



Hilo-Waiakea Complex
SY 2022 - 2023 Academic Plan

Ka'ūmana Elementary
1710 Kaumana Drive
Hilo, Hawaii 96720

Initial Academic Plan

Tiffany Pratt Principal Name	<i>Tiffany Pratt</i> Principal Signature	04/01/2022 Date
Esther Kanehailua CAS Name	<i>[Signature]</i> CAS Signature	4.13.22 Date

Revised Academic Plan

Tiffany Pratt Principal Name	Principal Signature	Date
Esther Kanehailua CAS Name	CAS Signature	Date

One-Year Academic Plan SY 2022-2023

Where are we now? <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
Comprehensive Needs Assessment: List root causes and contributing causes	WASC: List WASC Critical Areas of Follow-up
<p>CNA/RC 1 Ka'umana Elementary would benefit by continuing with the development and implementation of MTSS A tiers 1, 2, and 3 in the area of math and ELA and MTSS B tiers 1, 2, 3 in the area of attendance, behavior and SEL.</p>	<p>WASC/CA 1 The improvement in school-wide systems in communication, monitoring and accountability which will result in increased student achievement for all students.</p>
<p>CNA/RC 2 Ka'umana Elementary faculty, staff and students would benefit by continuing the use of Visible Learning Strategies and HA Na Hopena A'o to close the achievement gap in ELA, Math and Science for IDEA, high needs and non high needs students.</p>	<p>WASC/CA 2 The creation of structures of support using HMTSS framework for Tiers 1, 2, and 3 in the area of academic and behavioral needs.</p>
<p>CNA/RC 3 Ka'umana Elementary would benefit by having school-wide curriculum and programs analyzed and discussed using CCSS aligned to student data through a systemic approach.</p>	<p>WASC/CA 3 With the changes in administration and school programs, the leadership, faculty, staff and various stakeholders need to revisit and revise the school's mission and vision to ensure it is a clear, coherent vision and mission based on students' needs and belief that all students can achieve at high academic levels.</p> <p><i>Added by the WASC VC *This will continue during our faculty and staff meetings. See faculty agendas beginning SY 2021 2022 for the work that has taken place on this CA.</i></p>
<p>CNA/RC 4</p>	<p>WASC/CA 4 The Leadership Team and faculty need to work to implement high academic standards and expectations schoolwide by developing a common, definition of Rigorous and Coherent Curriculum, agreements on standards-based grading and reporting, and restoring the common practice of analyzing student work to help guide instruction, calibrate amongst peers, and align vertical expectations calibrate among to ensure students receive a rigorous education. (Critical Area #1 in Action Plan)</p> <p><i>Added by the WASC VC *We will address parts of this in this year's academic plan and in following year's academic plan.</i></p>

One-Year Academic Plan SY 2022-2023

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.

Our academic plan is inclusive of all sub groups as we are using evidence based practices and programs. All students will receive the enabling activities listed in this academic plan. Our tiered levels of support in both academic and behavior, support students in our targeted support category of special education.

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. Tiffany Pratt/Dawn Palmerston	1. Visible Learning and HA focus areas
2. Mari Halsted	2. HMTSS focus areas
3. Akemi Faria	3. Math focus areas
4. Kris Cabreira	4. ELA focus areas

Ka'ūmana Elementary VISION AND MISSION

- WHERE DO WE WANT TO BE?
- WHY DO WE EXIST?

One-Year Academic Plan SY 2022-2023

Vision Statement	Mission Statement
Malama Ka'ūmana	Stars Believe Stars Achieve Stars Succeed

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.

Goal 2: Staff Success. Ka'ūmana Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Goal 3: Successful Systems of Support. The system and culture of Ka'ūmana Elementary works to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
By the end of SY 2022-2023, we will continue to close the achievement gap by raising our SBA scores by 5% in ELA, Math and Science. Our planned enabling activities will support all areas of learning for all students at Ka'ūmana Elementary.	Our continued dedication to our students focusing on their academic, behavior and social emotional needs using evidence based practices and programs will help us to achieve our desired outcome.

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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>HMTSS</p> <p>1. Ka’umana Elementary would benefit by continuing with the development and implementation of MTSS A tiers 1, 2, and 3 in the area of math and ELA and MTSS B tiers 1, 2, 3 in the area of attendance, behavior and SEL. As a result, our Strive HI data from SY 2021-2022 to SY 2022-2023 will reflect improvements on our</p> <p>a. SBA scores in ELA, Math and Science increasing by 5%</p> <p>b. our chronic absenteeism decreasing by 3%</p> <p>c. our achievement gap decreasing by 5 points</p>	<p>1. All students in both Academics and Behavior will receive Tier 1 proactive Supports. The following will serve as the foundation to address the needs of all students.</p> <p>1A. Rigorous and engaging standards-based instruction using a variety of resources: such as Stepping Stones, Reading Wonders, Achieve 3000, iReady, IXL, Go Math, Science projects from HIS, etc.</p>	All	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	Halsted, HMTSS Committee	<p>x WSF</p> <p>x 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><u>A. ACADEMIC</u></p> <p>1A. see ELA and Math section for monitoring and measuring</p>

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<p>d. our 3rd grade reading proficiency will be 80% or higher</p> <p>e. student rating how they feel about our school will increase for grades 3-6 by 5%.</p>	<p><u>BEHAVIOR</u> 1B. Consistent SEL lessons to reinforce school-wide expectations and social/emotional learning using resources such as Second Steps Curriculum, Panorama, PBISWorld.org, HA focus, GLOs etc. measured by schoolwide universal screeners.</p>	<p>All</p>	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p><u>BEHAVIOR</u> 1B1. 100% of teachers will teach GLO lessons tied to our school focus of the month and Second Steps Lessons.</p> <p>1B2. All students will receive a monthly GLO rating using schoolwide GLO rubrics. Student GLO data will be reviewed each month during PLC. Students who demonstrate intensive level skills consistently with tier 1 support for more than a semester will be reviewed for tier 2 supports.</p> <p>1B3. 100% of teachers will complete the Second Steps Lessons (behavior) data sheet that rates each student on a weekly basis. This data will be reviewed during PLC monthly and used to determine supports needed at the next tier.</p> <p>1B4. Panorama SEL Survey Data: 25% of students will move from red to yellow and yellow to green on the BOY to MOY and MOY to EOY. This data will be reviewed during PLC each semester to determine supports needed at the next tier.</p>
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	<p>1C. Teach, model, reinforce school-wide / classroom behavioral expectations and practices on a continual basis.</p>	<p>All</p>	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p>1C1. 100% of faculty and staff will use the digital behavior referral log to capture student concerns, interventions, incident times, incident locations and support needed. This data will be used to determine supports needed at the next tier.</p> <p>1C2. 100% of all students with concerns will receive a tier 1 classroom intervention as determined by the teacher. Intervention data will be monitored monthly by the peer review team.</p>
	<p>1D. Differentiated instruction to meet the diverse needs of all students.</p> <ul style="list-style-type: none"> - Q1 SY 22-23 define what differentiated instruction means to our faculty writing out explicit look fors 	<p>All</p>	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p>1D. 100% of all students will receive differentiated instruction to meet their needs by receiving a variety of evidence based strategies throughout their lesson. This will be observed during monthly walkthroughs.</p>

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	<p>1E. Positive behavior systems in the classroom related to Na Hopena A'o</p>	<p>All</p>	<p>SW 1, 6 CNA/RC 1 WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p>1E1. Each month, 100% of teachers will complete the Hoku Rewards Survey that is reflective of the positive behavioral system being implemented in the classroom.</p> <p>1E2. The Panorama Student survey will increase by 7% in the area of students reporting positive school climate. SY 2021-2022 Gr 3-5 reported 72% and Gr 6-12 64%</p> <p>1E3. Data on the number of classes meeting their HA monthly goals will be collected during the first semester. Tier 1 action plans will be created with teachers of classes consistently NOT meeting their monthly goals. There will be an increase by 50% of those classes who were not meeting their goals in the second semester compared to the first semester.</p>
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	<p>1F. Provide structured recess activities.</p>	<p>All</p>	<p>SW 1, 6 CNA/RC 1 WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p>1F. 100% of all students and staff who participate in recess activities will review the rules and procedures of each recess activity quarterly.</p>
	<p>1G. Establish positive relationships with students and families. Educate and engage students and families about the importance of attendance. Communicate with families about attendance.</p>	<p>All</p>	<p>SW 1, 7 CNA/RC 1 WASC/CA 2 WASC/CA 1</p>	<p>Halsted, HMTSS Committee</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>	<p>1G1. Attendance Data from LDS: - Attendance from each classroom will maintain at least a 95% weekly attendance rate⇒Attendance Monitoring Data Sheet Sample</p> <p>1G2. Strive HI Data will show a decrease in the chronic absenteeism rate. No more than 9% of students will be chronically absent.</p> <p>1G3. DBWs PROMPT and 17 Proactive Strategies will be evident during instruction in 90% of the classrooms as observed by monthly walkthroughs.</p>

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	<p>1H. PD for entire staff regarding more in-depth behavioral supports (trauma sensitive schools / internalizing behaviors/ Evidence Based Strategies for Behavior Support)</p>	All	<p>SW 1 CNA/RC 1 WASC/CA 2</p>	Halsted, HMTSS Committee	<p>x 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 <input type="checkbox"/> N/A</p>	<p>1H. 100% of the faculty will participate in one PD (given during PC, Faculty/Staff meetings and or waiver days) per quarter focusing on trauma sensitive schools/internalizing behaviors/Evidence Based Strategies for Behavior Support.</p>
	<p>2. Parent Involvement</p> <p>2A. We will continue to invite parents to participate in school-wide events such as family engagement nights as we purposefully continue to plan engagement activities to increase student achievement.</p>	All	<p>SW 1, 7 CNA/RC 1 WASC/CA 2 WASC/CA 1</p>	Halsted, HMTSS Committee	<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>	<p>Parent Involvement</p> <p>2A1. 100% of parents will receive school communication (i.e., flyers, school messenger, social media, Dojo, website, emails, Remind etc).</p> <p>2A2. At least 50% of our students (with parents) will participate in our quarterly family engagement nights.</p>
	<p>3. Evidence Based Practices</p> <p>Tier 2 will focus on targeted students who are not responding to school wide systems and supports.</p> <p>3A. Academics: - Based on DIBELS, and Math fluency data, small groups of students with a focus on reading fluency</p>	All	<p>SW 1, 6 CNA/RC 1 WASC/CA 2</p>	Halsted, HMTSS Committee	<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>	<p><u>Academics</u> Reading Fluency 3A1. DIBELS Progress Monitoring: 80% of students in tier 2 will be on their personalized trajectory comparing BOY to MOY and</p>

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	<p>will receive a minimum of 3x a week for 6 to 8 weeks of interventions targeting specific skills by school level personnel during the school day.</p> <p>- Utilize evidence based practices with students.</p>					<p>MOY to EOY.</p> <p>Math Fluency 3A2. Math Fluency Monitoring: 80% of students in tier 2 will make gains when comparing BOY to MOY and MOY to EOY.</p>
	<p>3B. Behavior: - Based on the Panorama Survey, small groups of students will receive a minimum of once a week for 6-8 weeks of interventions targeting specific skills by school level personnel during the school day. (i.e., Check in Check out by an adult mentor, Re-teach second steps lessons when, utilize Panorama resources specific to class needs based on Panorama data.</p>	<p>All</p>	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	<p>Halsted, HMTSS Committee</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>	<p><u>Behavior:</u> 3B1. 25% of students at the tier 2 level will increase from red to yellow from BOY to MOY and MOY to EOY based on the Panorama survey results.</p> <p>3B2. 50% of students in tier 2 will have a decrease in the number of referrals from the 1st semester to the 2nd semester (pre intervention to post intervention).</p>

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	<p>4. (Evidence-based PROGRAMS) Tier 3 will focus on targeted students who are not responding to Tier 2 interventions.</p> <p>4A. Academics: - Based on DIBELS, small groups of students with a focus on reading fluency will receive interventions for a minimum of 3x a week for 6 to 8 weeks targeting specific skills by school level personnel during the school day.</p> <p>- Utilize Evidence-based PROGRAMS with students (such as Sounding System, Rewards and Equipped for Reading Success)</p>	All	<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	Halsted, HMTSS Committee	<p>x WSF</p> <p>x 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><u>Academics</u></p> <p>4A. DIBELS Progress Monitoring: 80% of students in tier 2 will be on their personalized trajectory from BOY to MOY and MOY to EOY.</p>
	<p>4B. Behavior: - Based on the Panorama Survey, small groups of students will receive interventions a minimum of once a week for 6-8 weeks, targeting specific skills by school level personnel during the school day (i.e., Check in Check out by an adult mentor, Re-teach</p>		<p>SW 1, 6</p> <p>CNA/RC 1</p> <p>WASC/CA 2</p>	Halsted, Pratt	<p>x WSF</p> <p>x 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><u>Behavior:</u></p> <p>4B. 25% Students at the tier 3 level will increase from red to yellow from BOY to MOY and MOY to EOY Panorama survey results.</p>

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	<p>second steps lessons when, utilize Panorama resources specific to class needs based on Panorama data.)</p> <p>- Utilize Evidence-based PROGRAMS with students.</p>					
<p>Visible Learning and Ha 2. Ka'umana Elementary faculty, staff and students would benefit by continuing the use of Visible Learning Strategies and HA Na Hopena A'o to close the achievement gap in ELA, Math and Science for IDEA, high needs and non high needs students as well as improving students SEL, behavior and attendance.</p> <p>As a result, our Strive HI data from SY 2021-2022 to SY 2022-2023 will reflect improvements on our</p> <p>a. SBA scores in ELA, Math and Science increasing by 5%</p> <p>b. our chronic absenteeism decreasing by 3%</p>	<p>5A. Teacher Clarity: including Learning Intentions (LI), Success Criteria (SC), and Learning Progressions (LP). LI and SC in student friendly/grade appropriate language</p> <p>For Example: Look at Success Criteria of lesson, lesson aligned to Learning Intentions, Learning Intention aligned to standards.</p> <p>-PD will be provided throughout the school year</p>	All	<p>SW 1, 6</p> <p>CNA/RC 2</p> <p>WASC/CA 4</p>	Pratt, VL and HA Committee	<p>x WSF</p> <p>x 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>Measure: See the ELA and Math sections for Teacher Clarity academic measures.</p> <p>5A1. 90% of classroom teachers will be observed monthly</p> <p>5A2. 100% of the VL strategies data will be collected and reviewed monthly.</p> <p>5A3. 100% of PLC agendas will be reviewed monthly with a focus on Teacher Clarity</p> <p>5A4. 100% of PD agendas will be reviewed quarterly with a focus on Teacher Clarity</p>

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<p>c. our achievement gap decreasing by 5 points</p> <p>d. our 3rd grade reading proficiency will be 80% or higher</p> <p>e. student rating how they feel about our school will increase for grades 3-6 by 5%.</p>	<p>5B. Collective Efficacy</p> <p>-PD will be provided throughout the school year</p>	All	<p>SW 1, 6</p> <p>CNA/RC 2</p> <p>WASC/CA 4</p>	Pratt, VL and HA Committee	<p>x WSF</p> <p>x 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>Collective Efficacy:</p> <p>5B. 100% of students will have access to a 4-point standards based rubric aligned to the success criteria.</p>
	<p>5C. Cognitive Task Analysis</p> <p>-PD will be provided throughout the school year</p>	All	<p>SW 1, 6</p> <p>CNA/RC 2</p> <p>WASC/CA 4</p>	Pratt, VL and HA Committee	<p>x WSF</p> <p>x 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>Cognitive Task Analysis:</p> <p>5C1. 100% of PLC notes capturing our process for cognitive task analysis will be reviewed monthly.</p> <p>5C2. 100% of teachers will analyze the alignment of success criteria to assessments and lessons using the focus target during PLC meetings.</p>
	<p>6A. HA Na Hopena A'o in the classroom</p> <p>- School Wide Behavior Expectations</p> <p>*revisit with faculty align with BREATH</p> <p>- SY 22-23: SW Behavior Expectation posters posted in class and around campus, teach, implement</p>	All	<p>SW 1, 6</p> <p>CNA/RC 2</p> <p>WASC/CA 1</p>	Pratt, VL and HA Committee	<p>x WSF</p> <p>x 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>6A1. Q1: By the end of Q1, school wide behavior expectations will be aligned to HA</p> <p>Q2: SW Behavior Expectations will be shared with teachers and staff</p> <p>Q3: SW Behavior Expectations will be taught and implemented as evident by teacher survey</p> <p>Q4: School wide behavior expectations data from inside</p>

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						<p>and outside the classroom will be collected and analyzed (Behavior Data Sheets and Referrals)</p> <p>6A2. Schoolwide referrals will decrease in the second semester (SY 2023) compared to the second semester in SY 2022.</p>
	6B1. HA monthly focus	All	SW 1, 6 CNA/RC 2 WASC/CA 1	Pratt, VL and HA Committee	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	6B1. 100% of all classes participate in the HA monthly focus.
	6B2. HA posters in every class	All	SW 1, 6 CNA/RC 2 WASC/CA 1	Pratt, VL and HA Committee	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	6B2. 100% of all classrooms and areas on campus (i.e., cafeteria, offices ...) have HA posters posted.

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	<p>6B3. Hoku Awards quarterly</p>	<p>All</p>	<p>SW 1, 6 CNA/RC 2 WASC/CA 1, 4</p>	<p>Pratt, VL and HA Committee</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>	<p>6B3. 100% of teachers will submit students to be recognized for quarterly Hoku Awards.</p>
	<p>HA Na Hopena A’o outside the classroom 6C. - School Wide Behavior Expectations *revisit with faculty align with BREATH - SY 22-23: SW Behavior Expectation posters posted in class and around campus, teach, implement</p>	<p>All</p>	<p>SW 1, 6 CNA/RC 2 WASC/CA 1</p>	<p>Pratt, VL and HA Committee</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>	<p>6C1. Q1: By the end of Q1, school wide behavior expectations will be aligned to HA Q2: SW Behavior Expectations will be shared with teachers and staff Q3: SW Behavior Expectations will be taught and implemented as evident by the teacher survey. Q4: School wide behavior expectations data from inside and outside the classroom will be collected and analyzed (Behavior Data Sheets and Referrals) 6C2. Schoolwide referrals will decrease in the second semester (SY 2023) compared to the second semester in SY 2022.</p>

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<p>Math and ELA</p> <p>3. Ka'umana Elementary would benefit by having school-wide curriculum and programs analyzed and discussed using CCSS aligned to student data through a systemic approach.</p> <p>As a result, our Strive HI data from SY 2021-2022 to SY 2022-2023 will reflect improvements on our</p> <p>a. SBA scores in ELA, Math and Science increasing by 5%</p> <p>b. our chronic absenteeism decreasing by 3%</p> <p>c. our achievement gap decreasing by 5 points</p> <p>d. our 3rd grade reading proficiency will be 80% or higher</p> <p>e. student rating how they feel about our school will increase for grades 3-6 by 5%.</p>	<p>7A. Collective Teacher Efficacy (1.57)</p> <p>- Schoolwide agreements</p> <ul style="list-style-type: none"> • Vertical articulation <p>- Grade Level Rubrics</p> <ul style="list-style-type: none"> • Create a rubric for each success criteria of the focus standard 	<p>All</p>	<p>SW 1, 6</p> <p>CNA/RC 3</p> <p>WASC/CA 1, 4</p>	<p>Cabreira, ELA Committee</p> <p>Faria, MATH Committee</p>	<p>x WSF</p> <p>x 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>7A1. Proficiency measure: We will increase by 10% from 2022 SBA to 2023 in ELA, Math and Science.</p> <p>7A2. iReady (K-6) Proficiency Measure: We will increase school wide by 7% on the iReady ELA and MATH Diagnostic Assessment BOY to MOY and 7% from MOY to EOY.</p> <p>7A3. iReady (K-6) Growth Measure: 25% of students will move from red to yellow and yellow to green on the BOY to MOY and MOY to EOY in ELA and Math.</p> <p>7A4. Grade Level Classroom Assessments (assessing the success criterias for the focus standard):</p> <p>25% of students will move from red to yellow and yellow to green when analyzing the first data cycle compared to the second data cycle compared to the third data cycle for ELA and Math focus standards.</p> <p>7A5. 100% of PLC team notes will reflect the same data review process used in all grade levels</p>
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						<p>reviewed monthly.</p> <p>7A6. 100% of all grade levels will have completed grade level rubrics for the focus standard assessments.</p>
	<p>7B. Teacher Clarity (.75)</p> <ul style="list-style-type: none"> • Learning Intentions • Success Criteria • Learning Progressions <p>(Create school wide agreements to support the implementation of teacher clarity)</p>	All	<p>SW 1, 6</p> <p>CNA/RC 3</p> <p>WASC/CA 1, 4</p>	<p>Cabreira, ELA Committee</p> <p>Faria, MATH Committee</p>	<p>x WSF</p> <p>x 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>7B1. Refer to the Collective Efficacy assessment data analysis to track the efficacy of teacher clarity.</p> <p>First quarter: 100% of teachers will monitor their own implementation of schoolwide agreements during ELA and Math submitting the schoolwide agreement checklist.</p> <p>Second quarter: 90% of teachers will implement the schoolwide agreements during ELA and Math as observed during monthly walkthroughs by administration.</p> <p>Third quarter: 90% of teachers will implement the schoolwide agreements during ELA and Math as observed during monthly walkthroughs by administration and leadership.</p> <p>Fourth quarter: 90% of teachers will implement the schoolwide agreements during ELA and</p>

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						<p>Math as observed during monthly walkthroughs by administration or leadership and partner teachers.</p> <p>Create a 4 point rubric for each success criteria of the focus standard.</p> <p>7B2. 100% of students will have access to a standards-based rubric aligned to the success criteria while the focus standard is taught.</p>
	<p>7C. Cognitive Task Analysis (1.29)</p>	All	<p>SW 1, 6</p> <p>CNA/RC 3</p> <p>WASC/CA 1, 4</p>	<p>Cabreira, ELA Committee</p> <p>Faria, MATH Committee</p>	<p>x WSF</p> <p>x 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>7C1. 100% of PLC notes capturing our process for cognitive task analysis will be reviewed monthly.</p> <p>7C2. Teachers will analyze 100% of ELA and Math content for alignment of success criteria to assessments and lessons using the focus target.</p>

RECOMMENDATIONS

(To be completed by Complex Area)

Key Areas	Recommendations for Revision or Questions	Deadline

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