



Academic Plan SY 2022-2023

Ka'elepulu Elementary School

530 Keolu Drive, Kailua, Hawai'i 96734

Submitted by Cherilyn Inouye	Date
	3/31/22

Approved by CAS Lanelle Hibbs	Date
	04/14/2022

Ka‘elepulu Elementary School

Academic Plan SY 2022-23

WHERE ARE WE NOW?

<u>Comprehensive Needs Assessment SY 2021-22</u>	
Data Analyzed	Priority Needs & Possible Root Causes
<p>Demographic Data:</p> <ul style="list-style-type: none"> ● Enrollment ● Attendance ● Discipline <p>Achievement Data:</p> <ul style="list-style-type: none"> ● Smarter Balanced Assessment ELA & Math Proficiency ● iReady ELA & Math Proficiency ● HSA Science Proficiency <p>Perception Data:</p> <ul style="list-style-type: none"> ● School Quality Survey ● Panorama Student Perception Survey ● Panorama SEL Survey ● Parent Survey & Talk Story <p>School Processes &</p>	<p>3 Areas of Need from 2021-22 CNA:</p> <ol style="list-style-type: none"> 1. Achievement gap 2. SEL/Student Perception 3. Overall achievement/growth <p>1A. Need: Growing gap in achievement scores between high needs and low needs groups, specifically Native Hawaiian students and students with special needs. → Goal: Close the achievement gap between high needs and low needs groups.</p> <ol style="list-style-type: none"> a. Root cause: Differentiated instruction is not occurring consistently across all classrooms. <p>1B. Need: Lack of a consistent PBIS, behavior RTI, schoolwide behavior management and discipline plan and data collection system → Goal: Establish and implement a consistent schoolwide behavior RTI system that includes schoolwide behavior expectations, positive behavior interventions and supports, and review of data.</p> <ol style="list-style-type: none"> a. Root cause: Lack of schoolwide PBIS and behavioral RTI system. <p>2. Need: Decreasing achievement scores in ELA and Science. → Goal: Increase achievement in ELA and Science, and maintain upward trend in Math achievement.</p> <ol style="list-style-type: none"> a. Root cause: Focus has been on mathematics (PIP) and Wonders program not being used with fidelity, b. Root cause: No vertical articulation about ELA curriculum. c. Root cause: Shift from HCPS to NGSS--no NGSS curriculum and no vertical articulation about science. <p>3. Need: Improve student engagement in learning, particularly in real world application and generalization of learning across all settings. → Goal: Provide all students with consistent opportunities to engage in rigorous, hands-on, project-based, integrated and relevant learning</p>

<p>Programs</p>	<p>experiences.</p> <ul style="list-style-type: none"> a. Root cause: School and families are focused on academic achievement, testing, and outcomes rather than on students' growth, process, and learning life skills. b. Root cause: Students and teachers perceive the learning and instructional time as segmented rather than generalizable and integrated. c. Root cause: Students may not see learning as relevant or connecting with their lives now. <p>4. Need: Students need to be empowered in their learning to become lifelong learners and contributing citizens.--> Goal: Provide students with opportunities to take ownership of their learning, develop an awareness of their voice, learning styles, and needs, and all students to use their voice to improve the school's educational program.</p> <ul style="list-style-type: none"> a. Root cause: Students are not provided with voice and choice in their learning. b. Root cause: Lack of student accountability to be active learners. <p>5. Need: Improve staff morale, family engagement, and overall school climate. → Goal: Establish a positive school climate and culture where all stakeholders feel welcome and valued.</p> <ul style="list-style-type: none"> a. Root cause: All staff are not aware of and trained in all internal communication processes. b. Root cause: Parent participation in surveys & PTSA membership has decreased due to parents being busy, overwhelmed, or not feeling included.
-----------------	---

Additional Needs

<p>WASC SELF-STUDY 2021 Areas of Need</p>	
<p>1. Purposeful integration of the GLOs into our schoolwide practice:</p>	<ul style="list-style-type: none"> a. Determine strategies to ensure understanding of and commitment to the school's vision, mission, GLOs and academic plan by students, parents, and community. (5.7d, 5.8a) b. We need to be more consistent and purposeful in tying GLOS to areas of study as a school. (3.1d)(4.2a) c. We need to include GLO data and supports for students to achieve the GLOs in our current MTSS & RTI processes. (1.2a, 1.2c) d. We need to ensure that our students, parents, and community have a shared and clear understanding of and commitment to the GLOs and academic standards (5.7a, 5.7b, 5.7c, 5.7d, 5.8a).
<p>2. Calibration of grading scales of the academic standards and GLOs:</p>	<ul style="list-style-type: none"> a. We need to develop a set criteria to evaluate and grade GLOs that can be used for the whole school.

<p>b. We need to develop a consistent grading scale that is vertically aligned. (5.4c)</p>
<p>3. Empower students to be able to self-assess, set goals, and reflect upon their progress toward the learning expectations:</p> <p>a. We need to strengthen our development of student-friendly learning targets, incorporating the why, and facilitating student self reflection on the success criteria continuum. (4.1a, 4.1b, 4.1c)</p> <p>b. We need to embed goal setting for students as part of their learning so students are able to track their progress toward student-created learning goals. This will help them apply current learning to real world experiences. (4.1a, 4.1b)</p>
<p>4. Provide students with opportunities to learn about college, career, and post-secondary options:</p> <p>a. There are pockets of activities that promote career and college awareness and readiness but there is a need for a schoolwide and systematic effort to provide students with opportunities to learn about and explore college and career options, and support students in developing a learning pathway toward post-secondary options. (3.3a, 3.3b)</p>

ORGANIZE: Identify your Academic Review Team Accountable Leads	
Name and Title of ART Team Accountable Lead	Responsible for monitoring of school's strategies and initiatives
Cherilyn Inouye, Principal	Communication Processes, Family & Community Partnerships, PLCs
Laurie Ines, Academic Coach/SSC	MTSS (Academic & Behavior RTI), GT, 'Ohana Events
Julie Perkins, Classroom Teacher (Lower)	MTSS (SEL, Schoolwide Behavior, p4c), Student Empowerment, Transitions
Deanna Dungey, Classroom Teacher (Upper)	ELA, HĀ, College & Career Readiness
Sara Wong, Special Education Teacher (Lower)	Math, Science, PBL, Student Council

WHERE DO WE WANT TO BE?

GOAL 1

5 Promises Alignment

- ❑ **Promise 1: Hawai'i.** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. — MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being
- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners

WHY (Need): 1. Growing gap in achievement scores between high needs and low needs groups.

WHAT (Desired Outcome): 1. Close the achievement gap between high needs and low needs groups.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
1.1. A comprehensive multi-tiered system of supports (MTSS) will be designed and monitored using data to provide academic, attendance, behavioral, social-emotional, and wellness supports to meet the needs of all students.	1.1a. By the end of quarter 1, the MTSS Team will review current RTI practices and data and update the schoolwide multi-tiered system of supports (MTSS) plan to ensure the plan adequately addresses academic, attendance, behavioral, social-emotional, and wellness supports to meet the needs of all students. The MTSS plan should include timelines for implementation and monitoring. 1.1b. By the end of quarter 1, the	MTSS Team meetings	WSF	Laurie Ines	<ul style="list-style-type: none"> ● MTSS Plan that includes supports, data collection, monitoring, and roles & responsibilities for: <ul style="list-style-type: none"> ○ Academic ○ Attendance ○ Behavior ○ Social-Emotional ○ Wellness ● Staff Meeting/PD Calendar ● MTSS training materials for staff ● MTSS Meeting Calendar &

	MTSS Team will identify professional development needs in MTSS and include training for staff in the MTSS plan and the school's professional learning schedule.				Minutes
1.2. All students are provided with the academic and behavioral supports needed to access their learning.	<p>1.2a. All students will be provided with Tier I academic and behavior supports in the classroom to support students' attainment of academic standards and the General Learner Outcomes (GLOs).</p> <p>1.2b. Continue to implement school wide behavior expectations and calibrate schoolwide/Tier I positive behavior interventions and supports using data and research-based programs/resources.</p> <p>1.2c. Students in need of Tier II or Tier III academic and/or behavior supports will be identified through the RTI process. Demographic, academic, behavioral, and GLO data will be reviewed and students will be provided with interventions/supports from the classroom teacher and RTI team.</p> <p>1.2d. Students identified as English Learners will be provided with appropriate strategies and supports by the classroom teacher and/or support staff as outlined in the English Learner Plan. Teachers/staff will be provided with resources, technical support, and training in EL</p>	MTSS Team Meetings, RTI meetings	WSF	Laurie Ines	<ul style="list-style-type: none"> ● Pacing Guides ● Schoolwide Behavior Matrix ● RTI Meeting Calendar ● RTI Meeting Minutes ● RTI Referral Forms, Intervention Plans & Monitoring Documents ● Academic, behavioral, SEL data ● RTI PD Documents ● MTSS Team Meeting Minutes ● MTSS Plan ● EL Plan ● EL Sheltered Instruction PD Documents ● Master Schedule with Support for EL students ● PD Calendar ● RTI & PBIS Strategies & Resources Folder

	<p>strategies as needed.</p> <p>1.2e. By the end of quarter 1, the MTSS team will explore and select research-based behavior and SEL programs/resources to support strengthening Tier II and Tier III supports for identified students, and develop a PD plan for staff.</p> <p>1.2f. Teachers and support staff will be provided with professional learning, resources, and technical support as needed in differentiated instruction, positive behavioral supports and interventions (PBIS) and academic and/or behavioral targeted interventions/supports.</p>				
<p>1.3. Students in the Gifted and Talented program will be provided with learning opportunities to meet their unique needs through an inclusion model.</p>	<p>1.3a. By the end of quarter 1, teachers shall engage in professional learning to ensure a shared understanding and efficacy in implementing an inclusive model to support Gifted and Talented students in grades 3-6.</p> <p>1.3b. Teachers will differentiate instruction through use of inclusive practices and effective instructional strategies for diverse learners and student voice and choice in projects and/or inquiry-based learning.</p>	<p>GT Coordinator</p>	<p>WSF</p>	<p>Laurie Ines</p>	<ul style="list-style-type: none"> ● GT Plan ● GT/Inclusive Practices PD documents ● PD Calendar ● Student assessments and/or classroom evidence of differentiated instruction
<p>1.4. All students feel physically, socially, and emotionally safe on campus.</p>	<p>1.4a. At the start of the school year, all staff will be trained in the schoolwide behavior management and discipline plan, and technical</p>	<p>Monthly MTSS Team Meetings, p4c Lead</p>	<p>WSF, ESSER</p>	<p>Julie Perkins</p>	<ul style="list-style-type: none"> ● Schoolwide behavior management and discipline plan ● Training agenda and

	<p>support will be provided as needed.</p> <p>1.4b. All students will be provided with instruction in a social-emotional enrichment program through weekly guidance lessons provided by the Counselor and/or classroom teacher. (Tier I)</p> <p>1.4c. All students will participate in p4c (philosophy for children) discussions on a regular basis in class to support their social-emotional well-being (Tier I).</p> <p>1.4d. All teachers will be provided with training in the Choose Love Enrichment Program and be provided with a curriculum map for Choose Love at the beginning of the school year to embed Choose Love throughout lessons daily.</p> <p>1.4e. All teachers will be provided with training and support as needed in p4c techniques to integrate into instruction.</p> <p>1.4f. By the end of SY 2022-23, the Safety & Wellness Team will develop and implement a Wellness Plan based on the Safety and Wellness Survey data and with input from all stakeholders.</p>			<p>slidedeck</p> <ul style="list-style-type: none"> ● Disciplinary referral forms ● MTSS Minutes ● Choose Love curriculum map ● Choose Love PD documents ● p4c PD documents ● p4c days in School Master Calendar ● p4c groups ● p4c day agendas ● p4c schedule ● p4c day reflections ● Wellness Plan ● Safety & Wellness Team Meeting Calendar & Minutes ● SEL Student Survey Data ● Student Perception Survey Data ● SQS Data ● Master Schedule ● PD Calendar
--	---	--	--	---

GOAL 2

5 Promises Alignment

- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community’s power to contribute to a thriving, sustainable Hawai‘i.— MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners
- ❑ **Promise 5: Innovation.** Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. — MARKERS: Applied learning; design thinking; project-based learning; creativity

WHY (Need): 2. Decrease in achievement scores in ELA and Science.

WHAT (Desired Outcome): 2. Increase achievement scores in ELA and Science, and maintain an upward trend in Math achievement scores for all students.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
2.1. Increase achievement and growth for all students in English Language Arts (ELA) through an integrated and balanced approach.	<p>2.1a. All teachers will implement the Fountas & Pinnell Classroom ELA curriculum which is aligned to Common Core State Standards. Training for teachers will be provided as needed.</p> <p>2.1b. Teachers will support student literacy and engagement by integrating engaging and authentic fiction and non-fiction texts and research-based reading strategies into instruction.</p> <p>2.1c. Using the data team process, teachers will analyze iReady diagnostic assessment data and</p>	Steering Committee, PLCs, Data Team Process, ILT	WSF, ESSER	Deanna Dungey	<ul style="list-style-type: none"> ● ELA vertical alignment plan ● ELA curriculum ● PD Calendar ● Pacing guides ● Grade level assessments ● Learning targets ● Success criteria ● ILT Minutes ● ILT Walkthrough Data ● ILT/PIP PD Documents ● PLC minutes ● Admin walkthrough data ● RTI Meeting Minutes/Notes ● iReady Data & Groups

	<p>classroom assessment data to plan and adjust instruction as needed to address student areas of need in ELA.</p> <p>2.1d. The Instructional Leadership Team (ILT) will develop and monitor the Cycle of Professional Learning (CoPL) in the Powerful Instructional Practice (PIP) to meet the needs of teachers in ELA instruction.</p> <p>2.1e. Teachers will calibrate ELA curriculum, instruction, and assessments across grade levels and align instruction vertically, and share best practices in professional learning communities (PLCs).</p>				
<p>2.2. Increase achievement and growth for all students in Math.</p>	<p>2.2a. All teachers will implement the Ready Classroom Math curriculum that is aligned to Common Core State Standards.</p> <p>2.2b. Teachers will be provided with differentiated professional development in the use of Ready Classroom.</p> <p>2.2c. All teachers will continue to implement mathematical discourse to support student growth and achievement in math. Professional development and technical support will be provided as needed.</p> <p>2.2d. Using the data team process, teachers will analyze iReady</p>	<p>Steering Committee, PLCs, Data Team Process, ILT</p>	<p>WSF</p>	<p>Sara Wong</p>	<ul style="list-style-type: none"> ● Math vertical alignment plan ● Math curriculum ● PD Calendar ● Pacing guides ● Grade level assessments ● Learning targets ● Success criteria ● PLC minutes ● Walkthrough data ● iReady Data & Groups

	<p>diagnostic assessment data and classroom assessment data to plan and adjust instruction as needed to address student areas of need in math.</p> <p>2.2e. Teachers will calibrate Math curriculum, instruction, and assessments across grade levels and align instruction vertically, and share best practices in professional learning communities (PLCs).</p>				
<p>2.3. Increase achievement and growth for all students in Science.</p>	<p>2.3a. By the end of SY 2022-23, all teachers will implement NGSS-aligned project-based science lessons with a focus on inquiry and problem-solving and non-fiction grade level texts that align with NGSS.</p> <p>2.3b. By the end of SY 2022-23, all teachers will participate in professional development in Project-Based Learning (PBL).</p>	<p>Steering Committee, PLCs, PBL Lead</p>	<p>WSF</p>	<p>Sara Wong</p>	<ul style="list-style-type: none"> ● PD Calendar ● Pacing guides ● Student assessments/products ● Learning targets ● Success criteria ● PBL PD documents ● Walkthrough data

GOAL 3

5 Promises Alignment

- ❑ **Promise 1: Hawai'i.** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. — MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being
- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners
- ❑ **Promise 4: Empowerment.** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice
- ❑ **Promise 5: Innovation.** Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. — MARKERS: Applied learning; design thinking; project-based learning; creativity

WHY (Need): 3. Improve student engagement in learning, particularly in real world application and generalization of learning across all settings.

WHAT (Desired Outcome): 3. Provide all students with consistent opportunities to engage in rigorous, hands-on, project-based, integrated and relevant learning experiences.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
3.1. All students will engage in hands-on, project-based, integrated and relevant learning experiences that incorporate life skills, student choice, and	<p>3.1a. By the end of SY 2022-23 all teachers will participate in professional development in Project-Based Learning (PBL).</p> <p>3.1b. By the end of SY 2022-23, all teachers will be provided with professional learning/technical</p>	Steering Committee, PLCs, PBL Lead, HĀ Lead	WSF, District Grant Funds	Sara Wong	<ul style="list-style-type: none"> ● PD Calendar ● PD Materials ● PBL Unit/Lesson Plans ● Pacing guides ● PLC minutes ● Student assessments ● Kauluakalana Partnership Plan

<p>student voice to improve their attainment of the academic standards, General Learner Outcomes (GLOs) and Nā Hopena A’o.</p>	<p>support as needed in engagement strategies.</p> <p>3.1c. All teachers will implement project-based, integrated, and relevant learning experiences that support core instruction, the General Learner Outcomes, and Nā Hopena A’o (HĀ) for students at least once a quarter during SY 2022-23.</p> <p>3.1d. Students will be provided with opportunities to explore and pursue learning in areas of interest.</p>				
<p>3.2. All students will engage in place-based learning experiences to increase their understanding of and strengthen their internalization of Nā Hopena A’o and connections to Hawai’i.</p>	<p>3.2a. By the end of SY 2022-23, all teachers will participate in quarterly HĀ-aligned professional development activities to increase their knowledge and understanding of Nā Hopena A’o and culture-based instruction.</p> <p>3.2.b. Teachers will be provided with resources and technical support to provide students with access to learning about local cultures, Hawaiian culture, and HĀ.</p> <p>3.2c. By the end of quarter 1, the HĀ team with representatives of all stakeholder groups will convene and determine goals/priorities for the school year.</p> <p>3.2d. By the end of SY 2022-23, the HĀ team will draft a multi-year plan for deepening implementation of HĀ</p>	<p>HĀ Lead</p>	<p>WSF, ESSER, District Grant Funds</p>	<p>Deanna Dungey</p>	<ul style="list-style-type: none"> ● Field trip list ● List of in class/school experiences ● PD Calendar ● HĀ Resource List ● HĀ Plan ● HĀ Design Team Calendar & Minutes ● Kauluakalana Partnership Plan

	and culture-based and place-based learning experiences for staff and students.				
3.3. All students will be provided with opportunities to increase their awareness and readiness for college, career, and/or post-secondary options.	<p>3.3a. By the end of quarter 2, teachers will collaborate and develop a plan to increase student awareness and readiness for college, career, and/or post-secondary options.</p> <p>3.3b. By the end of SY 2022-23, all students will have an increased awareness and readiness of college, career, and/or post-secondary options.</p>	Steering Committee, PLCs	WSF	Deanna Dungey	<ul style="list-style-type: none"> ● Student pre-assessment and post-assessment data ● College/Career/Post-Secondary Readiness Plan ● PLC and faculty meeting minutes ● College Shirt Day (School Calendar) ● Career Day/Week Plan ● Career Day Evaluation

GOAL 4

5 Promises Alignment

- ❑ **Promise 4: Empowerment.** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice

WHY (Need): 4. Students need to be empowered in their learning to become lifelong learners and contributing citizens.

WHAT (Desired Outcome): 4. Provide students with opportunities to take ownership of their learning, develop an awareness of their voice, learning styles, and needs, and allow students to use their voice to improve the school's educational program.

Desired Outcome	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
4.1. Students understand how and why the learning is important and relevant.	<p>4.1a. All teachers consistently use teacher clarity methods to communicate the learning expectations to students, such as student-friendly learning targets, success criteria, and why the learning is important and/or relevant.</p> <p>4.1b. Professional development, coaching, and technical assistance will be provided to teachers as needed to support consistent practice of teacher clarity schoolwide.</p> <p>4.1c. Teachers provide students with opportunities to assess and reflect on their learning and/or achievement of the learning expectations.</p>	Steering Committee	WSF	Laurie Ines	<ul style="list-style-type: none"> ● Learning targets & success criteria ● Walkthrough data ● Student surveys

<p>4.2. Students are empowered to take ownership of their learning through goal-setting and developing self-awareness of their learning strengths and needs.</p>	<p>4.2a. Teachers will develop a consistent schoolwide grading scale/policy that is vertically aligned in professional learning communities (PLCs).</p> <p>4.2b. Teachers will review schoolwide criteria for the GLOs using the state GLO rubric, align instruction vertically, and share best practices in PLCs.</p> <p>4.2c. Teachers provide students with frequent opportunities to self-assess their growth and achievement in academic standards and the GLOs, set new goals, and reflect on learning.</p> <p>4.2d. Students communicate their progress toward their goals and reflect on their learning through student-led conferences with their parents and teachers.</p>	<p>Steering Committee, PLCs</p>	<p>WSF</p>	<p>Julie Perkins</p>	<ul style="list-style-type: none"> ● PLC and/or Faculty Meeting Minutes ● Schoolwide Grading Scale/Policy ● GLO Vertical Articulation Agreements ● Student-Led Conferences Schedule ● Student goal-setting sheets ● Student reflections
<p>4.3. Students are empowered to give input and feedback to school staff to guide and adjust what and how students learn and experience at school.</p>	<p>4.3a. Teachers provide students with opportunities to give input and feedback on the instructional program and/or their learning experiences.</p> <p>4.3b. Staff and administration utilize student input and feedback to evaluate and improve the instructional program for students.</p>	<p>Steering Committee, PLCs</p>	<p>WSF</p>	<p>Julie Perkins</p>	<ul style="list-style-type: none"> ● Student reflections ● Student Perception Survey Data ● Faculty meeting minutes ● Teacher reflections
<p>4.4. Students participate in</p>	<p>4.4a. On a quarterly basis, student council representatives will meet with</p>	<p>ART</p>	<p>N/A</p>	<p>Sara Wong</p>	<ul style="list-style-type: none"> ● Student Council/Principals

<p>schoolwide decision-making processes and problem-solve student issues on campus.</p>	<p>the principal to discuss how student voice can be incorporated into student activities and policy decisions.</p> <p>4.4b. Administration will hold listening/talk story sessions with students at least two times per year to gather student feedback/input on schoolwide issues and to discuss possible solutions.</p>				<p>meeting minutes</p> <ul style="list-style-type: none"> • School Community Council minutes • Talk Story Notes/Minutes
---	--	--	--	--	---

GOAL 5

5 Promises Alignment

- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community’s power to contribute to a thriving, sustainable Hawai‘i. — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners
- ❑ **Promise 4: Empowerment.** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice

WHY (Need): 5. Improve staff morale, family engagement, and overall school climate.

WHAT (Desired Outcome): 5. Goal: Establish a positive school climate and culture where all stakeholders feel welcome and valued.

Desired Outcome	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
5.1. All staff have a clear understanding of school priorities, processes, communication, and programs.	<p>5.1a. By the end of SY 2022-23, all staff are trained in the school communication and organizational processes and have access to the written processes and relevant documents/information.</p> <p>5.1b. The Steering Committee (Administration, Grade Level Chairs and Department Heads) will review internal and external communication, operational, and decision-making processes and make recommendations if necessary for improvement.</p>	Steering Committee	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> ● Master Calendar ● PD Documents ● Staff Handbook ● Staff Internal Site ● Internal communication processes ● Steering Committee Minutes ● PLC Minutes ● Staff meeting templates (norms, working agreements, protocol, decision-making processes) ● Staff meeting notes ● Weekly email bulletin

	<p>5.1c. Continue to use and refine collaborative processes and structures from Adaptive Schools in all staff meetings.</p> <p>5.1d. Dedicate time during faculty meetings to coordinate schedules.</p> <p>5.1e. Continue use of a weekly email bulletin to staff and families about school events and activities.</p>				
<p>5.2. Build collective teacher efficacy through professional learning communities (PLCs), teams, and teacher leadership opportunities.</p>	<p>5.2a. By the end of SY 2022-23, teacher leaders will be provided with training in and/or technical support in effective meeting and PLC facilitation.</p> <p>5.2b. All teachers will participate in PLCs to support collaboration and collective efficacy, evaluating the effectiveness of curriculum and instruction, and professional learning.</p>	<p>Steering Committee, PLCs</p>	<p>WSF</p>	<p>Cherilyn Inouye</p>	<ul style="list-style-type: none"> ● PLC meeting calendar and agendas/minutes ● Teacher leader training materials ● Steering Committee minutes ● Steering Training Exit Slips
<p>5.3. New students and families will feel welcomed on campus and be supported through the transition.</p>	<p>5.3a. Using the Plan, Do, Check, Act process, review, implement, monitor and revise transition plans for:</p> <ul style="list-style-type: none"> ● Kindergarten ● 6th grade for those moving on to Kailua Intermediate School ● Support for SpEd, 504, EL and GT students ● Grade to grade end of the year <p>5.3b. By the end of Q1, the</p>	<p>MTSS Team</p>	<p>WSF</p>	<p>Julie Perkins</p>	<ul style="list-style-type: none"> ● New student orientation plan and schedule ● Kindergarten orientation plan and schedule ● New student transition plan ● Student post-surveys ● Transition plan/procedures for SPED/504/EL, GT, and 6th graders ● Fly-Up Day Schedule

	Transition Team will meet and review the transition program for new students who arrive after the start of the school year.				
5.4. Families and community volunteers will feel welcomed on campus and empowered to participate meaningfully in schoolwide decision making processes and school activities.	<p>5.4a. Administration will continue to meet monthly with the PTSA membership and as needed with PTSA leadership.</p> <p>5.4b. Administration will provide quarterly listening/talk story opportunities with parents, family members, and community members to gather feedback and brainstorm solutions to schoolwide issues.</p> <p>5.4c. The PCNC will collaborate with PTSA to support school activities and initiatives.</p> <p>5.4d. Administration will communicate the vision, mission, Academic Plan goals to all stakeholders to ensure a shared understanding of the school's priorities.</p>	PTSA, School Community Council	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> ● PTSA Meeting Agendas and Minutes ● Talk Story Sign Up Sheets & Notes ● Parent Surveys ● School Community Council Agendas and Minutes ● Family events agendas, sign in sheets, exit slips ● 'Ohana Bulletin ● Principal Reports/Presentations ● PTSA Event Calendar & Flyers
5.5. Parents and guardians will feel empowered and efficacious in supporting their child(ren)'s learning at home.	5.5a. By the end of SY 2022-23, staff will plan and implement at least two (2) family learning events to strengthen parent/guardian awareness and knowledge of school programs, the academic standards, General Learner Outcomes, curriculum, instruction, and/or initiatives based on pre-survey data.	ART	WSF	Laurie Ines	<ul style="list-style-type: none"> ● Pre and post parent survey ● 'Ohana Learning Night forms, agenda, materials

