



KMR

Two-Year Academic Plan

2021-2023

Royal School

1519 Queen Emma St
Honolulu, HI 96813

Two-Year Academic Plan SY 2022-2023

<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 	<ol style="list-style-type: none"> 1. Need: Improve Literacy Proficiency for all students 2. Need: Improve Math Proficiency for all students 3. Need: Improve our Multi-Tiered Systems of Support for all students 4. Need: Strengthen relationships among students and staff to build a culture of school pride and belonging 5. Need: Provide Critical Thinking Opportunities <p>(SW1, SW6(i))</p>
	<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>Our targeted subgroups are Special Education students and ELL students. According to our CNA, the ELA achievement gap for ELL students was 56 percentage points and the Math achievement gap was 52.3 percentage points. For our special education students, the ELA achievement gap was 76.8 percentage points and the math achievement gap was 65.7 percentage points. Enabling activities 1.1, 1.2, 1.3 & 1.4 address these targeted subgroups and their needs.</p> <p>Tonya Ward Singer - creating equity in language and literacy learning Areas where we are creating equity in language and literacy learning are notated within our AcPlan (TWS)</p> <p>(SW1, SW6(i)) (TWS)</p>

- Continuous School Improvement Framework (Brad Geise/Victoria Bernhardt model)

Continuous School Improvement (CSI) Framework:

The Royal School leadership team has been participating in the district provided professional development sessions on the CSI framework over the past two years. We have adopted the CSI Framework to make collaborative and informed decisions for our school. We have worked to be inclusive and involve all role groups in this process, including teachers, parents and staff. Our School Community Council (SCC) is made up of administration and teacher, staff, parent, and community role groups. The SCC meets quarterly as an advisory board for the school, and they give input into school decisions in both our CNA and Academic Plan.

The following outlines how we use all five parts of the framework for continuous school improvement:

Where are we now? (Part I)

How did we get to where we are? (Part II)

Comprehensive Needs Assessment (CNA)

We start our CNA by analyzing multiple measures of data (demographic, perceptual, student learning and school processes) to find our strengths and areas of improvement in each area. We find what our strengths, and challenges are, using predictive analytics to come up with implications for each. We ask questions such as, “What are the contributing causes?” and “What does this imply for us?” Through this process, we gain a solid picture of where we are now and how we got to where we are. We look at what’s working and what’s not working in order to find the main contributing causes.

Where do we want to be? (Part III)

Purpose, Mission and Vision

After creating our CNA, we look at on our mission/purpose and vision in order to collectively focus our goals. Royal School has a simple, clear mission/purpose – “To positively impact students' lives by truly believing they can succeed so that every student is empowered to thrive and reach their full potential,” which was collaboratively created by our faculty and staff during the 2017-18 school year.

In 2019-2020, after our leadership team attended the Brad Geiss’ workshop on CSI, we realized that in order to have a clearer view of where we wanted to be, we needed to revise our vision. We went through his vision-creating process together by starting with our core beliefs in four areas: curriculum, instruction, assessment and environment. From there, we chose the components for our vision, as well as what it would look like to have these components in place. Our vision is now a comprehensive document that specifies, not only what our goals are, but what it will look like when we accomplish these goals (See 2021-22 CNA, pp. 29-32.)

	<p>How are we going to get to where we want to be? (Part IV) Academic Plan (CSI Plan) The next step is to create our Academic Plan, which gives us the game plan we will use to meet our goals. Our Acplan incorporates the 5 themes of the HDOE Promise Plan: Hawai'i, Equity, School Design, Empowerment and Innovation, as well as provides specific objectives, strategies, activities and budgeting that we will follow. The enabling activities in the plan are taken straight from our CNA and also included in the plan are our implementation strategies and how we will evaluate progress of the plan.</p> <p>Is what we are doing making a difference? (Part V) In the final part of our CSI process, our Academic Review Team (ART) reviews and evaluates our Acplan to see if we're making a difference or not. The ART is made up of members of the leadership team – administration, grade level chairs, and program coordinators. Accountable members of the team (indicated in our Acplan) monitor and report on the quality of planning, the capacity, and the evidence of progress on every enabling activity of the AFP. This report is shared at leadership meetings and then with the SCC in quarterly progress reports, where we decide on potential next steps. Our Acplan is a living document and is changed as needed throughout the school year.</p>				
<ul style="list-style-type: none"> ● ESSER 4 strategies 	<p>Following the Hawaii DOE Elementary and Secondary School Emergency Relief (ESSER) plan, our Academic Plan contains enabling activities and strategies targeting the 4 statewide strategies of the ESSER plan. These strategies are: Healthy Habits Healthy Schools, Action Oriented Data Decision-Making, Responsive Capacity Building, and Effective Academic Practices. The following key shows where these areas are targeted throughout our AcPlan:</p> <p>ESSER 4 Strategies Key:</p> <table border="1" data-bbox="453 927 1052 1078"> <tr> <td>Healthy Habits, Healthy Schools</td> </tr> <tr> <td>Action-Oriented Data Decision Making</td> </tr> <tr> <td>Responsive Capacity Building</td> </tr> <tr> <td>Effective Academic Practices</td> </tr> </table>	Healthy Habits, Healthy Schools	Action-Oriented Data Decision Making	Responsive Capacity Building	Effective Academic Practices
Healthy Habits, Healthy Schools					
Action-Oriented Data Decision Making					
Responsive Capacity Building					
Effective Academic Practices					
<ul style="list-style-type: none"> ● Tonya Ward Singer Training <p>Creating Equity in Language and Literacy Learning</p>	<p>Royal School's Leadership team and faculty has participated in several trainings with Tonya Ward Singer from 2019-2022. These workshops focused on creating equity in language and literacy learning and helped to guide us towards closing opportunity gaps for Els and students in poverty.</p> <p>The areas where we are creating equity in language and literacy learning are notated within our AcPlan are indicated with (TWS)</p>				

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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. E. Gonsalves - Principal	1. Professional Development/Learning
2. E. Gonsalves - Principal A. Hisatake - Curriculum Coordinator	2. Literacy Proficiency
3. E. Gonsalves - Principal A. Hisatake - Curriculum Coordinator	3. Common Core State Standards
4. K. Morikone A. Hisatake - Curriculum Coordinator E. Malina - Counselor	4. MTSS (SW6(iii)(III))
5. K. Morikone - Vice Principal A. Hisatake - Curriculum Coordinator	5. Critical Thinking Skills
6. Leadership Team	6. Vision and Mission
6. E. Gonsalves K. Morikone - Vice Principal	7. Continuous School Improvement

(SW1, SW6(i), SW6(ii))

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.

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X☐ Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> ● we will empower students with the critical thinking skills they need to be confident, self-directed learners, who are able to collaborate with peers and create plans to solve real-world problems (TWS) ● we will focus on the “whole child” by giving students both academic and behavioral, emotional and absenteeism targeted supports. (SW6(i)), (TWS) ● we will increase the proficiency scores for students at all tiered levels. Tier I, II and III and close the achievement gap for our targeted subgroups (ELL and SpEd) (SW6(i)), (TWS) ● students will participate in our CTE Career Pathways Program, which will provide a curricular framework that connects our elementary school efforts to the middle schools and beyond 	<p>When students learn about the process of learning itself, they come to understand that it’s not only about “getting it right.” The process of learning can be about imagining, creating, planning, and improving. Learning from failure can become an integral part of success.</p> <p>A whole child approach will promote the long-term development and success of every student. (SW6(i))</p> <p>Students who receive early targeted interventions are more likely to make the gains needed for success. (SW6(i)) (TWS)</p> <p>Introducing career awareness to students at the Elementary school level, allows all students a chance to explore and find what their passions and interests are. By providing career awareness to our students through our Pathway classes we will be intentionally aligning our classes with the middle and high school’s CTE Pathways Program.</p>

(SW1)

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By 2023, Grades 3-5 students will meet/exceed the following target for Strive HI:</p> <p>Math Proficiency:</p> <p>Students will show an increase of at least 10% from 2021-2023</p> <p>Targets for SBA Math Proficiency: 2020: 25% SY 2021-22: 30% SY 2022-23: 35%</p>	<p>1.1 100% of teachers will work in math data teams to improve teaching and learning for all students through the use of common formative assessment data.</p> <ul style="list-style-type: none"> All grade levels will collaboratively agree upon CCSS focus standards and “unpack” the standards in order to gather/create agreed upon grade level common formative assessments for math All teachers will receive planning/articulation time, resources and training/coaching as needed All teachers will use their CFAs to drive their instruction for all students <p>(SW1, SW5, SW6(i), SW6(ii), SW6(iii)(III)), (TWS)</p>	SY 2021-22 to 2022-23	Principal E. Gonsalves A. Hisatake	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> Monthly CFA data iReady math diagnostic data Monthly data team minutes <p>(SW3)</p>

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<p>By 2023, Grades 3-5 will meet/exceed the following target for Strive HI:</p> <p>Reading Proficiency: Students will show an increase of at least 10% from 2021-2023</p> <p>-SY 2021-22: increase of at least 5% from the previous year: From 31% to 36%</p> <p>-SY 2022-23: increase of at least 5%: Projected From 36% to 41%</p> <p>-By 2023, 56% of students in grades K-2 will be proficient in reading by the end of the 2022-23 school year as measured by iReady data.</p> <p>Targets for SBA Reading Proficiency: 2020: 31% SY 2021-22: 36% SY 2022-23: 41%</p>	<p>1.2: Provide literacy support (including instructional materials and supplies) for early/struggling readers</p> <ul style="list-style-type: none"> All teachers will receive planning/articulation time, resources and training/coaching as needed Professional learning on multi-sensory <p>(SW1, SW5, SW6(i), SW6(ii), SW6(iii)(III)), (TWS)</p>	<p>SY 2021-22 to 2022-23</p>	<p>Principal E. Gonsalves A. Hisatake</p>	<p><input type="checkbox"/> WSF X <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>	<ul style="list-style-type: none"> Monthly CFA data iReady reading diagnostic data Monthly data team minutes <p>(SW3)</p>
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By 2023, Grades 3-5 students will meet/exceed the following target for Strive HI:</p> <p>Targets for SBA Math Proficiency: 2020: 25% SY 2021-22: 30% SY 2022-23: 35%</p> <p>Targets for SBA Reading Proficiency: 2020: 31% SY 2021-22: 36% SY 2022-23: 41% -By 2023, 56% of students in grades K-2 will be proficient in reading by the end of the 2022-23 school year as measured by iReady data</p>	<p>1.3: Provide small group instructional and behavioral support and interventions for all RtI tiered levels</p> <ul style="list-style-type: none"> All teachers K-5 will use data from i-Ready & their data teams to create flexible/tiered RtI groups and implement RtI at designated times to meet identified needs of students Teacher hired to support smaller class sizes Tier 2 & 3 small group intervention with research based strategies and resources Computer based resources for interventions Collaborate towards a Multi-Tiered Systems of Support for both academics and behavior <p>(SW1, SW5, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III)), (TWS)</p>	<p>SY 2021-22 to 2022-23</p>	<p>K. Morikone</p> <p>A. Hisatake</p> <p>E. Malina</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Monthly CFA data iReady reading and math diagnostic data Monthly data team minutes <p>(SW3)</p>

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Planning				Funding/Amount	Interim Measures of Progress
<p>By 2023, Royal School will meet the following Strive HI targets:</p> <p>School Climate: 85%</p> <p>Daily Absenteeism: 95%</p>	<p>1.4: Refine our PBIS Program and collaborate towards a Multi-Tiered Systems of support for both behavior and academics</p> <ul style="list-style-type: none"> Refine PBIS (include Tier 2 and 3 with specific criteria Continue ALARM Attendance Plan Second Steps SEL program Tier 2 & 3 small group intervention with research-based strategies and resources Collaborate towards a Multi-Tiered Systems of Support for both behavior and academics <p>(SW1, SW5, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III), (TWS)</p>	<p>SY 2021-22 to 2022-23</p>	<p>K. Morikone</p> <p>A. Hisatake</p> <p>E. Malina</p>	<p>X <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 type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> PBIS monthly minutes (SW3)

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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>By 2023, Royal School will meet the following Strive HI target:</p> <p>Targets for HSA Science Proficiency: 2020: 28% SY 2021-22: 33% SY 2022-23: 38%</p>	<p>1.5 All students K-5 will receive instruction in the Engineering Design Process in order to develop their critical thinking skills.</p> <ul style="list-style-type: none"> Professional learning: critical thinking, Inquiry based learning, critical thinking strategies, NGSS processes Develop common understanding of critical thinking expectations (e.g. vertical articulation) <p>(SW1, SW6(ii)), (TWS)</p>	SY 2021-22 to 2022-23	K. Morikone A.Hisatake	<input 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	<ul style="list-style-type: none"> Quarterly Peer Walkthroughs NGSS quarterly projects (SW3)

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Planning				Funding/Amount	Interim Measures of Progress
<p>By 2023, Royal School will meet the following Strive HI targets:</p> <p>School Climate: 85%</p> <p>Daily Absenteeism: 95%</p>	<p>1.6: All students will have a “Strengthened Sense of Belonging with a foundation of relationships” (Focus on Nā Hopena A’o Statement #1)</p> <ul style="list-style-type: none"> Students will have an understanding of lineage and place and a connection to past, present, and future We will create a strong sense of what it means to be a “Royal School Student” by understanding our royal past. We will use an asset based philosophy so students know that every single one of them matters <p>(SW1, SW5, SW6(ii)), (TWS)</p>	<p>SY 2021-22 to 2022-23</p>	<p>Leadership Team</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	<ul style="list-style-type: none"> Monthly Student Council Minutes (SW3)
<p>By SY 2023, Royal School’s percentage for Classroom Engagement (according to Panorama data) will be at least 75%</p>	<p>1.7 CTE Pathway Program</p> <ul style="list-style-type: none"> Provide career awareness and exploration, allowing students to use critical thinking skills to intentionally make choices regarding their future career <p>(SW1, SW5, SW6(ii), SW6(iii)(II))</p>	<p>SY 2021-22 to 2022-23</p>	<p>K. Morikone</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	<ul style="list-style-type: none"> Quarterly Classroom learning walks - observations Quarterly Student surveys (SW3)

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Goal 2: Staff Success. Royal 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:
All teachers at Royal School, whether new to the profession or experienced educators, will be lifelong learners who continue to strengthen their skills and hone their craft. As a result of professional development, collaboration and collegial support, teachers will learn and use best practices and strategies to help our students be successful learners and prepare them for life beyond school.	Our students, especially those in our subgroups, deserve the best education that meets their needs. Research shows that effective teachers motivate and help students enjoy learning as well as bring about student achievement. Professional development is a way to increase teacher effectiveness, leading to higher student achievement. Since one-third of our teachers this year are new to the profession or new to our school, professional development and on-going support have been helpful in continuing the high-performing culture at Royal. The enabling activities for Goal 2 will also assist teachers in successfully meeting proficiency as measured by EES.

(SW 1)

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
By 2023, meet these Strive HI targets: ELA Proficiency: 10% gain by 2023 Math Proficiency: 10% gain by 2023 Science Proficiency: 10% gain by 2023 School climate: 85% Daily absentee: 95%	2.1 Plan professional development/learning that may include these areas of focus: <ul style="list-style-type: none"> ● Rtl and differentiation ● Critical thinking and problem solving ● Critical thinking strategies ● Second Step program ● Next Generation Science Standards/ Focus on Engineering Process ● Creating equity in language and literacy learning <li style="background-color: #92d050;">● Continuous School 	2021-22 to 2022-23	Principal E. Gonsalves	<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	<ul style="list-style-type: none"> ● Classroom observations and feedback conferences by administrator/CC ● EES evaluations (SW3)

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	Improvement (CSI) (SW1, SW6(ii),SW6(iii)(IV)), (TWS)				
<p>By 2023, meet these Strive HI targets:</p> <p>ELA Proficiency: 10% gain by 2023</p> <p>Math Proficiency: 10% gain by 2023</p> <p>Science Proficiency: 10% gain by 2023</p> <p>School climate: 85%</p> <p>Daily absentee: 95%</p>	<p>2.2 Provide time and training, materials, for grade levels to address vertical articulation gaps in order to reflect on and improve the effectiveness and consistency in:</p> <ul style="list-style-type: none"> ● Rtl and differentiation ● Critical thinking and problem solving ● Critical thinking strategies ● Second Step program ● Next Generation Science Standards/ Focus on Engineering Process ● Creating equity in language and literacy learning <li style="background-color: #92d050;">● Continuous School Improvement (CSI) <p>(SW1, SW6(ii),SW6(iii)(IV)), (TWS)</p>	2021-22 to 2022-23	Principal E. Gonsalves	<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	<ul style="list-style-type: none"> ● Classroom observations and feedback conferences by administrator/CC ● Peer Walkthroughs <p>(SW3)</p>

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

Outcome: By the end of two years,	Rationale:
<p>Royal School’s Academic Review Team (ART) will analyze school-wide data to regularly measure and assess the progress of our Academic Plan.</p> <p>(SW1, SW6(ii))</p>	<p>The Academic Review Team will use relevant data to regularly assess and monitor the AcPlan’s progress. This will give us the evidence of progress that is needed to see if our strategies are impacting our targets for student success.</p>
<p>Parent involvement in our quarterly family involvement activities will increase from the previous year</p> <p>(SW1, SW6(ii),SW7)), (TWS)</p>	<p>According to Youth.gov, research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior and how a child feels about school.</p> <p>It gives parents:</p> <ul style="list-style-type: none"> ● a chance to learn about how they can best help their children learn outside the classroom ● an opportunity to take ownership in our school vision and to give input into our school plans ● time to build relationships with teachers and other parents

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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>By 2023, meet these Strive HI targets:</p> <p>3rd grade literacy: 75%</p> <p>ELA Proficiency: 10% gain from 2022 to 2023</p> <p>Math Proficiency: 10% gain from 2022 to 2023</p> <p>Science Proficiency: 10% gain from 2022 to 2023</p> <p>School climate: 85% Daily absentee: 95%</p>	<p>3.1: Academic Review Team will meet with the Leadership team to share-out quarterly AcPlan progress reports. Leadership Team will use this data to inform our next steps.</p> <p>(SW1, SW6(ii))</p>	2021-22 to 2022-23	<p>K. Morikone</p> <p>A. Hisatake</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>Quarterly ART reports measuring progress of enabling activities</p> <ul style="list-style-type: none"> ● Target (Enabling activity) ● Quality of Planning ● Capacity ● Evidence of Progress ● Overall likelihood of success ● Challenges/Next Steps/Help Needed <p>(SW3)</p>
<p>Number of parents involved in our quarterly family involvement activities (Reading Night, Campus Beautification, Fun Fair, STEM night) will increase from the previous year</p>	<p>3.2: Parent involvement in our quarterly family involvement activities will increase from the previous year</p> <p>(SW1, SW6(ii),SW7)), (TWS)</p>	2021-22 to 2022-23	<p>K. Morikone</p> <p>A Hisatake</p>	<input 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	<ul style="list-style-type: none"> ● Family Involvement Activities- Sign in sheets <p>(SW3)</p>