

Academic Plan SY 2022-2023


Waimanalo Elementary and Intermediate School


41-1330 Kalanianaʻole Hwy

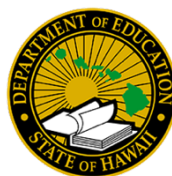
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(808)259-0460

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| Submitted by: Noel Richardson | Date |
|---|------------|
|  | 04/08/2022 |

| Approved by Lanelle Hibbs | Date |
|---|------------|
|  | 04/14/2022 |



Academic Plan, School Year 2022-23

Waimanalo Elementary and Intermediate School

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

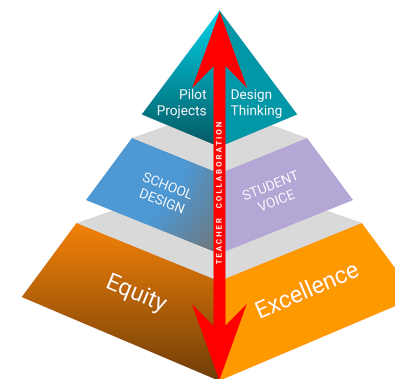
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

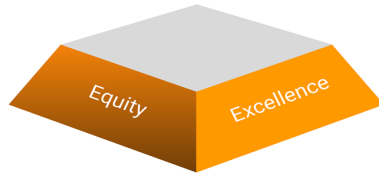
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

- The 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

| Achievement Gap | Theory of Action | Enabling Activities | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--------------|---------|-----|-----|-----|--------------|------------|-----|----|-----|-----|-----------|----------|-----------|---------------|----|------|----|------------------|-----|------------------|-----|--|--|
| <p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> | <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> | <p>What are your Enabling Activities to improve the achievement gap?</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Academic Achievement/GAP: Non-High Needs -High Needs- Gap Points (Promise Plan:Academic Performance) (SW1)</p> <table border="1" data-bbox="96 565 916 808"> <thead> <tr> <th>Overall Gap</th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>NHN</td> <td>24%</td> <td>10%</td> <td>14% overall*</td> </tr> <tr> <td>High Needs</td> <td>22%</td> <td>8%</td> <td>N/A</td> </tr> <tr> <td>Gap</td> <td>-2 points</td> <td>2 points</td> <td>29 points</td> </tr> </tbody> </table> <p>*cannot separate out non-high needs in any report.</p> <p>Academic Growth</p> <table border="1" data-bbox="96 914 559 1036"> <tbody> <tr> <td>Language Arts</td> <td>40</td> </tr> <tr> <td>Math</td> <td>48</td> </tr> </tbody> </table> <p>Grade 3 and 8 literacy</p> <table border="1" data-bbox="96 1109 647 1230"> <tbody> <tr> <td>Grade 3 literacy</td> <td>53%</td> </tr> <tr> <td>Grade 8 literacy</td> <td>60%</td> </tr> </tbody> </table> | Overall Gap | ELA | Math | Science | NHN | 24% | 10% | 14% overall* | High Needs | 22% | 8% | N/A | Gap | -2 points | 2 points | 29 points | Language Arts | 40 | Math | 48 | Grade 3 literacy | 53% | Grade 8 literacy | 60% | <p>Academic Performance</p> <p>School transformation is crucial to maintaining a competent and competitive workforce. Transformation happens when we commit to best teaching practices that engage students at a high level of rigor and allow them to master the knowledge and skills necessary for postsecondary education and workforce competency.</p> <ul style="list-style-type: none"> • If we commit to implementing Tier I instructional strategies such as AVID WICOR and other researched based instructional strategies to build student engagement and participation, then we will transform the instructional capacity of our teachers and improve the academic outcomes for all students • If we create a more inclusive classroom environment, all students would benefit academically. • If we provide differentiated instruction and supports (academic, social-emotional, behavioral, physical) tailored to our students' needs, our students will develop the skills they need to achieve academically. If the academic achievement of our high needs students increases, the achievement gap will decrease. | <p>Academic Performance</p> <p>Grade K-5 and ELA/Math middle school teachers, administer Diagnostic Assessment during the Fall, Winter and Spring assessment window.(Universal Screener, Data Teams) (Report: Diagnostic Status Report- School)</p> <p>All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.</p> <p>100% of teachers who administer iReady Assessment will use iReady Instructional Groupings to plan and integrate class deficiencies into their core instruction, Tier 1 group support and/or Tier 1 individual support. (Data Team)</p> <p>The school's Ci3T/ MTSS process will be followed to address student needs.</p> <p>All Teachers will use articulation times to analyze student data, determine a next step action plan to address intervention needs for students, and implement action plan during scheduled intervention blocks, including the use of the iReady system.</p> <p>All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.</p> <p>All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices and <i>staffing</i> discussion.</p> <p>All teachers will <i>continue</i> to receive PD on inclusive practices. All teachers will implement inclusive practices to increase special education student's proficiency.</p> |
| Overall Gap | ELA | Math | Science | | | | | | | | | | | | | | | | | | | | | | | |
| NHN | 24% | 10% | 14% overall* | | | | | | | | | | | | | | | | | | | | | | | |
| High Needs | 22% | 8% | N/A | | | | | | | | | | | | | | | | | | | | | | | |
| Gap | -2 points | 2 points | 29 points | | | | | | | | | | | | | | | | | | | | | | | |
| Language Arts | 40 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 48 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 literacy | 53% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 literacy | 60% | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>All teachers will use differentiated instructional strategies to increase learning opportunities and academic achievement for students. (Such as: AVID EL, Sheltered Instruction, Project GLAD strategies, apply WIDA standards to instruction)</p> <p>All teachers will use articulation time to discuss Tier I strategies learned, ways to implement them into lessons, and debrief lesson outcomes.</p> <p>All teachers receive PD on learning targets and success criteria.</p> <p>All teachers will ensure learning targets and success criteria are posted and communicated to the students.</p> <p>100% of teachers who administer iReady Assessment will review student data using Class Diagnostic Results and complete a Data Reflection Worksheet after each diagnostic assessment.</p> <p>100% of teachers who administer iReady Assessment will ensure that students complete at least 30 mins a week of IReady lessons for both Reading and Math (Total of 60 mins) by monitoring Class Personalized Instruction Summary.</p> <p>100% of teachers who administer iReady Assessment will ensure that students complete 100% of their current week iReady lessons by monitoring Class Personalized Instruction Summary.</p> <p>All teachers receive PD on a data team process. (Process includes how, when and collection method.)</p> <p>All teachers will be provided articulation blocks of time to utilize a data teams process to analyze student data, share instructional strategies and make changes to instruction.</p> <p>All teachers will develop team meeting agendas that include the use of a data team process to support implementation of MTSS, learning targets and success criteria as it relates to academic areas, and the process to analyze student iReady Scores and develop next step action plans.</p> <p>All teachers will receive professional development on project based learning to assist with completing at least one project based learning project for the year</p> |
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College, Career and Community Readiness

School transformation requires systemic dedication, implementation with integrity and fidelity and disciplined instructional leadership.

- If we implement AVID Components of Excellence with fidelity, then we will ensure that all of our students have the skill-sets necessary for college, career and community readiness.
- If our after school programs that we provide to our students give them exposure to career pathways, then our students will have greater connections to the CTE programs offered at the high school.
- If we create a clear understanding of how teachers are to instruct and evaluate GLOs, then our students will gain ownership and will have the necessary career readiness skills needed to be successful.
- If we implement project based learning opportunities, then our students will see a greater connection to what they are learning in the classroom to real life application. (Connection to service learning)

College, Career and Community Readiness

Grade K-5 and ELA/Math middle school teachers, administer **Diagnostic Assessment** during the Fall, Winter and Spring assessment window.(Universal Screener, Data Teams) (Report: Diagnostic Status Report- School)

All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.

100% of teachers who administer iReady Assessment will use iReady **Instructional Groupings** to plan and integrate class deficiencies into their core instruction, Tier 1 group support and/or Tier 1 individual support. (Data Team)

The school's Ci3T/ MTSSS process will be followed to address student needs.

All Teachers will use articulation times to analyze student data, determine a next step action plan to address intervention needs for students, and implement action plan during scheduled intervention blocks, including the use of the iReady system.

All teachers will complete, at minimum, one project-based learning opportunity with students.

The MTSS committee will communicate schoolwide expectations with staff, students and family through opportunities such as a weekly SEL reminder in the school bulletin, an "SEL Corner" message for the monthly newsletter, and information included on the school's social media/webpage.

All teachers will conduct a "meet and greet" at the beginning of each class and after transitional times such as recess/lunch. (SW6)

- Students are to line up.
- Teacher sets classroom expectations.
- Students enter rooms and get started on a "bell work" or other quick activity.

All teachers will instruct students on the WEIS School Wide Expectations

All teachers will complete a Student Risk Screening Scale for students exhibiting behavioral concerns.

All teachers will use articulation time to discuss Tier I strategies learned,

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| | | <p>ways to implement them into lessons, and debrief lesson outcomes.</p> <p>All teachers receive PD on learning targets and success criteria.</p> <p>All teachers will ensure learning targets and success criteria are posted and communicated to the students.</p> <p>All teachers will receive professional development on project based learning to assist with completing at least one project based learning project for the year.</p> <p>All teachers will use articulation planning time to discuss and develop project-based learning opportunities and real-world curriculum for students.</p> <p>Teachers will develop and implement a schoolwide plan to instruct, reinforce and evaluate the GLOs</p> <p>Teachers will use schoolwide GLO rubrics as reference when instructing, addressing, and evaluating the GLOs.</p> <p>Students will self-assess their progress with GLO attainment.</p> |
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| Chronic Absenteeism (SW1) | Learning Environment | Learning Environment |
|---|-----------------------------|-----------------------------|

(Promise Plan: Learning Environment)

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| Chronic Absenteeism | 40% |
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School Climate Data: % of students reporting a positive school climate. (Promise Plan: Learning Environment)

| Positive School Climate | |
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| Upper Elementary | 72% |
| Secondary | 71% |

Inclusion Rate [\(SW1\)](#)

(Promise Plan: Learning Environment)

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| Students receiving Special education Services in a general education class for most of the day. | 78% |
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Family Engagement: Favorable Responses [\(SW2\)](#)

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| 2020-21 Involvement Engagement | 93.9% |
|--------------------------------|-------|

- If we provide a campus and classrooms that are a safe place where there are no put-downs and no comments intended to belittle, undermine, negate, devalue or ridicule and if within this place, the group accepts virtually any question or comment, so long as it is respectful of the other members, then students will be able to learn in an environment that mitigates the disempowering differences of our students and allows them to successfully navigate through our educational system.
- If we provide intentional structure and instruction that addresses the academic, behavioral, social emotional and physical needs of our students, then students will demonstrate standards proficiency, improve their school attendance rate and report favorably on the positive school climate survey.
- If we engage our parents in the three areas of parent engagement: Involvement, Education and Feedback, then we will be able to increase the number of parents reporting positive on the involvement/engagement portion of the school climate survey. [\(SW2\)](#)

All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices and *staffing* discussion.

All teachers will *continue* to receive PD on inclusive practices.

All teachers will implement inclusive practices to increase special education student's proficiency.

All teachers will implement a Tier 1 attendance plan.

The Counseling department will continue to implement Tier 2 and 3 attendance plan.

All teachers will apply what is learned through professional development on trauma informed awareness, practices and creating a restorative culture.

All teachers will conduct a "meet and greet" at the beginning of each class and after transitional times such as recess/lunch. [\(SW6\)](#)

- Students are to line up.
- Teacher sets classroom expectations.
- Students enter rooms and get started on a "bell work" or other quick activity.

All teachers will instruct students on the WEIS School Wide Expectations

All teachers will complete a Student Risk Screening Scale for students exhibiting behavioral concerns.

All teachers will receive professional development on trauma informed awareness, practices and creating a restorative culture monthly.

All teachers will teach an SEL lesson at least a minimum of once a week: Elementary will teach Choose Love. Middle School will do an SEL lesson for the first 30 minutes of advisory, the remaining time can be team building activities at the teacher's discretion.

Use student planners, website, social media, and other digital media to showcase and inform parents of schoolwide expectations, school foci (AVID, Learning Targets and Success Criteria, SEL), school activities, successes, and student progress.

Use parent surveys to determine needs from parents to determine future engagement activities.
Plan and implement parent engagement activities at the school.

LINKS TO DATA/CNA Information

FINANCIAL PLAN INFORMATION

NOTES

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| <p>WASC Self-Study Report (SW1), (SW2)</p> <p>WASC Mid-Year Report (SW1), (SW2)</p> <p>WEIS CNA (SW1)</p> <p>Stetson Learning Walk Data (SW1)</p> <p>Special education needs assessment (SW1)</p> <p>MTSS Belief Survey Baseline Data (SW1)</p> <p>AVID implementation Baseline Data (SW1)</p> <p>Classroom and School Panorama Survey Results (SW1)</p> <p>Monitoring Dashboard (SW3) (Link to be added at the end of the year)</p> | <p>WEIS 22-23 Financial Plan</p> | |
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and monitoring.

| Baseline Measurements | Formative Measures | Summative Goals | | | | | | | | | | | | | | | | |
|--|---|--|------------------|---------|---|--|-----|-----|------------|-----|----|-----|-----|-----------|-----------|-----|--|---|
| STRIVE Hi Student Performance) SBA 2020-2021 Scores ELA: 23% Math: 8% Science:14% | Walkthroughs Data, Student Work Samples, iReady Reports | G1.MO1 By May of 2023, increase Language Arts, Math and Science Smarter Balanced Assessment Scores by 5% over the 2021-2022 scores. (STRIVE HI) | | | | | | | | | | | | | | | | |
| (STRIVE Hi Student Performance) SBA 2020-2021 Scores Academic Achievement/GAP: Non-High Needs -High Needs- (SW1) Gap Points (Academic Performance) <table border="1" data-bbox="96 565 860 808"> <thead> <tr> <th>Overall Gap</th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>NHN</td> <td>22%</td> <td>10%</td> <td>N/A</td> </tr> <tr> <td>High Needs</td> <td>24%</td> <td>8%</td> <td>N/A</td> </tr> <tr> <td>Gap</td> <td>20 points</td> <td>10 points</td> <td>N/A</td> </tr> </tbody> </table> <p>Note: Data is from last frozen Strive Hi results</p> | Overall Gap | ELA | Math | Science | NHN | 22% | 10% | N/A | High Needs | 24% | 8% | N/A | Gap | 20 points | 10 points | N/A | Rtl Intervention Monitoring Data Collection Sheets, Articulation Minutes, iReady Reports, Interim SBA assessments, Student Goal Sheets | G1.MO2 By May of 2023, decrease the achievement gap between non-high needs students and high needs students in Language Arts and Math by (TBD) points. (STRIVE HI) |
| Overall Gap | ELA | Math | Science | | | | | | | | | | | | | | | |
| NHN | 22% | 10% | N/A | | | | | | | | | | | | | | | |
| High Needs | 24% | 8% | N/A | | | | | | | | | | | | | | | |
| Gap | 20 points | 10 points | N/A | | | | | | | | | | | | | | | |
| (STRIVE Hi Student Performance) SBA 2020-2021 Scores Grade 3 and 8 literacy <table border="1" data-bbox="96 971 650 1092"> <tbody> <tr> <td>Grade 3 literacy</td> <td>53%</td> </tr> <tr> <td>Grade 8 literacy</td> <td>60%</td> </tr> </tbody> </table> <p>Note: Data is from last frozen Strive Hi results</p> | Grade 3 literacy | 53% | Grade 8 literacy | 60% | Pacing Guides, Walkthrough Data, iReady Reports | G1.MO3 By May of 2023, increase the number of students reading near, at or above by the following: 3rd grade from 53% to (TBD)% 8th grade from 60% to (TBD)% (STRIVE HI) | | | | | | | | | | | | |
| Grade 3 literacy | 53% | | | | | | | | | | | | | | | | | |
| Grade 8 literacy | 60% | | | | | | | | | | | | | | | | | |
| (STRIVE Hi Student Performance) 2020-2021 Students receiving special education services in the general education classes most of the day: 78% | Walkthrough Data, Special Education Reports | G1.MO4 By May of 2022, increase the number of special education students who are receiving special education services in the general education classes most of the day by 5% over the 2019-2020 percentage. (TBD) (STRIVE HI) | | | | | | | | | | | | | | | | |
| (STRIVE Hi Student Performance) 2020-2021 EL on Track: 42% | Walkthroughs | G1.MO5 By May of 2022, increase the number of EL students who are on track to English Language Proficiency by 5% over the 2019-2020 percentage. (TBD) (STRIVE HI) | | | | | | | | | | | | | | | | |

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| (STRIVE Hi Student Performance) 2020-2021 Chronic Absenteeism: 40% | LDS quarter reports, Teacher Reports/Logs, Counselor reports on implementation | G1.MO6 By May of 2022, decrease the number of students who missed 15 or more school days by 5% over the 2018-2019 percentage. (TBD) (STRIVE HI) |
| PBL submissions | Pacing Guides, Sample student projects, Student reflections | G1.MO7 By May of 2022, all students will have the opportunity to participate in Project-Based-Learning. |
| Real World Opportunities Log | Pacing Guides Walkthroughs Student reflections | G1.MO8 By May of 2022, students will have increased opportunities and experiences to connect classroom learning with real world applications. (Accreditation) (Crew B) |
| (STRIVE Hi Student Performance) 2020-2021 Positive School Climate: Upper Elementary 72% Secondary: 63% | Walkthroughs, Student Survey, Sign-In Sheet, UPLINK/PAF programs reports, Bulletin copies, School Newsletters, Media / Webpage log, project logs | G1.MO9 By May of 2022, increase the number of students who feel positive about their school by 5% over the 2019-2020 percentage. (TBD) (STRIVE HI) |
| Walkthrough Form to collect baseline data at the start of the school year | PD Log, Walkthroughs, collection of student work samples, Team minutes | G2.MO1 100% of teachers will utilize AVID WICOR strategies as appropriate. |
| Walkthrough Form to collect baseline data at the start of the school year | PD Log, Walkthroughs | G2.MO2 100% of teachers will display learning targets and success criteria in the classroom. |
| iReady Usage Data | PD Log, Data team review form (need to create based on PD) , iReady Reports | G2.MO3 100% of Language Arts and Math teachers will use iReady Assessment system. |
| Walkthrough Form to collect baseline data at the start of the school year | PD Log, Exit Slips, Walkthroughs, SEL Lesson Log | G2.MO4 100% of teacher classrooms will exhibit intellectual safety. |
| Data team minutes | PD Log, Master Weekly Articulation Schedule, Data Team Agenda/Minutes | G2.MO5 By May of 2022, teachers will use the data team process. Regular time for data teams to meet is scheduled and the data team process is implemented with fidelity. (Accreditation) (Crew D) |
| PBL/Real World Opportunities Data | PD Log, Project based learning evidence submission, Pacing Guide, Data Team Agenda/Minutes | G2.MO6 By May of 2022, all teachers will provide students with project-based and real-world curriculum. (Accreditation) (Crew B) |
| Need an assessment to measure consistency | Schoolwide GLO Plan, Lesson Plans, Grading Record Book, Student Self-Assessment Sheets | G2.MO7 By May of 2022, GLOs will be consistently taught and evaluated by all teachers across the school. (Accreditation) (Crew A) Part C MTSS |

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| SQS parent survey results 2019-2020 (SW7) | Postings on website/social media, Parent Surveys, Parent Sign in and other evidence (photos, etc) | G2.MO8 By May of 2022, improve parent and community involvement as indicated by an increase in parent SQS survey area..... (Accreditation) (Crew E) |
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| Academic Review team consist of the Department Heads and Grade Level Chairs (Team will use monitoring dashboard to monitor academic plan progress) (SW3) | |
| Noel Richardson | Principal |
| TBD | K-1-2 |
| TBD | 3-4-5 |
| TBD | Special Education Elementary |

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| TBD | Special Education Middle |
| TBD | Math |
| TBD | Specials |
| TBD | Science |
| TBD | English |
| TBD | Social Studies |
| TBD | NCT |

GOAL 1: Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|---|---------------------------------------|---|---|---|--|
| G1.MO1 By May of 2023, increase Language Arts, Math and Science Smarter Balanced Assessment Scores by 5% over the 2021-2022 scores. (STRIVE HI) | 1.1.1 All students will use AVID WICOR and other Tier I instructional strategies during learning as appropriate. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | Walkthroughs Data <ul style="list-style-type: none"> • Admin • ILT • Peer (need to link all monitoring items to dashboard or evidence file) | Quarterly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> • Academic Performance • College, Career and Community Readiness |
| | 1.1.2 All students will know the learning target, as well as the success criteria for achieving the learning target. | | | | | |
| | 1.1.3 All students will use iReady to help | | | | | |

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| | support reaching their grade level GE by: Taking the iReady Reading and Math diagnostic assessment three times a year(winter, fall, spring) Using the iReady Reading and Math system for at least 30 minutes a week. | | | SBA Interim Assessment Reports iReady Reports | | |
| G1.MO2 By May of 2023, decrease the achievement gap between non-high needs students and high needs students in Language Arts and Math by (TBD) points. (STRIVE HI) | 1.2.1 All students will use the i-Ready Diagnostic Goals and Growth chart to set goals and use iReady to help support reaching their grade level GE. | Yearlong | WSF (TBD) Title I (See FRF for amount) | Rtl Intervention Monitoring Data Collection Sheets Articulation Minutes iReady Reports Student Goal Sheets | Quarterly | STRIVE HI/Local Monitoring Tool Academic Performance Theory of Action Section <ul style="list-style-type: none"> Academic Performance College, Career and Community Readiness |
| G1.MO3 By May of 2023, increase the number of students reading near, at or above by the following: 3rd grade from 53% to (TBD)% 8th grade from 60% to (TBD)% (STRIVE HI) | 1.1.3 All students will use iReady to help support reaching their grade level GE by: Taking the iReady Reading and Math diagnostic assessment three times a year(winter, fall, spring) Using the iReady Reading and Math system for at least 30 minutes a week. | Yearlong | Title I (See FRF for amount) | Pacing Guides Walkthrough Data iReady Reports | Quarterly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Academic Performance |

GOAL 1: Student Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|---|---|---------------------------------------|---------------------------------|--|---|---|
| G1.MO8 By May of 2023, students will have increased opportunities and experiences to connect classroom learning with real world applications. (WASC) | 1.8.1 All students will participate in and reflect on real world learning opportunities. (SW6) | Yearlong | WSF (TBD) | Pacing Guides Walkthroughs Student Reflections | Quarterly Quarterly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Learning Environment College, Career and Community Readiness |
| G1.MO9 By May of 2023, <i>increase the number of students who feel positive about their school</i> by 5% over the 2018-2019 percentage. (STRIVE HI) | 1.9.1 Provide student voice through surveys, Student Council and SCC to collect student perception and suggestions for addressing how students view school. | Yearlong | N/A Possible TSI funds?(TBD) | Sign-In Sheet Student Survey | Quarterly | |

GOAL 2: Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|---|---------------------------------------|--|---|---|--|
| <p>G2.MO1 By May of 2023, increase Language Arts, Math and Science Smarter Balanced Assessment Scores by 5% over the 2021-2022 scores. (STRIVE HI)</p> | <p>2.1.1 Grade K-5 and ELA/Math middle school teachers, administer Diagnostic Assessment during the Fall, Winter and Spring assessment window.(Universal Screener, Data Teams) (Report: Diagnostic Status Report- School) (SW6)</p> <p>2.1.2 All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate. (SW6)</p> <p>2.1.3 All students will use AVID WICOR and and other Tier I instructional strategies during learning as appropriate. (SW6)</p> <p>2.1.4 100% of teachers who administer iReady Assessment will use iReady Instructional Groupings to plan and integrate class deficiencies into their core instruction, Tier 1 group support and/or Tier 1 individual support. (Data Team) (SW6)</p> | <p>Yearlong</p> | <p>WSF (TBD)</p> <p>Title I (See FRF for amount)</p> | <p>Walkthroughs Data</p> <ul style="list-style-type: none"> • Admin • ILT • Peer <p>(need to link all monitoring items to dashboard or evidence file)</p> <p>Student Work Samples</p> <p>SBA Interim Assessment Reports</p> <p>iReady Reports</p> | <p>Quarterly</p> | <p>STRIVE HI/Local Monitoring Tool</p> <p>Theory of Action Section</p> <ul style="list-style-type: none"> • Academic Performance • College, Career and Community Readiness <p>Needs: Laptop computers to administer iReady assessment and to access data reports, team drives and PD.</p> <p>iReady System</p> <p>AVID Teacher certification training. Elementary: Teachers will use instructional grouping reports to determine student instructional needs during intervention time for reading and math. During intervention time teachers will use “tools for instruction” as a resource to address instructional grouping needs.</p> <p>Language Arts/Math Workshop: Teachers will use instructional grouping reports to determine student instructional needs during intervention time for reading and math. During workshop time teachers will use “tools for instruction” as a resource to address instructional grouping needs.</p> |
| <p>G2.MO2 By May of 2023, decrease the achievement gap between non-high needs students and high needs students in Language Arts and Math by (TBD) points. (STRIVE HI)</p> | <p>2.2.1 The school’s Ci3T/ MTSS process will be followed to address student needs. (SW6)</p> <p>2.2.2 All Teachers will use articulation/admin times to analyze student data, determine a next step action plan to address intervention needs for students, and implement an action plan during scheduled intervention blocks, including the use of the iReady system. (SW6)</p> | <p>Yearlong</p> | <p>WSF (TBD)</p> <p>Title I (See FRF for amount)</p> | <p>Rtl Intervention Monitoring Data Collection Sheets</p> <p>Articulation Minutes</p> <p>iReady Reports Student Goal Sheets</p> | <p>Weekly</p> | <p>STRIVE HI/Local Monitoring Tool Academic Performance</p> <p>Theory of Action Section</p> <ul style="list-style-type: none"> • Academic Performance College, Career and Community Readiness |

GOAL 2: Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|--|---------------------------------------|--|---|---|--|
| <p>G2.MO3 By May of 2023, increase the number of students reading near, at or above by the following: 3rd grade from 53% to (TBD)% 8th grade from 60% to (TBD)% (STRIVE HI)</p> | <p>2.3.1 All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate. Tier I strategies include AVID, 50 Instructional Strategies(Stetson),etc. (SW6)</p> | <p>Yearlong</p> | <p>Title I (See FRF for amount)</p> | <p>Pacing Guides Walkthrough Data iReady Reports</p> | <p>Quarterly</p> | <p>STRIVE HI/Local Monitoring Tool <u>Theory of Action Section</u></p> <ul style="list-style-type: none"> Academic Performance |
| <p>G2.MO4 By May of 2023, increase the number of <i>special education students who are receiving special education services in the general education classes</i> most of the day by 5% over the 2018-2019 percentage. (STRIVE HI)</p> | <p>2.4.1 All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices and <i>staffing</i> discussion. (SW5)</p> <p>2.4.2 All teachers will <i>continue</i> to receive PD on inclusive practices. (SW6)</p> <p>2.4.3 All teachers will implement inclusive practices to increase special education student's proficiency. (SW6)</p> | <p>Yearlong</p> | <p>Stetson?</p> | <p>PD Log Stetson Walkthrough Data Admin Walkthrough Special Education Reports</p> | <p>Quarterly</p> | <p>STRIVE HI/Local Monitoring Tool <u>Theory of Action Section</u></p> <ul style="list-style-type: none"> Academic Performance Learning Environment |
| <p>G2.MO5 By May of 2023, increase the number of <i>EL students who are on track to English Language Proficiency</i> by 5% over the 2018-2019 percentage. (STRIVE HI)</p> | <p>2.5.1 All teachers will use differentiated instructional strategies to increase learning opportunities and academic achievement for students. (Such as: AVID EL, Sheltered Instruction, Project GLAD strategies, apply WIDA standards to instruction)</p> | <p>Yearlong</p> | <p>WSF (TBD) Title I (See FRF for amount)</p> | <p>Walkthrough Data</p> | <p>Quarterly</p> | <p>STRIVE HI/Local Monitoring Tool Academic Performance <u>Theory of Action Section</u></p> <ul style="list-style-type: none"> Academic Performance |
| <p>G2.MO6 By May of 2023, decrease the number of <i>students who missed 15 or more school days</i> by 5% over the 2021-2022 percentage. (STRIVE HI)</p> | <p>2.6.1 All teachers will implement a Tier 1 attendance plan.</p> <p>2.6.2 The Counseling department will continue to implement Tier 2 and 3 attendance plan. (SW6)</p> | <p>Yearlong</p> | <p>WSF (TBD)</p> | <p>LDS Reports Teacher Reports/Logs Counselor reports on implementation</p> | <p>Quarterly</p> | <p>STRIVE HI/Local Monitoring Tool <u>Theory of Action Section</u></p> <ul style="list-style-type: none"> Learning Environment |
| <p>G2.MO7 By May of 2023, all students will have the opportunity to participate in Project-Based-Learning. (WASC)</p> | <p>2.7.1 All teachers will complete, at minimum, one project-based learning opportunity with students. (SW6)</p> | <p>Yearlong</p> | <p>WSF (TBD)</p> | <p>Pacing Guides Project Based Learning Project submission samples Student Reflections</p> | <p>Quarterly</p> | <p>Accreditation/Local Monitoring Tool <u>Theory of Action Section</u></p> <ul style="list-style-type: none"> College, Career and Community Readiness |

GOAL 2: Staff Outcomes (SY 2022-23)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|---|---|---------------------------------------|---------------------------------|--|---|--|
| G2.MO8 By May of 2023, students will have increased opportunities and experiences to connect classroom learning with real world applications. (WASC) | 2.8.1 All teachers will provide students with connections to real world applications including but not limited to the following: <ul style="list-style-type: none"> Bring in guest speakers Use primary sources (bring history alive) Practice "real world research" (ie. planning for a purchase or planning a vacation) Use the news Make assignments look "Real World" (ie. write a business letter) (SW6) | Yearlong | WSF (TBD) | Pacing Guides Walkthroughs Student Reflections | Quarterly Quarterly | Accreditation/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> College, Career and Community Readiness |
| G2.MO9 By May of 2023, <i>increase the number of students who feel positive about their school</i> by 5% over the 2021-2022 percentage. (STRIVE HI) | 2.9.1 All teachers will apply what is learned through professional development on trauma informed awareness, practices and creating a restorative culture. (SW6) | Yearlong | N/A Possible TSI funds?(TBD) | Walkthroughs Student Survey | Quarterly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Learning Environment |
| | 2.9.2 Provide student voice through surveys, Student Council and SCC to collect student perception and suggestions for addressing how students view school. | | | Sign-In Sheet Student Survey | | |
| | 2.9.3 School will provide extended learning opportunities around career pathways for students after school through UPLINK / PAF. (SW5) | | UPLINK(TBD) PAF(TBD) | UPLINK/PAF programs reports | | |

GOAL 2: Staff Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|---|--|---------------------------------------|-----------------------------------|--|---|------------------------|
| G2.MO9 By May of 2023, <i>increase the number of students who feel positive</i> | 2.9.4 The MTSS committee will communicate schoolwide expectations with staff, students and family through opportunities such as a weekly | Yearlong | WSF (TBD) Title I (See FRF for | Bulletin copies School Newsletters Media / Webpage log | Weekly Monthly | |

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|---|---|----------------------|----------------------|-------------------|-----------|---|
| <i>about their school</i> by 5% over the 2018-2019 percentage. (cont) (STRIVE HI) | SEL reminder in the school bulletin, an “SEL Corner” message for the monthly newsletter, and information included on the school’s social media/webpage. (SW6) | | amount) (Webpage) | | | |
| | 2.9.5 All teachers will conduct a “meet and greet” at the beginning of each class and after transitional times such as recess/lunch. (SW6) <ul style="list-style-type: none"> Students are to line up. Teacher sets classroom expectations. Students enter rooms and get started on a “bell work” or other quick activity. | Yearlylong | N/A | Admin Walkthrough | Weekly | STRIVE HI/Local Monitoring Tool <u>Theory of Action Section</u> <ul style="list-style-type: none"> Learning Environment College, Career and Community Readiness |
| | 2.9.6 All teachers will instruct students on the WEIS School Wide Expectations (SW6) | Yearlong | WSF (TBD) | Admin Walkthrough | Quarterly | |
| | 2.9.7 All teachers will complete Review 360 SEL screener for students exhibiting behavioral concerns. (SW6) | Fall, Winter, Spring | | | | |

GOAL 2: Staff Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|---|------------------------------------|--|---|--|---|
| G2.MO1 By May of 2023, 100% of teachers will utilize AVID WICOR and other Tier I instructional strategies during learning as appropriate strategies as appropriate. (WASC) | 2.1.1. All teachers receive PD on AVID WICOR other Tier I instructional. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log Walkthroughs <ul style="list-style-type: none"> Admin ILT Peer Team Minutes Sample Student Work | Quarterly | Accreditation/Local Monitoring Tool Academic Performance <u>Theory of Action Section</u> <ul style="list-style-type: none"> Academic Performance College, Career and Community Readiness |
| | 2.1.2 All teachers will use articulation time to discuss Tier I instructional strategies learned, ways to implement them into lessons, and debrief lesson outcomes. (SW6) | | | | | |
| G2.MO2 By May of 2023, 100% of teachers will display learning targets and success criteria in the classroom. (STRIVE HI) | 2.2.1 All teachers receive PD on learning targets and success criteria. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log Walkthroughs <ul style="list-style-type: none"> Admin ILT Peer | Monthly | Accreditation/Local Monitoring Tool Academic Performance <u>Theory of Action Section</u> <ul style="list-style-type: none"> Academic Performance College, Career and Community Readiness |
| | 2.2.2 All teachers will ensure learning targets and success criteria are posted and communicated to the students. | | | | | |

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| G2.MO3 By May of 2023, 100% of Language Arts and Math teachers will use the iReady Assessment system. (STRIVE HI) | 2.3.1 100% of teachers who administer iReady Assessment will review student data using Class Diagnostic Results and complete a Data Reflection Worksheet after each diagnostic assessment. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log Data team review form (need to create based on PD) iReady Reports | Monthly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Academic Performance MTSS team will support the 100% completion goal by assessing students who are identified as “not started” at the end of the diagnostic assessment window. |
| | 2.3.2 100% of teachers who administer iReady Assessment will ensure that students complete at least 30 mins a week of IReady lessons for both Reading and Math (Total of 60 mins) by monitoring Class Personalized Instruction Summary . (SW6) | | | | | |
| | 2.3.3 100% of teachers who administer iReady Assessment will ensure that students complete 100% of their current week iReady lessons by monitoring Class Personalized Instruction Summary . (SW6) | | | | | |

GOAL 2: Staff Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|---|---------------------------------------|--|---|---|--|
| G2.MO4 By May of 2023, 100% of teacher classrooms will exhibit intellectual safety. (STRIVE HI) | 2.4.1 All teachers will receive professional development on ALOHA curriculum for SEL. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log Exit Slips | Quarterly | STRIVE HI/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Learning Environment |
| | 2.4.2 All teachers will teach an SEL/ALOHA lesson at least a minimum of once a week: Elementary will teach Choose Love/ALOHA .Middle School will do an ALOHA during advisory, the remaining time can be team building activities at the teacher’s discretion. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | SEL lesson log Walkthroughs <ul style="list-style-type: none"> Admin ILT Peer | Monthly | |
| G2.MO5 By May of 2023, teachers will use a data team process with fidelity. (WASC) | 2.5.1 All teachers receive PD on a data team process. (Process includes how, when and collection method.) (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log | Quarterly | Accreditation/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Academic Performance |

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| | 2.5.2 All teachers will be provided articulation blocks of time to utilize a data teams process to analyze student data, share instructional strategies and make changes to instruction. | | | Master weekly articulation schedule | Annually | |
| | 2.5.2 All teachers will develop team meeting agendas that include the use of a data team process to support implementation of MTSS, learning targets and success criteria as it relates to academic areas, and the process to analyze student iReady Scores and develop next step action plans. (SW6) | | | Data Team Agenda/Minutes | Weekly | |
| G2.MO6 By May of 2023, all teachers will provide students with project-based and real-world curriculum. (WASC) | 2.6.1 All teachers will receive professional development on project based learning to assist with completing at least one project based learning project for the year. (SW6) | Yearlong | WSF (TBD) Title I (See FRF for amount) | PD Log Project based learning evidence submission | Quarterly | Accreditation/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> College, Career and Community Readiness |
| | 2.6.2 All teachers will use articulation planning time to discuss and develop project-based learning opportunities and real-world curriculum for students. | | | Team Agenda/Minutes Pacing Guides | | |

GOAL 2: Staff Outcomes (SY 2021-22)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | AREA of accountability |
|--|---|---------------------------------------|--|-------------------------------------|---|---|
| G2.MO7 By May of 2023, GLOs will be consistently taught and evaluated by all teachers across the school. (WASC) | 2.7.1 Teachers will develop and implement a schoolwide plan to instruct, reinforce and evaluate the GLOs (SW6) | Yearlong | | Schoolwide GLO plan | Quarterly | Accreditation/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> College, Career and Community Readiness |
| | 2.7.2 Teachers will use schoolwide GLO rubrics as reference when instructing, addressing, and evaluating the GLOs. (SW6) | | | Lesson Plans Grading Record Book | | |
| | 2.7.3 Students will self-assess their progress with GLO attainment. | | | Student Self-Assessment Sheets | | |
| G2.MO8 By May of 2023, improve <i>parent and community involvement</i> as indicated by an increase in parent SQS survey area. (WASC) | 2.8.1 Use student planners, website, social media, and other digital media to showcase and inform parents of schoolwide expectations, school foci (AVID, Learning Targets and Success | Yearlong | WSF (TBD) Title I (See FRF for amount) | Social Media Checks | Monthly | Accreditation/Local Monitoring Tool Theory of Action Section <ul style="list-style-type: none"> Learning Environment |

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| | Criteria, SEL), school activities, successes, and student progress. (SW7) | | | | | |
| | 2.8.2 Use parent surveys to determine needs from parents to determine future engagement activities. (SW7) | | | Parent Surveys | | |
| | 2.8.3 Plan and implement parent engagement activities at the school. (SW7) | | | Parent Sign in and other evidence (photos, etc) | | |
| G3. MO9 By May of 2023, improve on WEIS Standards of Quality for Family Strengthening and Support Self Assessment in F.S. 3.1, 3.2, ED 1.1, 1.2 | 3.1.1 Continue working on projects with the Family Resource Center Coordinator to improve on the self assessment rubric. | Yearlong | Grant funding Title I(See FRF for amount) | Standards of Quality for Family Strengthening and Support Self Assessment. | Monthly | Self Survey |