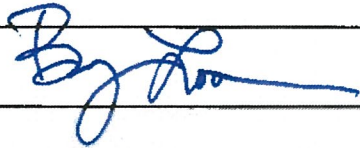



MANANA ELEMENTARY SCHOOL

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Submitted by Bryan Loo, Principal	Date
	April 13, 2022
Approved by Complex Area Superintendent	Date
 <small>Keith Hui (Apr 14, 2022 09:50 HST)</small>	Apr 14, 2022

Academic Plan SY 2022-2023

Where are we now?

Prioritize School needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment
- WASC Self Study
 - 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
- Other

Identify prioritized needs:

Contributing or Root Cause(s) which caused this Learning Need(s):

1. Need:

Prior to the COVID-19 pandemic, Manana Elementary School demonstrated continuous progress in the percent of students meeting the standard for math. We were also working to keep the achievement gaps for ELA and Math in the “20s”.

Manana Elementary School Achievement Gap Data:

Content Area	2017 - 2018	2018-2019	2019 - 2020	2020-2021
ELA	31	20	N/A	24
Math	33	27	N/A	25

Manana Elementary School Strive HI Results SY '20 - '21

	2017 - 2018	2018-2019	2019 - 2020	2020-2021
% Proficient in ELA	69%	70%	N/A	67%
% Proficient in Math	64%	73%	N/A	53%

2. Need:

The significant drop in our Math proficiency magnifies the importance of daily in-person learning for Manana students.

March 2019 WASC Accreditation Chapter IV - “Schoolwide Critical Areas For Follow-Up”

The Visiting Committee (VC) concurred with Manana’s identified critical areas for follow-up that are outlined in the Academic Plan. WASC mid-cycle visit is postponed until the 1st semester of SY 2022 - 2023. These are summarized below:

Academic Plan SY 2022-2023

	<p>1. Administration, Leadership Team and faculty should continue to implement programs directed at meeting the needs of the Whole Child through the Hawaii Multi-Tiered Systems of Support (HMTSS) Positive Behavioral Interventions & Supports (PBIS) and Social Emotional Learning (SEL) to ensure all students have the opportunity to achieve the General Learner Outcomes (GLO).</p> <ul style="list-style-type: none"> • SY '19 - '20: Revision of 3 WEs Awardees Program • SY '19 - '20: Began incorporation of SEL vocabulary & foundations • SY '19 - '20: Manana SEL Corner - weekly flyers (during school closure) <p>(unable to address in SY 2020-2021) due to COVID-19</p> <ul style="list-style-type: none"> • SY '21 - '22: Implementation of revised 3 WEs Awardees Program • SY '21 - '22: Implementation of SEL student and teacher reflections journals • SY '21 - '22: Leadership Team working on development of MTSS <p>2. The Administration, Leadership Team and faculty should continue with school-wide professional development in and implementation of Visible Learning, Project-Based Learning (PBL) and Next Generation Science Standards (NGSS), Hawaii Content Standards for Social Studies (HCSSS) Framework curricula to address 21st century learning skills for all students.</p> <ul style="list-style-type: none"> • Summer 2019 - Sent four teacher leaders to Annual Visible Learning Conference. Upon the return to the SY '19 - '20, teacher leaders provided professional development to the faculty. • SY '19 - '20: STEMscopes PD for faculty (NGSS) • SY '19 - '20: PBL PD for faculty (provided by PWCA and PBL Works) • SY '19 - '20: Project Management PD for faculty • SY '19 - '20: HCSSS introduction PD for faculty <p>(unable to address in SY 2020-2021) due to COVID-19</p> <ul style="list-style-type: none"> • SY '21 - '22: PBL Refresher (provided by PWCA) • SY '21 - '22: Visible Learning/Standards Deconstruction in Reading (provided by PWCA) • SY '21 - '22: Continuous Improvement PBL for leadership (provided by PWCA) • SY '21 - '22: PBL Coaching Series (provided by PWCA) <p>3. All faculty should focus on increasing opportunities where students are self-monitoring their learning by critically thinking, problem solving and responding to higher-order thought questions during project-based learning opportunities.</p> <ul style="list-style-type: none"> • SY '19 - '20: PBL Student Reflection Journals • SY '19 - '20: Student Project Planner • SY '19 - '20: PBL Walls
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Academic Plan SY 2022-2023

	<p>(unable to address in SY 2020-2021) due to COVID-19</p> <ul style="list-style-type: none">● SY '21 - '22 PBL Walls● SY '21 - '22 Student Reflections● SY '21 - '22 End of Project Student Reflections <p>4. Leadership Team and faculty should continue their efforts to design an assessment tool to measure students' attainment of the GLOs as they move through Manana Elementary.</p> <p>(unable to address in SY 2020-2021) due to COVID-19</p> <ul style="list-style-type: none">● SY '21 - '22 Leadership team begins discussion of alignment GLO with State rubric● SY '21 - '22 Leadership team continues discussion on assessment tool to measure students' GLO <p>5. To ensure participation of all stakeholders in providing a high-quality education for every child, the administration and staff should explore new means of expanding parent and community involvement in school activities and fundraisers.</p> <ul style="list-style-type: none">● SY '19 - '20: Schoolwide use of the communication platform, Class Dojo, to increase connectivity with families● SY '19 - 20: Launched new school website● SY '20 - '21: Manana PTO and Manana School created Instagram account to increase awareness and involvement among the school community● SY '20 - '21: New fundraiser (Panda Express)● SY '20 - '21: Increase family connectivity through Google Apps (Forms, Slides, etc.)● SY '21 - '22: Family Literacy Night w/ Read to Me International <p>6. To continue the strong history of academic success and development of school culture, Administration and Leadership should update and document the already successful practices, especially in measuring the GLOs and ensure they are implemented schoolwide.</p> <ul style="list-style-type: none">● SY '21 - '22: Morning announcements● SY '21 - '22: 3 WEs Awardees bulletin board● SY '21 - '22: Monthly newsletter● SY '21 - '22: Use of Instagram videos/posts
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Academic Plan SY 2022-2023

Addressing Equity: SubGroup Identification

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.

Needs:

Continue to implement programs and processes to close the achievement gap for the economically disadvantaged, English Learners (EL), and students receiving Special Education (SpEd) services (High Needs).

SY '17 - '18

Content Area	All Students	Special Education	EL	Disadvantaged
ELA	69%	8%	25%	53%
Math	64%	0%	20%	50%
Science	73%	25%	50%	68%

SY '18 - '19

Content Area	All Students	Special Education	EL	Disadvantaged
ELA	69%	6%	20%	63%
Math	74%	6%	60%	64%
Science	68%	25%	0%	47%

SY '19 - '20 (NA due to school closure)

SY '20 - '21

Content Area	All Students	Special Education	EL	Disadvantaged
ELA	67%	10%	33%	61%
Math	53%	5%	22%	47%
Science	46%	16%	NA	41%

LDS: Data Profile

Academic Plan SY 2022-2023

ORGANIZE: Identify your School priorities and leads	
Priorities/Strategies/Initiatives	Name and Title of School Accountable Lead
Research-Based And Evidence-Based Practices	Academic Review Team = Principal, Curr. Coord., Tech. Coord., Librarian, School Counselor, Student Svcs, Coord., and three (3) Classroom Teachers
Social Emotional Learning (SEL), PBIS, Transitions	Principal, Counselor, Student Services Coordinator
Inclusive Practices	Counselor, Student Services Coordinator, Classroom Teachers
Induction and Mentoring	Principal, Induction & Mentoring Teachers
Next Generation Science Standards (NGSS), Project Based Learning (PBL), Common Core State Standards, Hawaii C3 Social Studies	Academic Review Team
Computer Science	Technology Coordinator
CCSS - Math Data Teams - Data Tems (DT) - informal informal only	Librarian, Technology Coordinator, Curriculum Coordinator
CCSS - English Language Arts Writing Data Teams (DT) - informal only Reading Comprehension (CLSD Grant Requirement)	Librarian, Technology Coordinator, Curriculum Coordinator
Hawaii Multi-Tiered System of Support	Principal, Counselor, Student Services Coordinator, Curriculum Coordinator, Classroom Teachers

Academic Plan SY 2022-2023

Academies - alignment of elementary schools to the National Career
Academy Coalition (NCAC) standards of practice

Principal, Curriculum Coordinator

Academic Plan SY 2022-2023

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 2022-2023,	Rationale:
<p>Manana students will demonstrate progress towards success in college, career, and citizenship as measured by school level targets identified by knowing and utilizing:</p> <ul style="list-style-type: none">● State Standards● Data Analysis● Differentiated Instruction/ Research-Based Strategies● Progress Monitoring and Assessment● General Learner Outcomes (GLOs)	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to:</p> <ul style="list-style-type: none">● Chronic Absenteeism● Smarter Balanced Assessments (SBA)● Hawaii State Assessment (HSA) - NGSS (Grade 5)● 3rd Grade Literacy (percentage of 3rd grade students reading near, at, or above grade level)● ELA and Math MGP● iReady (Universal Screener)● Unit/Chapter Summative Assessments● WIDA Screener, WIDA-ACCESS Placement Test (W-APT)● Family and Community Engagement

Academic Plan SY 2022-2023

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	<p>Define the relevant data used to regularly assess and monitor progress</p> <p>Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i></p>
Students will receive rigorous academic instruction and appropriate interventions in all academic areas.	<ul style="list-style-type: none"> All students (K - 6) will experience Computer Science Fundamentals. All students will engage in social studies instruction rooted in the HCSSS framework. All students will participate in school community activities and demonstrate civic responsibility. All students will acquire science instruction grounded in NGSS standards. All students will participate in 3D learning, increasing opportunities for critical thinking, problem solving, and higher levels of questioning. 	2021 - 2024	Curriculum Coordinator	<ul style="list-style-type: none"> CLSD Grant Elementary and Secondary School Emergency Relief (ESSER III) Funds 	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> iReady Universal Screener for ELA and Math to monitor growth Data teams minutes HMTSS form Feedback from school visits PBL project planner

Academic Plan SY 2022-2023

All Manana Elementary students will experience high quality Project Based Learning (PBL).	<p>School teams will evaluate, design and implement conditions that foster Project Based Learning in school communities.</p> <p>All students (K - 6) will participate in two (2) authentic learning projects..</p>	2022-2023	Curriculum Coordinator, Leadership Team		<p>Based on:</p> <ul style="list-style-type: none"> ● PBL project planner ● Student Artifacts ● Public Product/Presentation of Learning ● Student Surveys/Reflections ● Teacher Surveys ● School Implementation Plan
Students will participate in learning activities rooted in 21st century success skills for student progression to deeper learning competencies. These experiences will prepare students for transitions.	<p>Students will participate in learning activities that are aligned to real world careers and/or the complex's intermediate and high school academics.</p> <p>All students grades 3 - 6 will take the "RIASEC" test as an introduction to their interest and skills. The results will introduce students to possible future endeavors.</p>	2022 - 2023	Curriculum Coordinator		<p>Based on:</p> <ul style="list-style-type: none"> ● School Schedule ● Feedback from school visits ● National Career Academy Coalition ● Enrollment numbers ● PBL ● RIASEC Test
Manana Elementary School will continue to foster a positive learning environment for all students.	<p>All students will experience/participate in social emotional learning (SEL) opportunities in the classroom and integrated through the 3WEs Awardees program.</p> <p>Students will understand school-wide learning and behavioral expectations through the 3 WEs program.</p>	2022 - 2023	Counselor, Student Services Coordinator		<p>Based on:</p> <ul style="list-style-type: none"> ● Panorama Survey ● StriveHI data ● Attendance Data ● Suspension Data ● "Awakening Wisdom" program

Academic Plan SY 2022-2023

Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- x **Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- ☐ **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ☐ **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of SY 2021-2022.	Rationale:
<p>Manana Elementary Staff will:</p> <ul style="list-style-type: none"> • use highly effective research-based and evidence based instructional strategies to effectively further student success • examine collaboratively the impact of instructional beliefs and practices 	<p>As a school, we are providing professional development training for teachers.</p> <p>Based on identified school level targets, there is demonstrated need across varied level of measures but not limited to:</p> <ul style="list-style-type: none"> • Chronic absenteeism • Smarter Balanced Assessments • Hawaii State Assessments - Science (Grade 5) • ELA/Math Achievement • Ela/Math Achievement Gaps • iReady (Universal Screener) • Schoolwide pre/post writing assessments • Unit/chapter assessments • Observations • School Quality Survey (SQS) Reports • Special Educations Least Restrictive Environment (LRE) Inclusion Rate • Family and Community Engagement

Academic Plan SY 2022-2023

Planning			Funding		Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
Manana Elementary School team will develop the capacity to implement the HMTSS system to support the whole child.	Manana Elementary School will establish, implement, and roll out the schoolwide system. The school will also continue to refine differentiation and intervention instructional practices.	2022 - 2023	Curriculum Coordinator, Counselor, Student Services Coordinator, Administrator		<ul style="list-style-type: none"> • HMTSS Forms • iReady Universal Screener • Common Formative Assessments (CFAs) • Core Meeting Minutes • Data Teams collection • Data Teams mtg. minutes • Grade Level mtg. minutes
By the end of the school year 2024, teachers will provide rigorous research and evidence based ELA instruction.	Manana Elementary School teachers will participate in Professional Development (PD) and continued support provided by PWCA focused on evidence based strategies in reading foundations and comprehension	2021 - 2024	Curriculum Coordinator	CLSD Grant	<ul style="list-style-type: none"> • Hawaii State Assessments (SBA) • iReady Universal Screener • Data Team Collections • Common Formative Assessments (CFA) • PLC mtg. minutes
By the end of the 2023 school year, Manana Elementary School will implement strategies that address: Whole Child/Social Emotional Learning,	Manana Elementary School teachers will participate in Professional Development (PD) that addresses a school culture approach to social emotional thriving. (Hoala Foundation for Education)	2022 - 2023	Principal, Counselor, SSC	HIDOE - School Transformation Branch Support Funds	Based on <ul style="list-style-type: none"> • SBA data • iReady data • Strive HI data • Classroom Walkthrough data • Panorama Student Perception Survey

Academic Plan SY 2022-2023

Well Rounded Education, Equity Transitions, and Leadership Competencies.	<ul style="list-style-type: none"> • PD Sessions (PBL/NGSS/Computer Science/HCSSS/ELA) • Local and National Conferences (travel or virtual) (NGSS/Visible Learning) • Complex/Complex Area Professional Learning Communities (AVID/NGSS) • Visible Learning (Learning Intentions and Success Criteria) • Hoala Foundation for Education 				<ul style="list-style-type: none"> • PD attendance (PDE3) • PLC mtg. minutes • Grade level minutes • Team mtg. minutes • School Quality Survey (SQS) data
Manana Elementary School will continue to support their teachers in the implementation of Social Emotional Learning.	Manana Elementary faculty and staff will participate in professional development to support and increase their capacity for resilience and thriving so that they may effectively support the wellbeing of the students. (Hoala Foundation for Education)	2022-2023	Principal, Counselor, SSC	State Funds - School Transformation Branch	Based On: <ul style="list-style-type: none"> • Panorama Student Perception Survey • SQS data • Classroom Walkthrough data • “Awakening Wisdom” program
Manana Elementary School will continue to support teachers in the implementation of Computer Science.	Manana Elementary will participate in Professional Development (PD) provided by the PWCA.	2022-2023	Principal, Technology Coordinator		<ul style="list-style-type: none"> • PDE3 Registration • Sign-in Sheet • Survey

Academic Plan SY 2022-2023

Manana Elementary will support their teachers in the implementation of HCSSS.	Manana Elementary School teachers will participate in Professional Development (PD) provided by the PWCA, focused on the implementation of HCSSS.	2022-2023	Principal, Curriculum Coordinator, PWCA Soc. Studies Lead		<ul style="list-style-type: none"> • PDE3 Registration • Sign-in sheets • Surveys • Virtual/Face to Face PD
Manana Elementary will support their teachers in implementation of NGSS.	Manana Elementary School teachers will participate in Professional Development (PD) focused on building a deeper understanding of NGSS.	2022-2023	Principal, Curriculum Coordinator, Science Lead		<ul style="list-style-type: none"> • PDE3 Registration • Sign-in sheets • Surveys
Manana Elementary will support their teachers in their planning and monitoring of PBL implementation	Manana Elementary School teachers will participate in Professional Development (PD) provided by PWCA to continue building a deeper understanding of PBL. Teacher training will also focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies and critical thinking through authentic learning tasks.	2022 - 2023	Principal, Curriculum Coordinator		<ul style="list-style-type: none"> • PDE3 Registration • Sign-in sheets • PBL Implementation Pulse Survey Results • Teacher and Student survey
Manana Elementary School will provide Induction and Mentoring support for beginning teachers and mentors.	Professional Learning Communities (K-12) and Professional Development to focal on the Induction and Mentoring Program. <ul style="list-style-type: none"> • Beginning Teacher PD • Mentor PD • Induction and Mentoring Forums • HQT 	2022-2023			<ul style="list-style-type: none"> • NHQT Data • Teacher PD Survey Data • Participation Data • Mentor/Beginning Teacher Survey

Academic Plan SY 2022-2023

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

- x **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- ☐ **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- ☐ **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of SY 2021-2022.	Rationale:
<p>The PWCA school will develop and align K - 12 Academics, HMTSS systems, and transition processes in order to establish consistency among schools.</p> <p>Through the development of action plans, PWCA school will meet the needs of vulnerable learners.</p> <p>The Pearl City - Waipahu Complex Area will work with financial, human, and community based resources to strengthen the system for student success.</p>	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science (Grade 5)● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Achievement Gap● Universal Screener data● School Climate (School Quality Survey)● SpEd LRE Inclusion Rate● Family and Community Engagement

Academic Plan SY 2022-2023

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
By the end of the 2022 - 2023 school year, Manana Elementary School will continue to focus on Critical Areas for Follow-up based on the Western Association of Schools and Colleges (WASC) 2019 Full Visit Report.	Manana Elementary will continue to identify academic goals, determine expected outcomes, and implement/refine current practices.	2022-2023	Principal		Based on <ul style="list-style-type: none"> • Components of the Joint ACS WASC and Hawaii State Department of Education Focus on Learning process • Mid-Cycle WASC Report • WASC Mid - Cycle visit rescheduled for the First Semester - SY 2022-23
Pre-Academies PWCA will continue to develop the academies model as an aligned K12 system that continuously improves learning and student achievement to ultimately prepare	Coordinate support to help schools progress toward the execution of individual academy action plans. <ul style="list-style-type: none"> • Trainings (Team Facilitator, Student Ambassador) • Leadership Forums • Develop Academy PLC (Quarterly) to: 	2022-2023	PWCA Academies Leads, Principal		The following relevant data will be used to support schools: <ul style="list-style-type: none"> • PD/PLC participation • PD survey results • Action Plans (including status checks) • PLC meeting agendas and minutes <p>The data will be reviewed with requisite school personnel to</p>

Academic Plan SY 2022-2023

all students for career, college, and citizenship.	<ul style="list-style-type: none"> Analyze PD survey results Monitor and track "Pre-Academics" action plans Faculty/Staff visit to Pearl City HS in Feb. 2023 				determine progress toward achieving the desired outcome.
PWCA schools will develop and sustain HMTSS based on school design addressing academics, behavior, social/emotional needs, and physical well-being.	<p>Support schools with development, monitoring, and adjusting HMTSS systems in order to give students the best opportunity to achieve. Emphasis will be on:</p> <ul style="list-style-type: none"> Data-driven, team-based, decision making Social emotional learning 	2022-2023	HMTSS EO	Title II	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> Quarterly meeting agendas and minutes HMTSS implementation plans <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>
PWCA will have improved opportunities for the success of EL students	Participate in a three year cohort with WestEd. ELLT will co-write the complex area EL success plan utilizing feedback from schools. This will provide an opportunity for all schools to enhance the progress of EL students and improve teaching and learning across all EL levels.	2022-2023	EL DES		<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> Calendar meeting dates PD Presentations School-based plans

Academic Plan SY 2022-2023

PWCA will develop and monitor the system of pairing all Year 1-2 BTs with a trained MT within 2 weeks of appointment or start date.	<p>Regularly update I&M School Status Reports, communicating program updates with school leads.</p> <p>Establish a process among schools, district, and state teams regarding new teacher hire notification.</p> <p>Triangulate/verify roster update notifications received from:</p> <ul style="list-style-type: none"> • School (admin/SASA) • District (PRO) • State (HTIC) 	2022-2023	SRS IPC		<p>The following relevant data will be used to support the I&M program:</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> • BT/MT Pairing • BT Appointment Date • Time by Month (Kiano) <p>The data will be reviewed with requisite DOE personnel to determine progress toward achieving the desired outcome</p>
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Academic Plan SY 2022-2023

Acronyms:

ART - Academic Review Team

RTI B - Response to Intervention (Behavior)

AVID - Advancement Via Individual Determination

CA - Complex Area

CAO- Complex Area Officer

CC - Curriculum Coordinator

CCCS - Comprehensive Student Support Services

CCSS - Common Core State Standards

CWT - Classroom Walk Through

DT - Data Teams

EL - English Learners

ELA - English/Language Arts

ESSR III - Elementary and Secondary School Emergency Relief

FI - Formative Instruction

GLO - General Learner Outcomes

HCSSS - Hawaii Core Standards for Social Studies

HIDOE - Hawaii Department of Education

HMTSS - Hawaii Multi-Tiered Support Systems

HQT - Highly Qualified Teacher

HSA - Hawaii State Assessments

I & M - Induction & Mentoring

IRA - Instructional Resource Augmentation

NCAC - National Career Academy Coalition

NGSS - Next Generation Science Standards

NSTA - National Science Teachers Association

PBIS - Positive Behavioral Interventions & Supports

PBL - Project Based Learning

PCW - Pearl City Waipahu

PD - Professional Development

PLC - Professional Learning Community

PTO - Parent Teacher Organization

RIASEC - Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (characteristics)

RT- Resource Teacher

RTI - Response to Intervention

RTI A - Response to Intervention (Academic)

RTI B - Response to Intervention (Behavior)

SBA - Smarter Balanced Assessments

SD - School Design

SEL - Social Emotional Learning

SpEd - Special Education

SRS - School Renewal Specialist

SSC - Student Services Coordinator

SV - Student Voice

TC - Teacher Collaboration

WSF - Weighted Student Formula






Manana - SY 22-23 Academic Plan

Final Audit Report

2022-04-14

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