



# Waiau Elementary School Academic Plan 2022-2023

## Pearl City-Waipahu Complex Area

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Submitted by	Date
<u>Troy Takazono</u> <small>Troy Takazono (Apr 13, 2022 08:54 HST)</small> Troy Takazono	April 13, 2022

Approved by Complex Area Superintendent	Date
<u>Keith Hui</u> <small>Keith Hui (Apr 13, 2022 10:41 HST)</small> Keith Hui	Apr 13, 2022

# Academic Plan SY 2022-2023

<b>Where are we now? (SW 1)</b>	
<p>Prioritize School needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, Instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● Other</li> </ul>	<p>Identify prioritized needs: More students need to score on grade level on i-Ready Diagnostics in reading and math Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> <li>● Teachers need to become more familiar and comfortable teaching and differentiating the core curriculum</li> <li>● Teachers need to monitor the progress of students on the i-Ready online program</li> </ul> <p>Identify prioritized needs: Differentiated instruction Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> <li>● Continued PD and time is needed to understand the importance of differentiation and strategies that can be implemented</li> <li>● Continued PD needed to understand i-Ready reports and Teacher Toolbox to support differentiation</li> </ul> <p>Identify prioritized needs: Analyzing student assessment data to make instructional decisions Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> <li>● Continued PD and time is needed for teachers to better understand data reports and establish next steps to support student learning</li> </ul> <p>Identify prioritized needs: Develop a culture of student responsibility, accountability, independence and confidence Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> <li>● Teachers need to have student conferences to show students specific data so students can track their own progress and set goals to promote student accountability through goal setting</li> </ul> <p>Identify prioritized needs: Collective goal to promote a strong elementary foundation for all students as they move through the K-12 continuum toward college and career. Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> <li>● Teachers need to reflect more on how they are progressing on the curriculum, instruction and assessment expectations as stated on our Waiiau Addendum</li> </ul> <p>Identify prioritized needs: Alignment of common instructional practices to ensure that students are progressing appropriately on the K-6 continuum. Teachers continue to provide many opportunities for students to explain their thinking through various school wide instructional strategies. Contributing or Root Cause(s) which caused this Learning Need(s):</p>

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- School wide instructional strategies need to be continually reviewed.
- Teachers need to continue to teach creatively and reach students' different styles of learning.

### **Addressing Equity: SubGroup Identification (SW 1)**

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.

#### High Needs (Special Education, EL and Economically Disadvantaged):

High Needs students continue to show a gap in achievement compared to the non-high needs population. Current Strive HI data reports a 21% gap between our High Needs and Non-High Needs students. There is a need to support this subgroup of students using differentiated instruction strategies.

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<b>ORGANIZE: Identify your School priorities and leads</b>	
<b>Priorities/Strategies/Initiatives</b>	<b>Name and Title of School Accountable Lead</b>
Academies	Troy Takazono, Principal Maxine Yamamoto, Curriculum Coordinator
PBL	Troy Takazono, Principal Maxine Yamamoto, Curriculum Coordinator
HMTSS: (Student Support in Academic/social/emotional/behavioral learning and physical well-being)	Kim Koga, Vice Principal Gaynor Kaupu, Student Services Coordinator Lisa Dell, Counselor
Curriculum	Maxine Yamamoto, Curriculum Coordinator
Induction & Mentoring	Maxine Yamamoto, Curriculum Coordinator Mahealani Barbieto, Mentor
Resource Management (EES, Title 1, Title 2, 21st Century Grant)	Troy Takazono, Principal Maxine Yamamoto, Curriculum Coordinator Mahealani Barbieto, 21st Century Grant Manager
English Learners Program	Kim Koga, Vice Principal Gaynor Kaupu, Student Services Coordinator
Special Education/Inclusive Practices	Kim Koga, Vice Principal Gaynor Kaupu, Student Services Coordinator

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- Objective 3: Well Rounded** – All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2022-2023,	Rationale: (SW 1)
<p>Waiiau Elementary School students will demonstrate progress toward success in college, career, and citizenship.</p> <ul style="list-style-type: none"> <li>● Students will show growth in achievement data in ELA/HLA and Math/Holo, and Science.</li> <li>● 100% of students will have real world experiences through Project Based Learning.</li> <li>● All students will engage in learning grounded in CSTA and HCSSS standards.</li> </ul>	<p>The increased rigor required by Common Core, Next Generation Science Standards, CSTA Computer Science Standards , and Hawaii Core Standards in Social Studies promote a higher level of achievement at all levels.</p> <p>In order to improve student learning and achievement outcomes, Waiiau Elementary’s efforts will focus on the rigor of the standards, refining instructional practices, and monitoring student progress through the plan, do, check, act cycle.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (SW 1, SW 6) <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  <b>Monitoring Progress: (SW 1)</b> <i>(How will you know change is taking place as a result of the enabling activity?)</i>
<b>CURRICULUM ELA/HLA</b>  All students will demonstrate growth towards achievement for the CCSS ELA/HLA Standards using the Wonders, Write Tools and Kahua curriculum.	Teachers will will engage in the on-going alignment of curriculum to the Common Core State Standards and make grade level decisions to implement the ELA/HLA curriculum:  <b>Language Arts</b> including: guided reading, and differentiated resources <ul style="list-style-type: none"> <li>● Reading Wonders/ECRI</li> <li>● HLI: Kahua/OG</li> <li>● Write Tools: Informative/Explanatory Writing, Opinion/Argument Writing, Narrative</li> </ul>	2022-23	Principal  Vice Principal  Curriculum Coordinator	ESSER \$10,000	ART/CSI teacher leaders will monitor and support implementation.  Teachers will review the following data to identify areas of need and impact: <ul style="list-style-type: none"> <li>● SBA Achievement Data</li> <li>● iReady Universal Screener Diagnostic Data</li> <li>● Formative assessment data</li> </ul>

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<p><b>CURRICULUM MATH</b></p> <p>All students will demonstrate growth towards achievement in the CCSS Math Standards using Ready Math and Holo curriculum.</p>	<p>Teachers will engage in the on-going alignment of curriculum to the Common Core State Standards and make grade level decisions to implement the Ready Math/Holo curriculum:</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Ready Classroom Math</li> <li>• HLI: Holo (Transition to Ready Classroom)</li> <li>• IXL as a supplement</li> </ul>	<p>2022-2023</p>	<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>ESSER \$25,000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> <li>• SBA Achievement Data</li> <li>• iReady Universal Screener Diagnostic Data</li> <li>• Formative assessment data</li> </ul>
<p><b>CURRICULUM i-Ready online program (ENG K-6, HLI 5-6)</b></p> <p>All students will demonstrate growth towards achievement in the CCSS ELA/HLA and Math Standards using i-Ready.</p>	<p>Teachers will implement i-Ready at least 45 minutes once a week for both LA and math:</p> <p>Grades 3-6</p> <ul style="list-style-type: none"> <li>• Pass at least 2 lessons for students <b>BELOW</b> grade level</li> <li>• Pass at least 1 or more lessons for students <b>ON OR ABOVE</b> grade level</li> </ul> <p>Grades K-2</p> <ul style="list-style-type: none"> <li>• Pass at least 2 lessons for students <b>ON OR BELOW</b> grade level</li> <li>• Pass at least 1 or more lessons for students <b>ABOVE</b> grade level</li> </ul>		<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>ESSER \$25,000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> <li>• SBA Achievement Data</li> <li>• iReady Universal Screener Diagnostic Data</li> <li>• Formative assessment data</li> </ul>

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<p><b>CURRICULUM PBL/Academies</b></p> <p>All students will develop deeper learning competencies through at least 2 PBL experiences. (SW 7)</p>	<p>All teachers will participate in Project Based Learning (PBL) with a focus on career pathways and success skills that tie into the complex area's K-12 continuum of Career Academies.</p> <ul style="list-style-type: none"> <li>● Grade level teams will design and implement two PBL units; one per semester</li> <li>● A PBL Parent Showcase will be held featuring: <ul style="list-style-type: none"> <li>○ Student work samples</li> <li>○ Career connections</li> <li>○ Writing, GLOS and/or Waiiau Core Values, student reflection</li> </ul> </li> <li>● Grade level teams will participate in faculty sharing of student projects</li> </ul>	<p>2022-2023</p>	<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review project designs and rubrics in an effort to identify areas of need and impact.</p>
<p><b>CURRICULUM SCIENCE-NGSS</b></p> <p>All students will demonstrate growth towards achievement for the Next Generation Science Standards.</p>	<p>All teachers will implement Next Generation Science Standards (NGSS)</p> <ul style="list-style-type: none"> <li>● Participate in PD of new science program</li> <li>● Continue use of Generation Genius as a resource</li> <li>● Collab and grade level meeting time will be dedicated to NGSS instructional planning</li> </ul>	<p>2022-2023</p>	<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>ESSER \$80,000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> <li>● HSA-NGSS state assessment data</li> <li>● Formative assessment data</li> </ul>



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<p><b>CURRICULUM COMPUTER SCIENCE</b></p> <p>All students will demonstrate growth towards achievement for CSTA Computer Science Standards and practices using Code.org.</p>	<p>Classroom teachers will teach lessons from CODE.org</p>	<p>2022-2023</p>	<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>
<p><b>CURRICULUM HCSSS</b></p> <p>All students will demonstrate growth towards achievement for Hawaii Core Standards in Social Studies.</p>	<p>All teachers will participate in Hawaii Core Standards in Social Studies (HCSSS) professional development opportunities with Complex Area support.</p>	<p>2022-2023</p>	<p>Principal  Vice Principal  Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>
<p><b>INSTRUCTION</b></p> <p>All students will receive common instructional strategies.</p>	<p>All teachers will continue grade level <b><u>alignment of common instructional practices</u></b> to ensure students are progressing appropriately on the Kindergarten through Grade 6 continuum. Teachers will provide many opportunities for students to explain their thinking through various instructional strategies.</p> <ul style="list-style-type: none"> <li>● RABC (Restate, Answer, Backup, Connect/Conclude),</li> </ul>	<p>2022-23</p>	<p>Principal  Vice Principal  Curriculum Coordinato</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>

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	<p>RACE (Restate, Answer, Cite, Explain) &amp; PA‘A (Pane, Akaaka, ‘Āpono, A pili)</p> <ul style="list-style-type: none"> <li>○ K-6: responding to a prompt orally</li> <li>○ 2-6: responding in writing to a reading short response prompt</li> <li>● Reading comprehension strategies:             <ul style="list-style-type: none"> <li>○ Wonders, Kahua</li> <li>○ Annotating the text</li> <li>○ Write Tools resources</li> </ul> </li> <li>● Ready Math problem solving and communication of Mathematical reasoning (MP3)             <ul style="list-style-type: none"> <li>○ TRY DISCUSS CONNECT</li> </ul> </li> <li>● Math skills fluency/automaticity</li> <li>● Quality standards of AVID:             <ul style="list-style-type: none"> <li>○ Organizational Tool/Binder (K-6)</li> <li>○ Planner: monitor and check regularly (K-6)</li> <li>○ Note Taking: 2 and 3 column notes (3-6) and instruction on use of notes</li> </ul> </li> </ul>				
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<p><b>INSTRUCTION</b></p> <p>All students will receive differentiated instruction.</p>	<p>All teachers will utilize school wide and grade level resources and strategies to <b><u>differentiate instruction for all student needs</u></b> including:</p> <ul style="list-style-type: none"> <li>● Differentiated, Small Group Instruction (SGI) at least four times a week including guided reading</li> <li>● Phonics instruction for students not tested out of phonics on i-Ready Diagnostic</li> </ul>	<p>2022-23</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>
<p><b>ASSESSMENT</b></p> <p>All students will participate in formative and longitudinal assessments to support growth in academic achievement.</p>	<p>All teachers will use the Waiiau Data Driven Instructional Cycle (Plan-Do-Check-Act). Teachers will analyze student assessment data to inform curriculum, instruction and assessment.</p> <p><b><u>FORMATIVE ASSESSMENTS</u></b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>● Reading Wonders</li> <li>● Ready Classroom Math including Ready Data reports <ul style="list-style-type: none"> <li>○ Ready Math Comprehension Checks (grades 2-6)</li> </ul> </li> <li>● Grade Level CFAs including quarterly math fluency</li> <li>● Grades 3-6 SBA/NGSS Practice Tests (found on <a href="http://www.alohahsap.org">www.alohahsap.org</a>)</li> </ul>	<p>2022-23</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>

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	<ul style="list-style-type: none"><li>○ Interim Assessment Blocks (IAB)</li><li>○ Interim Comprehensive Assessments (ICA)</li><li>○ NGSS Interims</li></ul> <p><b>Kaiapuni</b></p> <ul style="list-style-type: none"><li>● Kahua</li><li>● Holo</li><li>● CFA (Math fluency/automaticity)</li></ul> <p><b><u>LONGITUDINAL ASSESSMENTS</u></b></p> <p><b>English Language Arts &amp; Math</b></p> <ul style="list-style-type: none"><li>● Kindergarten Inventory of Skills</li><li>● Developmental Reading Assessment (DRA) (GrK-2)</li><li>● i-Ready Diagnostic including Data Wall (used 3x a year as a universal screener)</li><li>● Smarter Balanced Assessment (SBA)</li><li>● ACCESS - Assessing Comprehension and Communication in English State-to-State for English Language Learners (ELL)</li></ul> <p><b>Hawaiian Language Arts &amp; Math</b></p> <ul style="list-style-type: none"><li>● Lamakū reading including Google Sheet for Student Analysis (quarterly)</li></ul>				
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	<ul style="list-style-type: none"><li>• Lamakū math including Google Sheet for Student Analysis (quarterly)</li><li>• iReady including iReady reports for Papa 5 &amp; 6 (English)</li><li>• Developmental Reading Assessment (DRA) (Gr K-2) **Papa 3-6 as needed</li></ul>				
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**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.

- 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.*

<b>Outcome:</b> By the end of SY 2022-2023,	<b>Rationale:</b>
Waiiau Elementary teachers will deliver academic instruction that is aligned to curriculum standards and research-based practices through an inclusive culture for all students.	Improving academic achievement is attained by employing highly effective research-based and evidence based instructional strategies. Additionally, professional development and analysis of student data will improve our instruction and student achievement.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (SW 6) <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>
<b>ELA/HLA</b> Teachers will provide academic instruction that is aligned to Language Arts Standards and practices and utilize ECRI/OG strategies in the instruction of ELA/HLA.	<ul style="list-style-type: none"> <li>Teachers will receive PD and continued support in reading strategies as designed in the CLSD grant.</li> <li>Teachers will revisit Wonders, Write Tools, Kahua and ELA/HLA school wide strategies during stipend days and Wednesday meetings.</li> </ul>	2022-2023	Principal  Vice Principal  Curriculum Coordinator	CLSD Grant Funds \$4000  ESSER \$6000	ART/CSI teacher leaders will monitor and support implementation.  Teachers will review the following data to identify areas of need and impact: <ul style="list-style-type: none"> <li>SBA Achievement Data</li> <li>iReady Universal Screener Diagnostic Data</li> <li>Formative assessment data</li> </ul>

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<p><b>MATHEMATICS</b></p> <p>Teachers will provide academic instruction that is aligned to Math Standards and practices.</p>	<p>Teachers will revisit Ready Math Try-Discuss-Connect Routine, fluency/automaticity and Math school wide strategies during stipend days and Wednesday meetings.</p>	<p>2022-2023</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>ESSER \$6000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> <li>● SBA Achievement Data</li> <li>● iReady Universal Screener Diagnostic Data</li> <li>● Formative assessment data</li> </ul>
<p><b>NGSS</b></p> <p>Teachers will provide academic instruction that is aligned to NGSS standards.</p>	<p>Teachers will receive professional development in the school wide science curriculum.</p>	<p>2022-2023</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>ESSER \$6000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> <li>● HSA-NGSS state assessment data</li> <li>● Formative assessment data</li> </ul>
<p><b>COMPUTER SCIENCE</b></p> <p>Teachers will provide academic instruction that is aligned to CSTA Computer Science Standards and practices.</p>	<ul style="list-style-type: none"> <li>● Teachers will receive PD and continued support in CS strategies as designed in CS Fundamentals (ES).</li> <li>● Teachers will use CODE.org in the instruction of Computer Science.</li> </ul>	<p>2022-2023</p>	<p>Principal</p> <p>Vice Principal</p> <p>Tech Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>



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<p><b>HCSSS</b></p> <p>Teachers will provide academic instruction that is aligned to HCSSS standards.</p>	<p>Teachers will receive an overview, professional development, and continued support in HCSSS.</p>	<p>2022-2023</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>No funding needed</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p>
<p><b>PBL/ACADEMIES</b></p> <p>Teachers will provide project based learning experiences for all students.</p>	<ul style="list-style-type: none"> <li>Teachers will receive professional development and continued support in PBL/Academies during stipend days and Wednesday meetings.</li> <li>Teachers will participate in a visit to PCHS to observe the academy model.</li> </ul>	<p>2022-2023</p>	<p>Principal</p> <p>Vice Principal</p> <p>Curriculum Coordinator</p>	<p>ESSER \$6000</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review project designs and rubrics in an effort to identify areas of need and impact.</p>

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**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.

- 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 2022-2023, (SW 1)	Rationale:
Waiiau Elementary strives to offer a well rounded education to support student learning in academics, college and career readiness and social emotional well being.	Student achievement takes place when students feel a sense of belonging in a safe, nurturing and positive school environment.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (SW 6) <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>
<p><b>CULTURE AND STUDENT SUPPORT</b></p> <p>All students will be supported with a well rounded education and a positive school culture. (SW 7)</p>	<p>All teachers will ensure that the <b><u>diversity and learning needs</u></b> of all students are met through the <b><u>classroom and school culture</u></b>.</p> <ul style="list-style-type: none"> <li>● Develop positive relationships with students and families to understand their needs/circumstances. <ul style="list-style-type: none"> <li>○ Daily greetings to welcome each student (PBIS greet students at door, fist bump Mondays, high five tuesdays, etc)</li> <li>○ Daily farewell to send off students</li> </ul> </li> <li>● Celebrate students and student accomplishments: Make a Difference awards, Principal’s List, GLO-getter award, Kūlia award, ‘Ōlelo award (HLI), classroom recognitions.</li> <li>● Support students to become independent learners through:</li> </ul>	2022-23	Principal  Vice Principal  Counselor	No funding needed	ART/CSI teacher leaders will monitor and support implementation.

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	<ul style="list-style-type: none"> <li>○ timely feedback</li> <li>○ conferences with teacher</li> <li>○ guiding students to reflect on their data, set goals, and track their own progress</li> <li>● Support and encourage student participation in grade level/ school/ complex/state programs (track, basketball, chorus, ‘ukulele, violin, media club, robotics, Math Olympiad, book club, Artist in the Schools, etc.)</li> </ul>				
<p><b>CULTURE AND STUDENT SUPPORT</b></p> <p><b>Career Academies</b></p> <p>All students will participate in Career Academy experiences.</p>	<p>Focus on career pathways and success skills that tie into the complex area’s K-12 continuum of Career Academies.</p> <ul style="list-style-type: none"> <li>● Hui Aloha Student Ambassadors <ul style="list-style-type: none"> <li>○ Student Ambassadors welcome new students, families and guests to our school</li> <li>○ new students are given a lei and a school tour while being escorted to their classroom by Hui Aloha</li> <li>○ continued monitoring of new students during their transition</li> </ul> </li> <li>● Career Day</li> </ul>		<p>Principal</p> <p>Vice Principal</p> <p>Counselor</p>	No funding needed	ART/CSI teacher leaders will monitor and support implementation.

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	<ul style="list-style-type: none"> <li>○ Introduce students to various career pathways</li> <li>● Hui Malamalama Student Ambassadors</li> <li>○ Hui Malamalama Student Ambassadors voice student concerns and use the design thinking approach to creatively resolve concerns</li> </ul>				
<p><b>CULTURE AND STUDENT SUPPORT</b></p> <p><b>Social Emotional Learning</b></p> <p>All students will be supported through a SEL program.</p>	<p>All teachers will provide instruction of Social Emotional Learning (SEL) using the Choose Love curriculum.</p>	2022-2023	<p>Principal</p> <p>Vice Principal</p> <p>Counselor</p>	ESSER \$5000	Vice principal and counselor will monitor and support implementation.
<p><b>CULTURE AND STUDENT SUPPORT</b></p> <p><b>HMTSS/RTI (SW 1)</b></p> <p>All students will be supported through Waiau’s HMTSS/RTI system.</p>	<p>All teachers will understand and implement the <b><u>HMTSS/RTI system.</u></b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction to ALL students, targeted groups and individual intervention</li> <li>● Monitor progress of all students in the core programs and classroom differentiation at tier 1</li> </ul>	2022-2023	<p>Principal</p> <p>Vice Principal</p> <p>SSC</p>	<p>21st Century Grant 40,000</p> <p>ESSER \$15,000</p>	System of Support team will monitor and support implementation.

## Academic Plan SY 2022-2023

	<ul style="list-style-type: none"><li>• Based on data analysis, work with grade level &amp; school supports to provide interventions at tier 2 including: Classroom intervention, Literacy, ELL tutoring, PSAP, Counseling, SBBH, 21st Century Grant: Tutoring , Enrichment, Intersession &amp; Summer program, Common Grace mentoring program, ESSER funded tutoring</li><li>• Monitor data of students not progressing with interventions to adjust supports</li><li>• Monitor high needs (disadvantaged, ELL and SPED) students and continue to provide differentiated support in the classroom</li></ul>				
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