe goal, identify probable causes and possible solutions. 2. Committee will look at 2021-2022 SBA results and iREADY (fall 2022) diagnostic results to develop a new reading focus and SMARTe goal to improve instruction and student learning. a. Survey teachers for best practices based on the new SMARTe goal. b. Committee will research best practices and develop next steps to share with teachers			X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SMARTe Goal • The percentage of students scoring proficient in the Reading focus pretest will increase by 20% as measured by the Reading focus post test administered in April/May 2023 Data Used: • Teacher created tests, work samples, exit passes, Jamboard responses, surveys

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Science/STEM Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>SY 2021-2022</u> Students will achieve 75% or greater on the HSA Science in SY 2021-2022 (SY 2018-2019 Science Score- 70%) SY 2021-2022 Pre/Post of the Engineering Assessment	**Scientific Practices using NGSS** 1. First Committee meeting of the year to review goals and main activities with all members (July/August 2021). 2. PD #1 - GL articulation on NGSS standards (what worked and didn't during the pandemic) (2021) PD #2 - Guest Speaker on STEM/Science (2022). 3. Exit Survey for presentation (2022). 4. Classroom teachers will provide NGSS aligned lessons. 5. Community resource programs will be used when appropriate and available to develop/support NGSS lessons. 6. Committee will create the STEM Engineering assessment for SY 2022-2023. **STEM Education** 1. Introduce all students to the STEM, EDP (Aug. 2021). 2. STEM coordinator will provide relevant extension activities emphasizing the engineering and design aspect (Aug. 2021-May2022). 3. First Semester Walk-through #1: Gallery Walk: Accountable Talk featuring terminology and concepts.	SY 2021-2022	Tiffany Okita	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SMARTe Goal • The percentage of students scoring proficient or higher in the EDP pretest administered in the 1st quarter will increase by 30% from the beginning of the semester to the end of the year as measured by the EDP post-test administered in the 4th quarter. Data Used: • EDP Pre-test and Post-test • Teachers' Observations • STEM Activities

	4. Second Semester Walk-through #2. 5. Explore the possibility of having a Virtual STEM Night with input from Aikane and STEM coordinator. Honolulu District Science Fair/ Nu`uanu Science Showcase 1. STEM coordinator will: • Work with students to create and select a Science Board for each GL. • Complete the registration for the fair (January 2022). • Post boards on the website. • Prepare class Certificates of Participation (May 2022).				
SY 2022-2023 70% of all students will achieve proficiency or higher on the HSA Science in SY 2022-2023. The students will show a 30% increase in proficiency between the pre and post test Engineering assessments in SY 2022-2023. *SWS3c - Family and Community Engagement* *SWS4b Extended Learning Opportunity* *SWS4c Formative Instruction*	**STEM Education** 1. Continue to develop STEM EDP 2. Continue to assess students' understanding of the EDP with a pre-test and post-test. 3. Continue participation with HDO Science Fair with a <u>rotation schedule</u> (distributed in Fall 2022-2023). 4. Hold a STEM Night in coordination with Aikane, Science Committee and STEM coordinator to promote student motivation and parent engagement. 5. Use of Mystery Science, Aina in Schools, and teacher-created supports to supplement learning.	SY 2022-2023	Mallory Heckathorn	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 SMARTe Goal: • The percentage of students scoring proficient or higher in the EDP pretest administered in the 1st quarter will increase by 30% as measured by the EDP post-test administered in the 4th quarter. Data Used: • Teachers' Observations • Increased STEM Night participants-attendance sheets

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

Social Studies Planning					Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**		**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

<u>SY 2021-2022</u>
In SYs 2021-2022 and 2022-2023, 100% of teachers will understand and implement new SS Standards
	1. First committee meeting -To review goals and main activities for roll-out of HCSSS.
	  • All committee members plan for Social Studies activities
	2. PD presentations of new social studies standards and 5 shifts
	  • Provide spreadsheet and time for grade levels to incorporate new HCSSS standards with Reading Wonders and NGSSS themes
	3. Walk-throughs to observe roll out of HCSSS
		SY 2021-2022	Wendy Fujiuchi		☐ WSF
					☐ Title I
					☐ Title II
					☐ Title III
					☐ IDEA
					☐ Homeless
					☐ CTE
					☐ Other
					☐ N/A
						SY 2021-2022
						SMARTe Goal:
						• 100% of teachers will complete a survey at beginning and end of PD, with an increase in knowledge about HCSSS content presented.
						• 100% of classroom teachers will participate in 2 walk-throughs during the SY 2021-2022.
						• Agenda/sign in, meeting minutes, Teacher survey & Sign in, Observation checklist/form of HCSSS evidence, classroom posters, written work, and Accountable Talk, etc.

<mark>SY 2022-2023</mark> 100% of students will be instructed using HCSSS aligned lessons. *SWSa Established process for examining data* *SWS2b Instructional Data Teams* *SWS3a Professional Development*	1. Walk-throughs to observe roll out of HCSSS. 2. Schedule PD to help teachers align social studies lessons with new standards. 3. Teachers continue to implement and improve HCSSS aligned lessons.	SY 2022-2023	TBD		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 • 100% of students will receive Social Studies lessons that are based on HCSSS. Data Used: • Updated curriculum maps showing when standards will be taught throughout the school year. • Use of revised DOE report cards with HCSSS strand.

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Writing Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>SY 2021-2022</u> 100% of students will be instructed in the three genres of writing 100% of teachers will participate in the selection process of a writing program	1. First committee meeting of the year 2. Writing Focus: • First Quarter - Opinion • Second Quarter - Narrative • Third Quarter - Informational • Grade levels use their own rubrics 3. Teacher Survey regarding writing instruction and criteria for selection (August 2021-January 2022) 4. Research Writing programs 5. Arrange vendor presentations 6. Faculty discussion on pros and cons of the programs and selection of a program. 7. Arrange for PD (if offered).	SY 2021-2022	Kelli Ling	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 Grade level data teams for 3 writing genres
<u>SY 2022-2023</u> 100% of teachers will provide instruction in the writing genre assigned to the specified quarter 100% of teachers will participate in the discussion of writing instruction *SWS3a Professional Development*	1. Writing Focus: • First Quarter - Opinion • Second Quarter - Narrative • Third Quarter - Informational • Grade levels use their own rubrics 2. Look at SBA writing data to determine what information we can learn (trends, strengths/ weaknesses). 3. Results of the writing survey will be shared with teachers in the 1st quarter. 4. Teachers will discuss the need for a new scaffolded writing program OR the use of agreed upon schoolwide writing strategies. 5. Writing committee will coordinate research of possible programs or strategies after a decision is made.	SY 2022-2023	Kelli Ling	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 Data Used: • Teacher samples of student writing. A high performer and low performer.

Goal 2: Staff Success. Nu`uanu 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:
1. 100% of teachers including SPED and EL, will attend Articulation Sessions for grade levels to focus on student success. 2. 100% of teachers will participate in the Academic Committee's planned Professional Development sessions and walk-throughs. 3. 100% of teachers will participate in the iReady trainings to support the range of learners in their classrooms.	1. Articulation sessions are important to the success of grade level planning and collaboration. Although this was the rationale last year and will continue to be a goal in SY 2022-2023, we find it challenging to find common planning times for SPED and EL teachers. We will need to create alternate plans. We are using our Articulation sessions to plan and collaborate on our school wide initiative, *Focus Four*. Here, teachers are asked to select an EL, IDEA or a child who is 1 or more years below grade level expectations. Teachers analyze diagnostic data to determine how to best develop students skills and begin to prepare lessons for small group instruction. To lend support, resource teachers and PTTs oversee the remaining students while the teacher works with the Focus Four students. 2. Each content area committee is asked to provide PD that can be a guest speaker, lesson, video, professional reading, sharing of a best practice, etc. Since this is colleague driven and led, teachers are open to the possibilities the PD will have in their classrooms. It has been our experience that this kind of PD motives and refreshes teachers. 3. iReady has been invited to help in explaining the data from diagnostics as well as answer questions teachers may have regarding assigning lessons to scheduling assessments. We intend to invite them in during crucial times of the year.

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Staff Success Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
SY 2021-2022 100% of teachers will attend Articulation Time. 100% of teachers will increase the overall proficiency for at least (4) four students in Reading and Math (level 2 and below) using iReady or comparable materials. 100% of teachers will analyze data and plan for student focus lessons	1. Analysis of iReady diagnostic data 2. Identify at least (4) four students each in Reading and Math to focus on. 2a. Teachers will plan for appropriate remedial lessons. 2b. Assign growth monitoring to make instructional adjustments. 3. Allot time for content area committees (Math, Reading, Social Studies, Computer, Science, Writing) to meet. 4. Complete Data Teams process as appropriate.	SY 2021-2022	Ned Uemae Phyllis Miyashiro	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 • Interim Growth Monitoring to assess progress as indicated by iReady's - Typical and Stretch Growth data - Teacher Action Plan for each identified student • Student progress on lessons - Teacher Action Plan for each identified student

SY 2022-2023 100% of teachers will attend Articulation Time and/or scheduled grade level meetings. 100% of teachers will increase the overall proficiency for at least (4) four students in Reading and Math (level 2 and below) using iReady or comparable materials. 100% of teachers will analyze data and plan for student Focus Four lessons. *SWS2b: Instructional Data Teams* *SWS 4c Formative Instruction*	1. Analysis of iReady diagnostic data 2. Continue to identify at least (4) four students each in Reading and Math to focus on. 2a. Teachers will plan for appropriate remedial lessons. 2b. Conduct growth monitoring to make instructional adjustments 3. Allot time for content area committees (Math, Reading, Social Studies, Computer, Science, Writing.) 4. Complete Data Teams process as appropriate.	SY 2022-2023	Ned Uemae Phyllis Miyashiro	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 ● Teacher Action Plan for each identified student. ● Interim Growth Monitoring to assess progress as indicated by iReady's Typical and Stretch Growth data. ● Teacher formative assessment instruments. ● Student progress in lessons.

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<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of **Nu`uanu Elementary School** works to effectively organize financial, human, and community resources in support of student success.

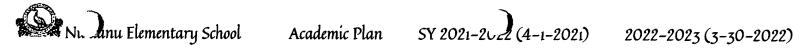| Outcome: By the end of two years,	Rationale:
Outcome: By the end of two years, we would have, 1. 100% of students referred for Level 3 services will receive timely, appropriate interventions through the Hawaii Multi-Tiered Systems of Support. 2. 100% of EL students (Active and monitored) will receive instruction from EL personnel. 3. Increased involvement of the School Community Council on matters pertaining to school success. 4. School Leadership will begin to organize Home and Focus Groups and participate in training sponsored by the WASC and DOE.	1. Students who are struggling academically, behaviorally, or socially need immediate attention that goes beyond classroom interventions. Our Kid Talk referral process is teacher activated and collegially discussed between the classroom teacher, School Services Coordinator, Counselor, and Curriculum Coordinator. Services are offered if the team deems it to be appropriate. 2. EL student lesson alignment will be discussed during Articulation sessions with the general education teacher. During a regular school year, teachers find it a challenge to communicate on a consistent basis. Once established, articulation will be used to discuss goals, align instruction and student progress. 3. The School Community Council plays an important part in the partnership between school and home. We would like to see regular meetings for the next two years that will contribute an added perspective of our school's function and operation. 4. Ensuring timely collection and analysis of school data involves a high degree of stakeholder awareness and involvement. The school leadership needs to be strategic and efficient when scheduling such WASC meetings.

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HMTSS Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>2021-2022</u> Hawaii Multi-Tiered System of support (HMTSS) 100% of students referred for Level 3 services will receive timely, appropriate interventions through the Hawaii Multi-Tiered Systems of Support	1. First committee meeting of the year to revisit goals (August 2021). 2. Teachers will receive a Vertical Transfer sheet indicating a child's previous services and current recommendations. 3. Students identified for continued intervention will receive services by the third week of the new school year. 4. Students under consideration for intervention services will be discussed during a Kid Talk meeting. 5. Planning time with inclusion and general education teachers will occur during Articulation time. 6. Supportive facilitation for SpEd. support personnel and training assistance provided by HDO	SY 2021-2022	Janice Kam	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 • Diagnostic reports from iReady Baseline and progress monitoring (Growth Monitoring) data. • Identification of targeted needs and coordination with HDO RTs for professional development Summative (EOY) Diagnostic.

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

2022-2023		SY 2022-2023	Janice Kam	X WSF	SY 2022-2023
100% of students referred for Level 3 services will receive timely, appropriate interventions through the Hawaii Multi-Tiered Systems of Support By the end of the school year, there will be an increase in the percentage of favorable responses in at least 4 out of the 7 topics on the Panorama SEL survey. *Depends on WSF *SWS1a Attendance* *SWS1b Mental Health Supports* *SWS1d Trauma Informed Care Supports* *SWS 2a Established process for examinng data* *SWS2c Decision Making for School Improvement* *SWS4a High Quality Instruction* *SWS4b Extended Learning Opportunity*	1. Evaluate and adjust HMTSS system for ways to become more effective and efficient in the delivery of support services. 2. Examine ways to incorporate SEL into the classroom and school communities.			☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Progress monitoring of students receiving intervention services.

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EL Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>2021-2022</u> EL Program 100% of Students identified as EL will receive services from the EL program.	1. Schedule all EL students for either push in or pull out service. 2. Set up a regular system for monitoring exited students' grades. 3. Plan and execute 2-3 parent workshops during the year. 4. Maintain and assign lessons to students using online programs specific to an EL's needs. 5. Attend articulation sessions with general education teachers to discuss student progress, align/ adjust instruction and problem solve collaboratively.	SY 2021-2022	Jerri-Lyn Burns	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 • Schedule of EL services • WIDA Access Scores • Reports from online program • Report Cards • EL Student Work
<u>2022-2023</u> 100% of students identified as active J EL will receive services from the EL program targeted to their specific needs. *SWS2a Established Process for Examining Data* *SWS2c Decision Making for School Improvement*	1. Schedule all active J EL students for either push in or pull out service targeted to their specific needs. 2. Set up a regular system for monitoring exited students' grades. 3. Plan and execute a minimum of (2) two parent workshops during the year. 4. Maintain, monitor, and assign lessons to students using online programs specific to an EL's needs. 5. Attend Articulation sessions with general education teachers to discuss student progress, align/ adjust instruction and problem solve collaboratively.	SY 2022-2023	Jerri-Lyn Burns	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 • Schedule of EL services • WIDA Access Scores • Reports from online program (iReady, Imagine Learning, IC report cards, teacher conversations) • Report Cards • EL Student Work

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School Community Council Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>2021-2022</u> • School Community Council (SCC) • Parent Organization • Continue to engage SCC and Parent Organization in school related matters	1. Establish SCC board and school representatives. 2. Develop a meeting schedule and time that is most convenient for all.	SY 2021-2022	Ned Uemae	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 • Surveys • Agenda and Minutes of Meeting • SCC Assurances document • Attendance/Sign In Sheets
<u>2022-2023</u> • School Community Council (SCC) • Parent Organization • Continue to engage SCC and Parent Organization in school related matters *SWS3c Family and Community Engagement*	1. Meet quarterly with SCC board and school representatives. 2. Establish a partnership with a new community organization (or continue partnership from 2021-22) to complete a minimum of (1) one community or service project.	SY 2022-2023	Ned Uemae	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 • Surveys • Agenda and Minutes of Meeting • SCC Assurances document • Attendance/Sign In Sheets

WASC Planning					Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**		**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>2021-2022</u> 100% of stakeholders will be aware of the WASC school improvement process.	1. Attend trainings as they are offered 2. Plan/Present an overview to all stakeholder groups 3. Begin to organize groups and assign members	SY 2021-2022	Ned Uemae Phyllis Miyashiro		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2021-2022 • List of meeting attendees for WASC training • Powerpoint or other technological means to share information • Preliminary plan for groups and members
<u>2022-2023</u> 100% of stakeholders will be aware of the WASC school improvement process. 100% of stakeholders will work on their focus group assignments, reflection and feedback process and preparation sessions. *SWS2c Decision Making for School Improvement*	1. Collect data and evidence from all stakeholders to prepare WASC Report. 2. Create scheduled meetings and coordinate necessary arrangements for visitation.	SY 2022-2023	Ned Uemae Phyllis Miyashiro		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SY 2022-2023 • Agenda and minutes of grade level, data team, and leadership meetings