

# One-Year Academic Plan SY 2023-2024

Barbers Point Elementary School


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LEeward DISTRICT OFFICE  
APR 13 2023

Submitted by: Sandy Calio, Principal 	Date 04/13/2023
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Approved by: Sean Tajima, Complex Area Superintendent	Date
	APR 14 2023

## One-Year Academic Plan SY 2023-2024

**School Climate and Safety** - Based on the SQS and Tripod Data, a focus on the whole-child tenets as defined by ASCD including but not limited to:

- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

### SQS - Safety Dimension

Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Parent</b>	75.3%	77.2%	79.6%	87.1%	86.1%	88%
<b>Teacher</b>	83.3%	83.9 %	80.8%	57.4%	37.5%	59.6%
<b>Student</b>	75.3%	75.4 %	69.9%	68.8%	74.5	65.2%

**Attendance:** Data retrieved from Lei Kulia on 03.06.23

	Grade	2018-2019	2019-2020	2020-2021	2021-2022
Barbers Point Elem School	PK3	84.43%	89.19%	91.11%	79.73%
	PK4	91.89%	89.79%	91.92%	85.80%
	KG	90.96%	90.06%	93.16%	83.64%
	01	93.06%	89.27%	89.49%	85.68%
	02	92.34%	92.47%	90.58%	86.16%
	03	92.36%	93.70%	88.74%	85.43%
	04	92.96%	92.19%	89.64%	87.39%
	05	92.56%	94.37%	84.96%	100.00%

Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Chronic Absenteeism</b>	23%	23%	23%	19%	29%	56% included forced quarantine

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### Addressing Equity: SubGroup Identification

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

#### Achievement Gap:

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
ELA SBA Scores	23	41	30	not applicable	27	14
Math SBA Scores	20	27	23	not applicable	19	26

#### Special Education: *(number of students tested from subgroup)*

IDEA	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
Enrollment	67	84	84	79	60	48 (16)
ELA SBA Scores	4.17%	0%	0%	not applicable	0%	0
Math SBA Scores	3.85%	0%	3.57%	not applicable	0%	0

#### English Language Learner: *(number of students tested from subgroup)*

ELL	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
Enrollment	56	47	43	49	41	46 (15)
ELA SBA Scores	4.55%	10.53%	5.26%	not applicable	17.7%	6.67%
Math SBA Scores	4.17%	10.53%	12.50%	not applicable	10%	0%

#### Social Economic Status: SES ELA and Math SBA Scores continue to gradually increase. *(number of students tested from subgroup)*

SES	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
Enrollment	316	354	330	310	290	261 (62)
ELA SBA Scores	27.11%	32.73%	31.01%	not applicable	23.4%	23.4%
Math SBA Scores	22.22%	24.85%	23.31%	not applicable	8.6%	8%

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<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
Selena Greenland	ELA
Lisa Kahue	Math
Leialoha Kelekolio	NGSS
TBD	Counseling (Attendance)
Chelsea Keolanui-Wilson	Special Education
Lisa Kahue	Induction/Mentoring
Leialoha Kelekolio, Lisa Kahue, Selena Greenland, Chelsea Keolanui-Wilson	Academic Reflection Team
Christie Sasaki	HMTSS (Academic)
TBD	HMTSS (Behavior)

## 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.

Outcome: By the end of SY 2023-2024,	Rationale:
<p>Through planning and collaboration designated time(s), a systematic process in place, and being more intentional with the implementation of Tier 1 evidence-based strategies; students will increase their reading, math, and science proficiency by the end of SY 23-24.</p> <ul style="list-style-type: none"> <li>● 5% increase of students will score proficient in ELA based off of SY22-23 SBA results</li> <li>● 5% increase of students will score proficient in Math based off of SY22-23 SBA results</li> <li>● 5% increase of students will score proficient in Science based off of the SY22-23 NGSS results</li> <li>● Close the achievement gap within the areas of ELA and Math.</li> <li>● Decrease in chronic absenteeism rate by 5%</li> </ul>	<p>With a systematic process in place in which teacher use data to drive their decisions and plans, they are able to respond to academic/behavioral obstacles more effectively, construct new teaching methods, and advance skill sets to address and meet the needs of mixed abilities students.</p>

## One-Year Academic Plan SY 2023-2024

Planning				Funding	Interim Measures of Progress	ESSER Strategy
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 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><i>Based off of SY22-23 SBA results, there will be a 5% increase of proficiency in ELA, Math and Science</i></p> <p><i>Close the achievement gap within the areas of ELA and Math.</i></p>	<p>In order to support student growth within the classroom, teachers will implement research &amp; evidence based instructional practices specific to students with mixed abilities:</p> <ul style="list-style-type: none"> <li>● Curriculum</li> <li>● RtI (academic and behavior)</li> <li>● Instructional Strategies</li> <li>● Lesson Planning</li> <li>● SpEd (i.e. Goal writing, accommodations, Modifications, etc.)</li> <li>● Leadership</li> <li>● Understanding Data</li> </ul>	2023-2024		<input checked="" type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I <ul style="list-style-type: none"> <li>● Goalbook</li> <li>● iReady</li> <li>● Dibels</li> <li>● DDIC</li> <li>● Subs</li> </ul> <input checked="" type="checkbox"/> CSI  <input checked="" type="checkbox"/> Lit. Grant  <input checked="" type="checkbox"/> Title II <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul>	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on instructional practices specific to the needs of students with mixed abilities.</p> <p>SpEd teachers to update and maintain audit template and have regular meetings with their general education teachers</p> <p>By the end of the school year, all students will show an increase in iReady proficiency results.</p> <ul style="list-style-type: none"> <li>● Grades K-5 to implement diagnostic assessment 4x/year (one each quarter)</li> </ul>	<ol style="list-style-type: none"> <li>1. Healthy Habits, Healthy School</li> <li>2. Action Oriented Data System</li> <li>3. Responsive Capacity Building</li> <li>4. Effective Acad. Practices</li> </ol> <p><i>3. Responsive Capacity Building</i></p>

## One-Year Academic Plan SY 2023-2024

	<p>All teachers shall continue to be involved in a systematic process to collect, analyze, and drive action to support the mixed abilities needs of all students in the content area of ELA (Reading Foundational Skills and Writing) and Math:</p> <ul style="list-style-type: none"> <li>● Identify clear learning targets and success criteria for priority standards</li> <li>● Develop common grade level assessments</li> <li>● Identify student strengths and needs in order to be more intentional with the implementation of reading and math foundational, and writing strategies</li> <li>● Utilize best teaching practices to provide targeted supports in addressing the students with various learning modalities.</li> </ul>	<p>2023-2024</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I             <ul style="list-style-type: none"> <li>● Goalbook</li> <li>● iReady</li> <li>● Dibels</li> <li>● DDIC</li> <li>● Subs</li> </ul> </li> <li><input checked="" type="checkbox"/> CSI</li> <li><input checked="" type="checkbox"/> Lit. Grant</li> <li><input checked="" type="checkbox"/> Title II             <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul> </li> </ul>	<p>By the end of each quarter, all grade levels will have evidence of the following in the areas of ELA and Math:</p> <ul style="list-style-type: none"> <li>● Identified Learning Targets and Success Criteria</li> <li>● Common Formative Assessments (i.e. One Point Rubrics)</li> <li>● Learning walkthroughs</li> </ul>	<p><i>2. Action Oriented Data System</i></p> <p><i>4. Effective Academic Practices</i></p>
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<p>Grades 3-5 will have all students complete IABs to familiarize the students with vocabulary and structure.</p> <ul style="list-style-type: none"> <li>● Provide opportunities for all students to be introduced to SBA vocabulary and test questions formatting to assist with comprehension.</li> <li>● Utilize data results to identify student gaps and inform programming for SPED student</li> </ul>	<p>2023-2024</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I             <ul style="list-style-type: none"> <li>● Goalbook</li> <li>● iReady</li> <li>● Dibels</li> <li>● DDIC</li> <li>● Subs</li> </ul> </li> <li><input checked="" type="checkbox"/> CSI</li> <li><input checked="" type="checkbox"/> Lit. Grant</li> <li><input checked="" type="checkbox"/> Title II             <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul> </li> </ul>	<p>IAB Results</p>	<p><i>2. Action Oriented Data System</i></p> <p><i>4. Effective Academic Practices</i></p>
<p>Provide after school tutoring to address struggling learners</p> <ul style="list-style-type: none"> <li>● ELA</li> <li>● Math</li> <li>● Enrichment</li> </ul>	<p>2023-2024</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I             <ul style="list-style-type: none"> <li>● Goalbook</li> <li>● iReady</li> <li>● Dibels</li> <li>● DDIC</li> <li>● Subs</li> </ul> </li> <li><input checked="" type="checkbox"/> CSI</li> <li><input checked="" type="checkbox"/> Lit. Grant</li> <li><input checked="" type="checkbox"/> Title II             <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul> </li> </ul>	<p>After School tutoring will be offered each semester</p> <ul style="list-style-type: none"> <li>● Rosters</li> <li>● Meeting notes (planning)</li> <li>● Variety of measurements (i.e. iReady, SBA, IAB, etc)</li> </ul>	<p><i>2. Action Oriented Data System</i></p> <p><i>3. Responsive Capacity Building</i></p> <p><i>4. Effective Academic Practices</i></p>



## One-Year Academic Plan SY 2023-2024

<p><i>Decrease chronic absenteeism rate by 5%</i></p>	<p>Review, revise and implement BPES Attendance Plan.</p> <ul style="list-style-type: none"> <li>● Implement the following strategies to support attendance:             <ul style="list-style-type: none"> <li>○ Provide family engagement activities to support attendance.</li> <li>○ Attendance Data Tracker</li> <li>○ Reach out to families whose child(ren) has been identified as chronically absent or on the verge of chronic absenteeism.</li> <li>○ ARC Team Meetings</li> </ul> </li> </ul>	<p>2023-2024</p>		<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Title II</p>	<p>Evidence (i.e logs, calendar, rosters, lesson plans, incentive activity schedules) will document efforts to address support for students who are identified as chronically absent or approaching chronic absenteeism.</p> <p>Attendance tracked through the use of Lei Kulia, IC, Google Sheets, Early Warning System</p> <p>Family engagement sign-ins</p>	<p><i>2. Action Oriented Data System</i></p> <p><i>3. Responsive Capacity Building</i></p>
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## One-Year Academic Plan SY 2023-2024

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

<b>Outcome:</b> By the end of this years,	<b>Rationale:</b>
<p>BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth.</p> <p>Increasing staff morale will help make the school feel like a community again. An ohana that is here to ensure each student is provided the best education possible to make them a critical thinker, problem solver, someone who perseveres and thinks about his/her community as much as themselves.</p> <p><i>Supporting teachers through professional development will provide teachers with knowledge and skills to empower them in the classroom</i></p>	<p>By establishing a culture of support for all beginning teachers, it is imperative that we accelerate our efforts to ensure every student has a highly skilled teacher. By providing our beginning teachers with comprehensive supports, they will be able to effectively contribute to our students' success.</p> <p>To support teacher retention and ensure there is a culture of support, (school and community), teachers will be able to provide that same support to the students and thus increase their sense of belonging as well.</p>

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Planning				Funding	Interim Measures of Progress	ESSER Strategy
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 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	
<i>To provide teachers with knowledge and skills to empower them in the classroom</i>	In order to support teachers growth within the classroom, coaches and teachers will be provided professional development within the areas of: <ul style="list-style-type: none"> <li>● Curriculum</li> <li>● Data</li> <li>● Data Discussion</li> <li>● RtI Academic/Behavior</li> </ul>	2023-2024		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II	Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on instructional practices specific to the needs of students with mixed abilities.  Walkthroughs - collecting data on usage of curriculum being used in class	<i>3. Responsive Capacity Building</i>
BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning	Beginning teachers, in their first 3 years of experience, will be assigned an instructional mentor and receive support as mentioned within the state defined guaranteed supports.  Opportunities shall be provided for beginning teachers and mentors to meet and discuss effective teaching practices:	2023-2024		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul>	List of beginning teacher and mentor pairing  Induction/Mentoring Data System  Beginning Teacher Survey  The following evidence will document efforts of providing opportunities for beginning teachers and mentors to meet and discuss effective teaching practices:	<i>3. Responsive Capacity Building</i>

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<p>teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth</p>	<ul style="list-style-type: none"> <li>● Quarterly New Teacher Meetings</li> <li>● BT PLC</li> <li>● BT/Mentor Forums</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>● School wide initiatives (i.e MSL, School Wide Systematic Process, Co-Teaching, Inclusive Practices, Differentiation, etc.)</li> </ul>				<p>Sign in sheets</p> <ul style="list-style-type: none"> <li>● Meeting logs</li> <li>● Beginning Teacher Reflection (Quarterly New Teacher Meetings)</li> </ul>	
<p>To enhance the school climate and culture where emphasis on employee self-care serves as a priority strategy to improving productivity, student achievement and total well-being.</p>	<p>Training and professional development on self-care strategies.</p> <p>Activities will be provided by grade levels during professional development days addressing self-care.</p>	<p>2023-2024</p>		<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p>	<p>School Quality Survey data</p> <p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to analyze data to provide intentional actions in the support and monitoring of the Academic Plan.</p> <p>Staff Survey</p>	<p><i>1. Healthy Habits, Healthy Schools</i></p> <p><i>3. Responsive Capacity Building</i></p>

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

Outcome: By the end of three years,	Rationale:
BPES will have built capacity to self-sustain a process of continuous improvement to continue to work on areas of growth and maintain accreditation.	Strategic and academic planning process and ART help support WASC accreditation which is a BOE Policy.

Planning				Funding	Interim Measures of Progress	ESSR Strategy
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress	1. Healthy Habits, Healthy School 2. Action Oriented Data System 3. Responsive Capacity Building 4. Effective Acad. Practices
Accountable Leads will be involved in a systematic process to collect, analyze, and drive action to identify root causes and analyze data to provide intentional actions in the support and monitoring of the Academic Plan.	Revisiting and refining schoolwide systematic processes to build capacity, to self-sustain and continue work on areas of growth and maintain accreditation. <ul style="list-style-type: none"> <li>Leadership will meet at least once a month to analyze schoolwide data (summative, formative) and make recommendations and adjustments to the academic plan as needed.</li> </ul>	2023-2024		<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"/> Other <input type="checkbox"/> N/A	Evidence (agendas, sign in sheets, meeting notes) will document efforts to analyze data to provide intentional actions in the support and monitoring of the Academic Plan.	3. <i>Responsive Capacity Building</i>  4. <i>Effective Academic Practices</i>

## One-Year Academic Plan SY 2023-2024

<p>Have a comprehensive system in place to support all students (academic, behavior, SEL, health, and safety).</p>	<p>RtI - developing a system to address student needs and gaps in learning: Academic:</p> <ul style="list-style-type: none"> <li>● Teachers will administer diagnostics (K-5 4x/year) through the year using data</li> <li>● Based on diagnostic results and other data point, teachers will create instructional groups</li> <li>● Teachers will implement targeted instruction/strategies based on individual student needs</li> <li>● Teachers/PPTs to assist targeted students with RtI strategies</li> </ul> <p>Behavior:</p> <ul style="list-style-type: none"> <li>● All school personnel will Implement a school wide positive behavior intervention</li> <li>● All school personnel will incorporate Choose Love</li> <li>● Develop a system for referrals             <ul style="list-style-type: none"> <li>○ For in class</li> </ul> </li> </ul>	<p>2023-2024</p>		<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II</p>	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on instructional practices specific to the needs of students with mixed abilities.</p> <p>Increase in proficiency scores in iReady throughout the school year.</p> <p>Decrease in Special Education Referrals</p> <p>Documentation of tracking/movement of students during articulation and Peer Review meetings</p> <p>Decrease in behavioral referrals</p> <p>Student and Teacher increase in positive responses via SQS and Panorama Survey Results</p> <p>Documentation via School Data Wall</p> <p>Schoolwide incentivized reward system for academics and behavior</p>	<p><i>1. Healthy Habits, Healthy Schools</i></p> <p><i>2. Action Oriented Data System</i></p> <p><i>3. Responsive Capacity Building</i></p> <p><i>4. Effective Academic Practices</i></p>
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## One-Year Academic Plan SY 2023-2024

	support o Ch. 19 behavior matrix					
Work towards being a Full-Service Community School Model	Family Engagement: Provide more opportunities for families to engage with their child in school.  Provide opportunities for students to receive additional supports/services (i.e. Vision & Hearing screening)  Increase community partnerships (i.e. Career Day speakers, volunteering, etc)	2023-2024		<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"/> Other <input type="checkbox"/> N/A	Evidence (agendas, sign in sheets, meeting notes) will document efforts.  Sign in sheets, photos, feedback survey, RSVP logs	1. <i>Healthy Habits, Healthy Schools</i>  2. <i>Action Oriented Data System</i>  3. <i>Responsive Capacity Building</i>