



Hilo-Waiakea Complex
SY 2023 - 2024 Academic Plan

Ha'aheo Elementary School

121 Ha'aheo Road
Hilo, HI 96720

Initial Academic Plan

Jennifer Sueoka Principal Name	Principal Signature <i>JJ Sueoka</i>	Date 4/4/2023
Esther Kanehailua CAS Name	CAS Signature <i>al</i>	Date 4/4/2022

Revised Academic Plan

Principal Name	Principal Signature	Date
Esther Kanehailua CAS Name	CAS Signature	Date

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Where are we now? <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
Comprehensive Needs Assessment: <i>List root causes and contributing causes</i>	WASC: <i>List WASC Critical Areas of Follow-up</i>
<p>CNA/RC 1: Lack of sufficient RTI programs and a systematic RtI Math Programs/Curriculum to meet the needs of all learners, especially the High Needs groups (Low SES, EL, SPED, etc.)</p> <ul style="list-style-type: none"> ○ Our ELA has made growth with small groups and RTI programs; however, we need to create the same system of RTI for Math. 	<p>WASC/CA 1 The need to revisit Mission and Vision that includes all stakeholders.</p>
<p>CNA/RC 2: Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and Math.</p> <ul style="list-style-type: none"> ○ improve the implementation of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support/reflect student growth to meet standards. 	<p>WASC/CA 2 Identify and implement a Math RtI program/ curriculum to meet the needs of all learners.</p>
<p>CNA/RC 3: SEL instruction needs a higher priority</p> <ul style="list-style-type: none"> ○ RtI-B electronic data wall is expanding to include information regarding student comprehensive Social/Emotional, Behavior, additional supports and services in place, and history of needs/services. ○ Improve implementation of SEL curriculum/school wide guidance lesson ○ Expand Data Team discussions/analysis to include Social/Emotional, Behavior, additional supports and services needed. 	<p>WASC/CA 3 Continue to provide consistent teacher collaboration time between grade levels.</p>
<p>CNA/RC 4: Ha'aeo has not been as successful in meeting the needs of our high needs students</p> <ul style="list-style-type: none"> ○ High Needs Student data needs to be analyzed in Leadership ART and Data Teams to support Tier I and Tier II instruction with a focus on the specific needs of the HN students 	<p>WASC/CA 4 Improve the use of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support student growth to meet standards.</p>

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○ Improve Data Team process to include identifying effective strategies for HN group	
	WASC/CA 5 Continued development, implementation, and involvement with parents and stakeholders to enhance the understanding of the CCSS and GLO expectations.

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Addressing Equity: Sub Group Identification

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

Ha'aheo's targeted sub groups are the students who are identified as disadvantaged, IDEA, 504 and EL. We plan to directly address their needs and equity through focusing on the following goals: Student Success, Staff Success, and Systems of Supports.

This Academic Plan incorporates our CNA Root Causes and the WASC Critical Areas for Follow Up Recommendations.

The enabling activities in the AC Plan are designed to improve our Tier I, RTI-A and RTI-B systems to target sub group challenge areas and continue to improve their academic progress. There was a slight decrease in the achievement gap in ELA and math from SY 20-21 to SY 21-22, however we continue to work at decreasing our ELA and math achievement gap by improving our sub group academic proficiency. Our emphasis continues to prioritize improving targeted interventions (especially Math), Tier 1/2 instruction, SEL instruction and meeting the needs of our high needs students. As we refine these systems of support, we are working to improve progress monitoring to determine the effectiveness of our strategies and interventions through discussions in data teams and ART meetings. Our school-wide electronic data wall allows teachers to track and analyze data that in turn drives their instruction. Teachers develop lessons to include differentiation strategies, engaging lessons, and activities which support the targeted sub groups. Support staff are assigned to each classroom for small grouping to assist with delivering interventions and strategies and collect data on effectiveness. Ha'aheo also continues to support positive behaviors and transitions through social emotional learning opportunities.

1. Lack of sufficient RTI programs and a systematic RtI Math Programs/Curriculum to meet the needs of all learners, especially the High Needs groups (Low SES, EL, SPED, etc.)

- Our ELA has made growth with small groups and RTI programs; however, we need to create the same system of RTI for Math.

2. Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and Math.

- improve the implementation of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support/reflect student growth to meet standards.

3. SEL instruction needs a higher priority

- RtI-B electronic data wall is expanding to include information regarding student comprehensive Social/Emotional, Behavior, additional supports and services in place, and history of needs/services.
- Improve implementation of SEL curriculum/school wide guidance lesson
- Expand Data Team discussions/analysis to include Social/Emotional, Behavior, additional supports and services needed.

4. Ha'aheo has not been as successful in meeting the needs of our high needs students

- High Needs Student data needs to be analyzed in Leadership ART and Data Teams to support Tier I and Tier II instruction with a focus on the specific needs of the HN students

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Improve Data Team process to include identifying effective strategies for HN group

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead (Avoid listing groups such as grade level, department, committee)	Responsible for implementation of the school's strategies and initiatives
1. Jennifer Sueoka	1. Overall Academic Components
2. Adrean Floro	2. Student Services Coordinator, RTI Coordinator, IDEA Support, Gr. 2-4 Data Team Coach
3. Veronica Horstmanshoff	3. EL Coordinator, Title1, Curriculum Coordinator, Gr. K-1 Data Team Coach
4. Helena Costa	4. NGSS, Gr. 3-6 Data Team Coach
5. Ralna Haunga	5. SBA Testing Coordinator, Panorama/ SEL Coordinator
6. Blanche Tamanaha	6. SEL, RTI-B, PBIS
7.	7.
8.	8.
9.	9.

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HA'AHEO ELEMENTARY SCHOOL'S VISION AND MISSION	
<ul style="list-style-type: none"> ● WHERE DO WE WANT TO BE? ● WHY DO WE EXIST? 	
Vision Statement	Mission Statement
<p><u>Vision/Goals:</u></p> <ul style="list-style-type: none"> ● Curriculum at Ha'aheo consists of rigorous, relevant curricula that empower young people to continuously expand their minds, connections and opportunities. ● Instruction at Ha'aheo is engaging, relevant, and collaborative where technology is utilized to enhance learning. ● Assessment at Ha'aheo is Common Core aligned, fair and unbiased, clearly guiding students and teachers in goal setting, reflection, and continuous improvement. 	<p><u>Mission/Purpose –</u> Ha'aheo Kākou</p> <p><u>Mission:</u> Provide a safe and nurturing learning environment where high quality relevant and engaging instruction will prepare all students for the opportunities of the future.</p>

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.

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Outcome:	Rationale:
<p>By the end of SY 2023-2024, our RTI-A and RTI-B systems of support will target our student needs and continue to improve their academic progress. Our achievement gap has continued to be significant and we continue to work towards closing this gap by increasing the proficiency of our High Need group. As we refine these systems of support, we are also working to improve progress monitoring to determine the effectiveness of our strategies and interventions through discussions in data teams and ART meetings. Our school-wide electronic data wall is utilized by teachers and leadership to analyze and make data driven decisions related to curriculum, multi-tiered instruction, RtI, and student supports. Teachers develop their curriculum maps and differentiation strategies are embedded to support the targeted sub groups by developing engaging lessons and activities aligned to Common Core State Standards. Support staff are appropriately assigned to each classroom based on student needs and to support small groupings to assist with delivering interventions, strategies and collect data on effectiveness. Ha'aeo also continues to support positive behaviors and transitions through social emotional learning opportunities for all students, including subgroups.</p>	<p>Our significant achievement gap requires making adjustments and improvements to our current school-wide systems, Tier I instruction, subgroup supports, and RtI programs to promote academic achievement and social-emotional well-being. Continuous improvements in our Tier I instruction, RtI, and social emotional learning will have a direct positive impact to increase engagement and academic achievement.</p> <p>Reflecting on multiple points of data inform our analysis on the progress we have made in academic achievement and social-emotional well-being:</p> <ul style="list-style-type: none">● SBA ELA Achievement data shows that complex skills in reading and writing may not be being addressed effectively● SBA Math proficiency has improved in school years 2021-2022 and 2022-23, math instruction and interventions need to continue to be a focus because Math proficiency levels are still less than the state average and lower than our ELA proficiency.● According to iReady data, we have a large number of students in the approaching category and this could be addressed with the improvement of Tier I instruction and RTI programs.● There is a trend showing High Need groups have significantly lower proficiency than that of the Non-High Need group.

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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><u>SY 23-24</u></p> <p><u>SBA Proficiency Overall</u> ELA - 51% Math - 48% Science - 61%</p> <p><u>High Needs</u> ELA - 37% Math -34%</p> <p><u>WIDA ACCESS: EL on Track</u> 30%</p> <p><u>Panorama</u> <u>Gr. 3-5</u> Classroom Climate- 72%</p> <p><u>Gr. 6</u> Classroom Climate- 70%</p>	<p>1. Teachers continue to meet in weekly data teams to analyze and implement RTI-A and RTI-B to meet the needs of all High Needs (disadvantaged, SPED and EL) and Non-High students to decrease the Achievement Gap while maintaining the growth of overall Academic Achievement. (SW1) (SW6)</p> <ul style="list-style-type: none"> Continue to participate in the implementation of the Six Step Data Team process with a focus on math proficiency (collect data, identify strengths & challenges, identify SMART goals, identify instructional strategies, identify indicators of success, progress monitor & evaluate results). Complete Data Team process by progress monitoring & evaluating results of teaching and interventions with at least 1 math data team cycle with a focus on high need groups academic progress. 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 6)</p> <p>CNA Root Cause #1 Lack of sufficient Rtl programs and a systematic Rtl math program/curriculum to meet the needs of all learners, especially the high needs groups</p> <p>#3 SEL instruction needs to be a higher priority</p> <p>WASC Critical Area #2 Identify and implement a Math Rtl program/curriculum to meet the needs of all learners. #3 Continue to provide consistent teacher collaboration time</p>	<p>Jen Adrean Veronica Nalani Helena Blanche</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> School-wide Electronic Data Wall with linked RTI Plans for each grade level Weekly Data Team Minutes show evidence of analysis of grade level and effectiveness of strategies/RTI implemented with high needs groups SBA data Gr. 3-6 WIDA ACCESS 2.0 assessment data iReady Universal Screener Proficiency Report Diagnostic Results by grade and schoolwide Standard Mastery Reports Grade level (pre-post) DIBELS Gr. K-3 *Key Indicators Needs for Support Report

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	<ul style="list-style-type: none"> Utilize the data team process to plan implementation of RTI-A and RTI-B interventions targeting High Needs subgroups (disadvantaged, SPED and EL) 		<p>between grade levels</p>			<p>*Standard-based student work</p> <p>RTI-A ELA:</p> <ul style="list-style-type: none"> Sunday Reading SRSD Writing Imagine Learning <p>RTI-A MATH:</p> <ul style="list-style-type: none"> Do the Math <p>RTI-B:</p> <ul style="list-style-type: none"> Panorama PSAP data SQS Well-being
<p>2023-2024 <u>Panorama Goals</u></p> <p><u>Grades 3-5</u> Classroom Engagement 62%</p> <p><u>Grade 6</u> Classroom Engagement 58%</p>	<p>2. Refine implementation of common core curricula in ELA and Math, with an emphasis on Math to meet the needs of all High Needs (disadvantaged, SPED and EL) and Non- High Needs students to decrease the Achievement Gap while maintaining the growth of overall Academic Achievement. (SW1) (SW6)</p> <ul style="list-style-type: none"> Utilizing CCSS resources, teachers will further develop and/or refine ELA and Math curriculum guides (supplemental curriculum materials, iReady resources for 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 6)</p> <p>CNA Root Cause</p> <p>#2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math</p> <p>#4 Ha'aheo has not been successful in meeting the needs of our high needs students</p> <p>WASC Critical Area</p>	<p>Jen Adrean Veronica Nalani</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Grade level Curriculum Mapping of Math priority standards Grade level Curriculum Mapping of ELA priority standards Lesson Progressions based on grade level CCSS priority math standards i-Ready Data Instructional grouping report based on subgroups (ELL, Sped, SES) for

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	<p>continuous improvement of Tier I instruction</p> <ul style="list-style-type: none"> • All teachers deconstruct “Priority” CCSS to align curriculum through the development of learning progressions, learning targets, success criteria, assessments, and curriculum mapping to focus on strategies for individual (High Needs and Non-High Needs) student success with a focus on math. • Increase use of small group targeted instruction for Math CCSS to deliver Tier I and Rtl-A Math instruction • Continuing the use of PPEs/PTTs/EAs as classroom supports that will focus on providing targeted interventions during small groups per teachers’ direction in ELA and Math instruction to improve targeted interventions and student engagement. 		<p>#4 Improve use of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support student growth to meet standards</p>			<p>Proficiency and Growth Reports</p> <ul style="list-style-type: none"> • Data Team Cycle Tool • Math RTI Action Plan with intervention groups • Do the Math data • Evidenced Based Practices (EBP) Writing strategies from SRSD implemented in Gr. 3-6 based on disaggregated SBA data • Writing Data (SRSD)
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<p>100% Grade levels have NGSS Curriculum Guides</p>	<p>3. Refine K-6 science pacing guides that are aligned to the Next Generation Science Standards (NGSS) with embedded STEAM units. (SW1) (SW3)</p> <ul style="list-style-type: none"> Teachers continue to deconstruct the Next Generation Science Standards (NGSS) to understand standard expectations and identify resources for implementation. Continue to refine science pacing guides with Next Generation Science Standards K-6. 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 3)</p> <p>CNA Root Cause #2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math</p> <p>WASC Critical Area # 4 Improve use of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support student growth to meet standards</p>	<p>Jen Veronica Helena</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> K-6 NGSS Curriculum Guides Teacher PD/Collaboration days for pacing guide development agenda/minutes
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	<p>4. Continue to provide real world relevant learning opportunities to bridge classroom learning into real world experiences to increase student engagement and participation, which will also address the needs of the disadvantaged, SPED, EL (SW1) (SW6)</p> <ul style="list-style-type: none"> • Continue to adjust RWL lessons to build upon classroom experiences and to continuously increase student engagement and higher order thinking. • Identify additional supporting materials and resources (i.e.: community partnerships and resources, curricular materials, experts/people, etc.) available to improve RWL lessons. • Utilize data teams and other meetings to increase teacher collaboration to design and implement more real world learning opportunities to increase student engagement and CCSS learning relevancy 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 6)</p> <p>CNA Root Cause</p> <p>#2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math</p> <p>#4 Ha'aheo has not been successful in meeting the needs of our high needs students</p> <p>WASC Critical Area</p> <p>#4 Improve use of learning targets, success criteria, and aligning assessments to determine achievement of targets to create clarity to support student growth to meet standards</p>	<p>Jen Adrean Veronica Nalani Helena Blanche</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Real World Learning Opportunities documented for each grade level</p> <p>100% of teachers will document Real World Learning and CCSS connection on Google form (linked to Data Wall)</p> <p>Data team and meeting notes</p> <p>Field trip folder on Google Drive for teachers to exchange information</p>
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	for all students, especially high needs students.					
<p>Suspensions Target: Less than 5 per school year.</p> <p>Participation in quarterly reward events: 95% or higher</p> <p>2023-2024 Panorama Target Grades 3-5 *Classroom Climate 71% (SY21-22=68%) *Sense of Belonging 75% (SY21-22=72%) *Self Management 75% (SY21-22=72%)</p> <p>Grade 6 *Classroom Climate 69% (SY21-22=66%) *Sense of Belonging 64% (SY21-22=61%) *Self Management</p>	<p>5. Implement School-wide programs that will support students social-emotional learning, behavior supports, and transitions which will also address the needs of the disadvantaged, SPED, EL, (SW2) (SW4) (SW6) (SW7)</p> <ul style="list-style-type: none"> Continue to improve implementation of the SEL curriculum by increasing the number of lessons taught. Include SEL curriculum mapping, RTI-B data analysis and interventions in Data Team meetings once per quarter. Prioritized General Learner Outcomes (GLO's) based on SEL data will be explicitly taught, incorporated, and reinforced in various school settings and behavior support programs (i.e. school store). Continue to implement strategies activities (adjusted for improvement) that support 	<p>Quarters 1-4</p>	<p>School Wide Components (2, 4, 6, 7)</p> <p>CNA Root Cause #3 SEL instruction needs a higher priority</p> <p>WASC Critical Area #3 Continue to provide consistent teacher collaboration time between grade levels</p>	<p>Jen Blanche</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Quarterly Data team minutes will reflect discussion about SEL curriculum implementation Process and procedures of behavior incidences (i.e. common think it through sheet layout, criteria for issuing rewards for targeted quarterly positive behaviors) School-wide expectations for behavior management PBIS quarterly reward data Responses on Parent Event Feedback surveys SQS survey parent results HMTSS notes with list of RTI-B

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<p>67% (SY21-22=64%)</p> <p><u>SQS</u> *Students School Safety 70% (SY21-22=67%)</p> <p><u>Attendance</u> Chronically absent 40% (currently 42%)</p> <p><u>Parent Event Feedback</u> 90% of Parents positive response on surveys</p>	<p>successful student transitions (ex: Kindergarten Summer Transition/Family Orientation, grade to grade transitions day, intermediate school transition, PSAP, etc.)</p> <ul style="list-style-type: none"> ● Continue to develop and increase Rtl-B interventions and programs ● Clarify process and procedures of behavior incidences ● Provide students and families with supports/ events to promote wellbeing and academic participation (especially for High Need students) ● Continue to promote daily attendance 					<p>programs / supports</p> <ul style="list-style-type: none"> ● SEL Panorama data ● Pre-Post RTI-B intervention data ● Quarterly attendance data (Lei Kulia and/or Infinite Campus)
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Goal 2: Staff Success. Ha'aheo Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:
<p>By the end of SY 2023-2024,</p> <p>Ha'aheo Elementary will continue to provide teachers and staff professional development in areas of need (EL, IDEA, Tier I instruction). Teachers will receive support and PD to improve implementation of CCSS, NGSS and SEL instruction utilizing standards-based curricula and evidence-based practices.</p>	<p>In order for our students to improve academic achievement and close the achievement gap, teachers and staff will need to learn evidence-based, effective practices, interventions and strategies that address the academic and SEL needs of all our students with a focus on our subgroups</p>

Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	<p>Indicate:</p> <ul style="list-style-type: none"> •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s) 	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

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<p>100% of Professional Development Opportunities are Aligned to School Needs</p>	<p>1. Provide Professional Development aligned to identified staff and student needs to improve SEL and instructional practices. (SW1) (SW6)</p> <ul style="list-style-type: none"> Continue to provide school level PD to support teacher's implementation of standards-based curricula as well as improvement in implementing evidence-based practices Faculty and staff will be offered professional development and training opportunities throughout the school year aligned with school needs and continuous improvement goals: ie; EL, SPED, Math, ELA, SEL, NGSS, RTI, etc. Continue to provide staff Suicide Prevention Training Provide staff PD to strengthen educators SEL skills, manage stress and improve classroom practice i.e., such as developing classroom behavior management plans. 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 6)</p> <p>CNA Root Cause</p> <p>#1 Lack of sufficient RtI programs and a systematic RtI math program/curriculum to meet the needs of all learners, especially the high needs groups</p> <p>#2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math</p> <p>#3 SEL instruction needs a higher priority</p> <p>#4 Ha'aheo has not been successful in meeting the needs of our high needs students</p>	<p>Jen Veronica Adrean Nalani Blanche</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> PD agendas and attendance list aligned to school-wide needs Faculty Meeting or Data Team Meeting notes that include Teachers sharing strategies used based on PD received Learning Progression PD SQS survey teacher results
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Goal 3: Successful Systems of Support. The system and culture of **Ha`aheo Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
<p>By the end of SY 2023-2024,</p> <p>The Academic Reflection Team will continue to improve the progress monitoring of school-wide academic, behavior, and SEL goals to determine growth and next steps. The ART team will use a variety of data points to monitor, analyze and develop action plans to progress toward our target goals.</p>	<p>The Academic Reflection Team continue to improve progress monitoring systems to ensure instructional practice, interventions and strategies are effective for all our students, especially are high needs students. Regular analysis and monitoring progress of academic, behavior, and SEL data for all students towards targeted goals should determine next steps.</p>

Planning				Funding	Interim Measures of Progress	
<p>Desired Outcome</p>	<p>Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i></p>	<p>Quarter Implementing</p>	<p>Indicate:</p> <ul style="list-style-type: none"> •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s) 	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>

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	<p>1. Continuous improvement of the Academic Reflection Team (ART) to regularly monitor school-wide academic, behavior and SEL plans and goals and progress to adjust instruction and systems ensuring sub group needs are addressed (SW1) (SW2) (SW3) (SW6)</p> <ul style="list-style-type: none"> • ART team will use the AcPlan monitoring tools quarterly to monitor the progress on the enabling activities and goals. • ART team members will present data, (which includes high need group data) to analyze, monitor, and participate in planning next steps for school improvement • Continue to include a classroom teacher on the ART team to provide classroom perspective and build capacity within the school. 	<p>Quarters 1-4</p>	<p>School Wide Component (1, 2, 3, 6,)</p> <p>CNA Root Cause</p> <p>#1 Lack of sufficient Rtl programs and a systematic Rtl math program/curriculum to meet the needs of all learners, especially the high needs groups</p> <p>#2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math</p> <p>#3 SEL instruction needs a higher priority</p> <p>#4 Ha'aheo has not been successful in meeting the needs of our high needs students</p>	<p>Jen Veronica Adrean Blanche Nalani Helena</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other X N/A</p>	<ul style="list-style-type: none"> • Weekly ART Meeting minutes include evidence of data analysis (Ready, Achieve 3000, WIDA Access 2.0, Imagine Learning, Sunday SBA, BEISY, attendance, behavior referrals, GLOs, etc) • Weekly ART meeting minutes include evidence of subgroup data analysis • Academic Plan progress monitoring tool completed quarterly
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	<p>2. Develop Vision and Mission</p> <ul style="list-style-type: none"> Finalize our vision and mission statement (SW2) (SW6) 	<p>Semester 1</p>	<p>School Wide Component (2, 6)</p> <p>CNA Root Cause</p> <p>#2 Lack of school wide initiatives and teacher collaboration to improve Tier I and Tier II instruction in ELA and math #3 SEL needs a higher priority</p> <p>WASC Critical Area</p> <p>#1 Revisit Mission and Vision that includes all stakeholders</p>	<p>Jen Veronica Adrean Nalani Helena Blanche</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other X N/A</p>	<ul style="list-style-type: none"> Share finalized Vision and Mission Statement
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RECOMMENDATIONS

(To be completed by Complex Area)

Key Areas	Recommendations for Revision or Questions	Deadline

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