

Kihei Elementary School

Academic Plan 2022-2023

Academic Plan & Supporting Documents

2022-2023 School Year

Principal: Tracy Lui

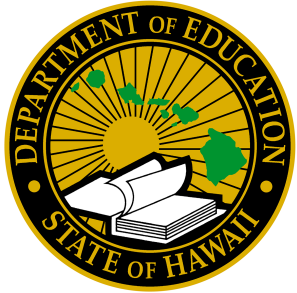
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Plan Submitted by  3/31/22
Principal Date

Plan Approved by  4/1/22
Complex Area Superintendent Date

Academic Plan SY 2022 - 2023



Kihei Elementary School



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Academic Plan SY 2022 - 2023

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<p style="text-align: center;">Target Academic Growth For All Students</p> <ol style="list-style-type: none"> 1. Increase Instructional Effectiveness 2. Increase Proficiency for Students who Qualify for IDEA Services 3. Use of Technology to Support Academic Growth 4. Increase Impactful Student Voice Opportunities & SEL-Focused Instruction 5. Use Title I Funds to Build School/Family Partnerships <ol style="list-style-type: none"> 1. Need: <u>Increase Instructional Effectiveness</u> <ul style="list-style-type: none"> ● Provide students equitable access to highly-effective instruction. ● Provide teachers differentiated professional development based on individual needs and school goals. ● Provide professional development in differentiated instruction, small group instruction, and tiered intervention instruction ● Integrate more time for communication between classroom teachers and support teachers. ● Evaluate resources available and develop a plan for purchasing additional classroom resources. ● Closely monitor the data for subgroups to continue the increase in proficiency and close the achievement gap. ● Revitalize after school programs and summer school programs. ● Continue revitalization of our targeted intervention program. 2. Need: <u>Increase Proficiency for Students who Qualify for IDEA Services</u> <ul style="list-style-type: none"> ● Set higher proficiency expectations for students who qualify for IDEA services. ● Continue to implement and build up our inclusion program. ● Progress Monitor students consistently using an appropriate assessment tool. ● Assess resources available and determine if additional supplements are required. ● Ensure opportunities for homeroom teachers to collaborate regularly with SPED teachers. 3. Need: <u>Use of Technology to Support Academic Growth</u> <ul style="list-style-type: none"> ● Further technology integration and the support required to successfully acclimate our students and faculty to a more technology savvy classroom that has a positive impact on student growth and achievement. ● Develop and implement technology professional development plan for staff.

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- Utilize technology committee to outline purchasing plan for new technology resources.
- Research additional programs with deeper rigor than programs that are being utilized now.

4. Need: **Increase Impactful Student Voice Opportunities & SEL-Focused Instruction**

- Provide professional development for teachers regarding Student Voice.
- Integrate student feedback opportunities in both the classroom and school wide practices.
- Complete the Student Voice Survey as an additional measure of student perceptual data.
- Solicit input during the school improvement process.
- Implement Student Focus Groups to gather more meaningful input from students.

5. Need: **Use Title I Funds to Build School/Family Partnerships**

- In accordance with Federal spending guidelines, Title I funds will be used to build positive opportunities for parents to interact with the school and serve as a partner in their child’s education.

Addressing Equity: SubGroup Identification

- SPED
- ELL
- Disadvantaged

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.

- SpEd
 - Goal 1, Enabling Activity 7
 - Goal 1, Enabling Activity 8
 - Goal 1, Enabling Activity 9
 - Goal 2, Enabling Activity 7
 - Goal 3, Enabling Activity 7
 - Goal 3, Enabling Activity 8
- EL
 - Goal 1, Enabling Activity 4
 - Goal 1, Enabling Activity 7
 - Goal 1, Enabling Activity 8
 - Goal 2, Enabling Activity 1

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- Goal 2, Enabling Activity 3
- Goal 2, Enabling Activity 7
- Goal 3, Enabling Activity 1
- Goal 3, Enabling Activity 7
- Disadvantaged
 - Goal 1, Enabling Activity 1
 - Goal 1, Enabling Activity 3
 - Goal 1, Enabling Activity 4
 - Goal 1, Enabling Activity 8
 - Goal 1, Enabling Activity 9
 - Goal 2, Enabling Activity 1
 - Goal 2, Enabling Activity 2
 - Goal 2, Enabling Activity 3
 - Goal 2, Enabling Activity 8
 - Goal 2, Enabling Activity 9
 - Goal 3, Enabling Activity 1
 - Goal 3, Enabling Activity 2
 - Goal 3, Enabling Activity 5
 - Goal 3, Enabling Activity 6
 - Goal 3, Enabling Activity 8
 - Goal 3, Enabling Activity 9

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ORGANIZE: Identify your Academic Review Team Accountable Leads. (SW 3)	
Name and Title of Academic Review Process Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
Target Academic Growth for All Students	
1. Jessie O’Neill-Prest, Erin Kowalick, and Keli Hayase	1. Increase Instructional Effectiveness
2. Jay Whitten and Danii Wolsiefer	2. Increase Proficiency for Students who Qualify for IDEA Services
3. Will Kealy, Bree Evans, and Haliaka Kama	3. Use of Technology to Support Academic Growth
4. Michelle Bonilla and Renee Romerdahl	4. Increase Impactful Student Voice Opportunities & SEL-Focused Instruction & SEL-Focused Instruction
5. Lauren Lott and Molly Phipps	5. Use Title I Funds to Build School/Family Partnerships

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

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

Outcome: By the end of SY 22-23	Rationale:
<p>Target Academic Growth For All Students</p> <p>Increase Instructional Effectiveness</p> <ul style="list-style-type: none"> ● Continue to build EL program and document the progress to make it applicable and meaningful for students and teachers. ● Increase inclusion opportunities for EL students. ● All teachers will be provided training to support EL students. ● Through additional support programs, such as after school tutoring/enrichment and summer school, targeted students will demonstrate academic growth in both ELA and Math.. ● Teachers will administer HCC-aligned assessments according to grade level assessment plan and continually evaluate them for rigor and value. Data from assessments will drive instruction and help achieve the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. ● Students will increase their understanding of the GLOs and their connection to achievement. ● Available resources will be evaluated to ensure that all classes have access to materials that will improve classroom instruction and help achieve the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. <p>Increase Proficiency for Students who Qualify for IDEA Services</p>	<p>Increase Instructional Effectiveness:</p> <p>To ensure that all students demonstrate academic growth, we will need to implement a renewed focus on increasing the capacity of teachers. Through targeted professional development, evaluation of resources, and consistent data review, teachers will grow to support our overall goal of seeing all students demonstrate academic growth.</p>

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- SPED ELA & Math proficiency will increase by 3.33% by the end of SY 22-23.

Use of Technology to Support Academic Growth

- Students will have access to quality online programs and resources to support learning.
- Technology objectives will be tied to academic objectives and expectations will be shared with students.
- Students will improve writing and research skills using technology programs.

Increase Impactful Student Voice Opportunities & SEL-Focused Instruction

- Students will have more opportunities to participate in the school improvement process. We hope to see at minimum a 5% increase in the Classroom Engagement and School Belonging dimensions of the Panorama student survey.
- Continue to administer the Quaglia Institute Student Voice Survey to students in grades 3-5 as an additional data point.

Use Title I Funds to Build School/Family Partnerships:

- No Enabling Activities for this Goal. Please refer to Goal 3.

Increase Proficiency for Students who Qualify for IDEA Services:

All students will demonstrate growth and increase in achievement. More inclusive learning opportunities will be provided to students who qualify for IDEA services that meet their individualized learning needs within their least restrictive educational environment.

Use of Technology to Support Academic Growth:

Students will be equipped with essential 21st century skills to be college and career ready and successful in their educational and post-educational careers.

Increase Impactful Student Voice Opportunities & SEL-Focused Instruction:

Providing opportunities for students to have a voice in their education and demonstrate their learning in a variety of ways will increase engagement and academic growth.

Use Title I Funds to Build School/Family Partnerships:

- No Enabling Activities for this area in Goal 1. Please refer to Goal 3.

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(ESSA 1114(b))	Planning			Funding	Interim Measures of Progress
SW Program Plan Requirements	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Academic Review 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
<ul style="list-style-type: none"> ● SW 6 	1. Utilize technology to support academic growth by: <ol style="list-style-type: none"> a) Using evidence-based programs; b) Reviewing data to determine instructional strategies to meet the needs of all students; c) Utilizing technology to support the instruction of all standards; d) Develop grade level specific rubrics to determine students' proficiency as ethical and effective utilizers of technology (GLO 6). 	2022 - 2023	W.Kealy, H. Kama and B. Evans	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> ● Teacher survey regarding use of current technology ● Grade Level rubrics
<ul style="list-style-type: none"> ● SW 6 	2. Establish learning and performance goals with students to increase their understanding of academic standards: <ol style="list-style-type: none"> a) Communicate expectations to faculty; b) Provide professional development surrounding student performance goals, as needed. 	2022 - 2023	J. O'Neill-Prest, K. Hayase, and E. Kowalick	<input type="checkbox"/> No funding required	<ul style="list-style-type: none"> ● Review GLO 1 (Self-Directed Learner) Data. ● Observe posted student work/student learning goals during walkthroughs. ● Observe grade level Common Core Standards or "I Can" Statements

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<ul style="list-style-type: none"> ● SW 6 	<p>3. Increase opportunities for students to access after school instruction/enrichment:</p> <ul style="list-style-type: none"> a) Gather student feedback about after-school programs for SY 21-22. b) Purchase online subscriptions, resources and materials to support instruction. 	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>in classrooms.</p> <ul style="list-style-type: none"> ● STAR Growth Reports and Lexia Score Reports for academic after school programs. ● After School activities attendance records ● Feedback from students/teachers regarding enrichment activities
<ul style="list-style-type: none"> ● SW 6 	<p>4. Continue School Readiness Program (SRP) for incoming kindergarten students and the academic Summer Program for students entering Grades 1-5. The academic Summer Program will provide targeted instructional support and enrichment opportunities for all students.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title III (if available)</p>	<ul style="list-style-type: none"> ● STAR Growth Reports and Lexia Score Reports ● Kindergarten Readiness Assessment ● Summer School attendance record. ● Teacher recommendation using other assessment data. ● Summer program attendance reports. ● WIDA reports ● STAR reports ● DIBELS reports

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<ul style="list-style-type: none"> ● SW 6 	<p>5. Increase understanding of the General Learner Outcomes (GLOs) and their connection to student achievement:</p> <ul style="list-style-type: none"> a) Utilize schoolwide GLO rubric to increase consistency in grading; b) Continue to implement GLO awards to increase student understanding and expectations of GLOs. c) Continue to align GLOs to academic pacing plans. 	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> ● GLO data in LDS ● Observation of GLO posters in all classrooms ● GLO grade level rubrics ● GLO Classroom Instruction Survey results ● Gotcha tickets include GLO recognition
<ul style="list-style-type: none"> ● SW 6 	<p>6. Continue implementing a Positive Behavioral Interventions and Supports (PBIS) program for grades K-5 and further develop school-wide SEL program.</p> <ul style="list-style-type: none"> a) Create new Behavior matrix to include HĀ, visuals, and student voice components; b) Implement school-wide SEL program as identified by the Student Support Committee; c) Students will have a voice in how they want to be celebrated during Dolphin Lunch and assemblies. 	<p>2022 - 2023</p>	<p>M. Bonilla and R. Romerdahl</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● PBIS plan ● Expected outcomes information ● Student referral / incident report on state/school database ● Revised Behavior Matrix ● Student and parent feedback regarding Dolphin celebrations ● Guidance lessons include SEL component once per month

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<ul style="list-style-type: none"> ● SW 6 	<p>7. Address academic needs for individual students by providing differentiated Tier 1 and Tier 2 instruction based on data obtained through HCC-aligned formative assessment and progress monitoring data.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● STAR Reading, STAR Math, STAR Early Literacy, DIBELS & Lexia data ● Curriculum based assessments ● Grade level created assessments ● Weekly math/ELA data team meetings
<ul style="list-style-type: none"> ● SW 3 ● SW 6 	<p>8. Use student proficiency and growth data to evaluate the effectiveness of instruction. Identify differentiated professional development opportunities and/or curriculum resources to increase effectiveness of instruction.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Purchase orders ● Resource purchasing plan ● Achievement data to support the need for PD/resource materials. ● Weekly math/ELA data team meetings
<ul style="list-style-type: none"> ● SW 5 ● SW 6 	<p>9. Provide relevant and meaningful learning experiences for students in Art, PE, Music, the Library, and Garden by hiring quality PTTs or full time teachers for non-core classes and providing appropriate materials to support their learning.</p>	<p>2022 - 2023</p>	<p>T. Lui</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Purchase orders ● Non-core class schedules ● Student work

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<ul style="list-style-type: none"> ● SW 5 ● SW 6 	<p>10. Increase student growth in literacy through improved access to library resources and materials.</p> <ul style="list-style-type: none"> a) Expand and enhance library collection yearly, as needed; b) Allow students to take self-directed visits to the library outside of classroom time; c) Provide standards based lessons that support in-class literacy instruction; d) Build student library volunteer program; e) Provide access to digital library resources. 	<p>2022 - 2023</p>	<p>L. Lott, J. O'Neill-Prest</p>	<p>Outside fundraising Library funds</p>	<ul style="list-style-type: none"> ● Circulation reports (LS2) ● Collection reports (LS2) ● Library Class Schedule ● Student Library program sign in sheets/applications. ● Library Lesson Plans ● STAR Reading Growth reports ● Digital Library circulation reports ● Book Fair
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Goal 2: Staff Success. Kihei Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 22-23,	Rationale:
<p>Target Academic Growth For All Students</p> <p>Increase Instructional Effectiveness:</p> <ul style="list-style-type: none"> ● Teachers will receive targeted professional development to build capacity and instructional effectiveness. ● Small group/differentiated instruction will be prioritized to achieve the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. <p>Increase Proficiency for Students who Qualify for IDEA Services:</p> <ul style="list-style-type: none"> ● Teachers will receive additional professional development in effective HCC aligned instruction, differentiated instruction, small group instruction, effective inclusive practices, and other opportunities, as needed. These activities will support the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. <p>Use of Technology to Support Academic Growth</p> <ul style="list-style-type: none"> ● Teachers will be familiar with a variety of technology programs and resources and utilize them appropriately to support instruction. ● Teacher representatives on the technology committee will revise and update the school technology vision. <p>Increase Impactful Student Voice Opportunities & SEL-Focused Instruction</p> <ul style="list-style-type: none"> ● Student Support Committee will work to enhance PBIS program ● Continue to grow the Student Council program and collaborative conversations with teachers to increase student voice opportunities. 	<p>Increase Instructional Effectiveness: Increasing teachers’ capacity in differentiating instruction to address a variety of student learning needs and learning styles will lead to increased student motivation and achievement.</p> <p>Increase Proficiency for Students who Qualify for IDEA Services: All students will demonstrate growth and increase in achievement. More inclusive learning opportunities will be provided to students who qualify for IDEA services that meet their individualized learning needs within their least restrictive educational environment.</p> <p>Use of Technology to Support Academic Growth: To increase effective technology use in the classroom, teachers will be trained in appropriate use and have an understanding of technology objectives. Effective implementation will subsequently impact student growth.</p> <p>Increase Impactful Student Voice Opportunities & SEL-Focused Instruction: Increasing teachers’ capacity in student voice opportunities will build students’ sense of accomplishment, self worth, and engagement leading to increased student growth.</p>

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<ul style="list-style-type: none"> ● Provide professional development to teachers to develop understanding of impactful student voice opportunities in the classroom. <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none"> ● No Enabling Activities for this area in Goal 2. Please refer to Goal 3. 	<p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none"> ● No Enabling Activities for this area in Goal 2. Please refer to Goal 3.
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(ESSA 1114(b))	Planning			Funding	Interim Measures of Progress
SW Program Plan Requirements	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	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
<ul style="list-style-type: none"> ● SW 6 	<p>1. Plan and implement professional development to support school goals and target individual teachers' needs. Examples:</p> <ul style="list-style-type: none"> a) Effective HCC instruction to increase academic rigor and promote a variety of instructional strategies; b) Effective differentiated Tier 1 instruction to promote growth and achievement in all students, including higher-achieving students; c) Next Generation Science Standards (NGSS) and science instruction; d) EL PD to address 6 credit sheltered instruction requirement; e) ECRI Instruction for teachers new to Kihei Elementary; 	<p>2022 - 2023</p>	<p>W.Kealy, H. Kama and B. Evans</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Professional Development Agendas ● Professional Development Sign-In Sheets ● Professional Development Session Feedback Forms ● Completed PDE3 form ● EL walkthrough data ● ECRI Implementation Data

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	<p>f) HĀ PD;</p> <p>g) Hawaii Core Standards for Social Studies (HCSSS);</p> <p>h) Other areas based on individual teacher needs (e.g., classroom management, student engagement, problem-based learning, etc.)</p>				<ul style="list-style-type: none"> • Math Consultant & Coaching Data
<ul style="list-style-type: none"> • SW 3 • SW 6 	<p>2. Improve the effectiveness of instruction and provide equitable opportunities for student learning in every class within the same grade level. Provide Grade Level Articulation Days (GLAD) on four full days during the school year for each grade level and academic resource teams so teachers are able to analyze data, set student learning goals, receive professional development, observe demonstration lessons, team teach, discuss student achievement, collaborate, and reflect on instruction.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> • GLAD meeting agendas • GLAD meeting sign in sheets • Student action plans based on data review • Differentiated instruction plans based on data review
<ul style="list-style-type: none"> • SW 3 • SW 6 	<p>3. Improve academic growth and achievement through regular review of student data. Student data will inform classroom instructional plans, targeted student interventions, grade level pacing, and instructional resource purchases.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> • Grade level meeting notes • ECRI Data Summits • Student action plans • Pacing Plans • Instructional resource purchase orders

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<ul style="list-style-type: none"> ● SW 6 	<p>4. Improve academic growth and achievement through teacher collaboration by:</p> <ul style="list-style-type: none"> a) Continuing to assign grade level classroom teacher representatives to the school-wide ELA Committee, Math Committee, Science Committee, Safety Committee, Technology Committee, and Student Support Committee who will meet at least four times a year. b) Creating a faculty-crafted vision and objectives for each committee to ensure equitable and valuable outcomes that positively impact student achievement. c) Providing time for committees to share progress and follow up. 	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> ● Meeting Agendas ● Meeting Minutes ● Committee Rosters
<ul style="list-style-type: none"> ● SW 6 	<p>5. Provide mentoring and support to beginning teachers (new to the profession, years 1-3) to increase their ability to positively impact student growth and achievement.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> ● Survey new teachers regarding mentor support. ● Review mentor teacher training schedules (forums, training, etc) ● P/C support schedules offered to mentors
<ul style="list-style-type: none"> ● SW 6 	<p>6. Support teachers new to Kihei Elementary School and new to a grade level.</p> <ul style="list-style-type: none"> a) Teachers new to the school will receive New Teacher Orientation. b) All teachers new to Kihei Elementary School and/or new to a grade level will 	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● Training Agenda ● Teacher feedback from New Teacher Orientation and subsequent curriculum and

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	receive professional development to ensure they are supported in effectively teaching their grade level standards and are able to efficiently implement their curriculum resources.				instruction training
<ul style="list-style-type: none"> SW 6 	7. Increase effectiveness of instruction and improve student learning by providing all teachers the opportunity to observe best practices and debrief with highly-effective teachers.	2022 - 2023	J. O'Neill-Prest, K. Hayase, and E. Kowalick	<input type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other	<ul style="list-style-type: none"> Observation schedules and debrief notes
<ul style="list-style-type: none"> SW 3 	8. Review Academic Plan progress and student growth and achievement data to ensure students are achieving at expected levels. The Steering Committee will meet once a quarter to analyze data, discuss student achievement, and review the progress toward goals on the Academic Plan.	2022 - 2023	T. Lui	<input type="checkbox"/> Title I	<ul style="list-style-type: none"> Memos to Principal Data reviewed as part of the Academic Review Process
<ul style="list-style-type: none"> SW 6 	9. Build teacher capacity regarding student voice and SEL practices to Increase Impactful Student Voice Opportunities & SEL-Focused Instruction and SEL instruction.	2022 - 2023	L. Lott	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> Agendas from planning time or PD
<ul style="list-style-type: none"> SW 6 	10. Continue to administer the Student Voice Survey as an additional perceptual data point and follow up with student focus groups to gather further insights. Utilize student input as part of the school improvement process.	2022 - 2023	L. Lott	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> Student Voice Survey report Student focus group notes Student input forms

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

Outcome: By the end of SY 22-23,	Rationale:
<p>Target Academic Growth For All Students</p> <p>Increase Instructional Effectiveness:</p> <ul style="list-style-type: none"> ● By providing time for support teachers to collaborate with homeroom teachers to review data and plan targeted instruction, we aim to increase academic growth for all students. ● By providing time for teachers to revise pacing plans and revise/modify assessments, we aim to achieve the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. ● Through the revitalization of our intervention program, (i.e. effective scheduling, quality resources, more collaboration time), we aim to achieve the objective of closing the achievement gap in SY 22-23 and recoup identified learning gaps. <p>Increase Proficiency for Students who Qualify for IDEA Services:</p> <ul style="list-style-type: none"> ● By providing time for SpEd teachers to collaborate with general education teachers and review data and plan targeted instruction, we aim to support our SpEd student growth goal of 3.33% proficiency in both ELA and Math by the end of SY 22-23. ● By increasing the number of SpEd students who receive inclusion time in the general education classroom, we aim to support our SpEd student growth goal of 3.33% proficiency in both ELA and Math by the end of SY 22-23. <p>Effective Use of Technology to Support Academic Growth:</p> <ul style="list-style-type: none"> ● Develop an innovative technology plan which includes 	<p>Increase Instructional Effectiveness:</p> <p>Collaboration time between homeroom teachers and resource teachers will allow more time for data review and instructional planning. This time is intended to support the academic growth of all students.</p> <ul style="list-style-type: none"> ● Providing time to review and revise pacing plans and assessments will support differentiated planning to meet students needs, which will support student growth and achievement. ● Appropriate, differentiated, and regular interventions will support academic areas that students may struggle with, which will support student growth. Tier 1 & Tier 2 interventions will be completed at the classroom level. <p>Increase Proficiency for Students who Qualify for IDEA Services:</p> <p>Collaboration time between homeroom teachers and SPED teachers will allow more time for data review and instructional planning, which will support IDEA student growth. School-wide professional development in effective inclusion practices will further support student growth.</p> <p>Effective Use of Technology to Support Academic Growth:</p> <p>A technology plan will streamline the process of implementation</p>

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purchasing plan, professional development, and implementation. Plan will address the needs of the school as a whole in addition to the needs of each grade level.

Increase Impactful Student Voice Opportunities & SEL-Focused Instruction:

- Consider student voice opportunities during all planning processes (school improvement process, pacing plan development, purchasing plans, etc).

Use Title I Funds to Build School/Family Partnerships:

- Title I funds will be used to promote a positive partnership between the school and home. Funds will be used for family events, to support communication (website, digital communication platforms, and newsletters), and encourage parent involvement on campus.

and support student achievement.

Increase Impactful Student Voice Opportunities & SEL-Focused Instruction:

Consistent consideration of student voice will establish better collaboration between students and teachers and contribute to the goal of a 5% increase in the Classroom Engagement and School Belonging dimensions of the Panorama student survey.

Use Title I Funds to Build School/Family Partnerships:

Funds will be used in accordance with Federal spending guidelines and will support the building of a positive relationship between home and school.

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(ESSA 1114(b))	Planning			Funding	Interim Measures of Progress
SW Program Plan Requirements	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	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
<ul style="list-style-type: none"> ● SW 6 	<p>1. Provide students access to technology-based curriculum and assessment tools through the purchase and maintenance of technology equipment (<u>Wonders</u>, <u>Eureka Math</u>, <u>WIDA</u>, <u>Lexia</u>, <u>STAR</u>, <u>Mystery Science</u>, <u>Generation Genius</u>, <u>Discovery Education</u>, <u>Freckle</u>, <u>SeeSaw</u>, <u>Writing City</u>, and <u>Smarter Balanced Assessment</u>, etc.).</p>	<p>2022 - 2023</p>	<p>W.Kealy, H. Kama and B. Evans</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Tech Requests will be reviewed to ensure technology support is completed in a timely manner. ● Monitor technology equipment inventory on a quarterly basis.
<ul style="list-style-type: none"> ● SW 6 	<p>2. To increase student growth and achievement, develop an innovative technology plan to address both school-wide needs and grade level expectations. Outline purchasing plan for new technology resources, including outside grants or community partnerships.</p>	<p>2022 - 2023</p>	<p>W.Kealy, H. Kama and B. Evans</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Monitor the distribution and quality of technology equipment on a monthly basis ● Monitor Fiscal Requirements Form (FRF)

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<ul style="list-style-type: none"> ● SW 3 ● SW 6 	<p>3. Create/revise grade level pacing plans for ELA, Math, Science, and Social Studies to ensure grade level standards are efficiently and effectively taught to maximize student learning and mastery of grade level standards by the end of the school year. Pacing plans will include curriculum and resource materials used to maximize learning (e.g., <u>Wonders</u>, <u>Eureka Math</u>, NGSS) and identified opportunities to address the HĀ framework, GLOs, and student voice.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> ● Review and revise ELA and Math pacing plans as needed. ● Establish Science and Social Studies pacing
<ul style="list-style-type: none"> ● SW 6 	<p>4. Ensure rigorous expectations of HCC/CCSS are embedded in common grade level assessments. Provide dedicated time for grade levels to review and modify <u>Eureka Math</u>, <u>Wonders</u> and NGSS common grade level assessments.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● Review assessments and grade level assessment plans as needed.
<ul style="list-style-type: none"> ● SW 6 	<p>5. Ensure effective instruction of NGSS standards through procurement of research-based science curriculum and professional development to support implementation.</p>	<p>2022 - 2023</p>	<p>J. O'Neill-Prest, K. Hayase, and E. Kowalick</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Review and revise science pacing plans as needed. ● Review usage of purchased science curriculum resources ● Science coaching session notes ● Science PD agendas ● Science Lab schedules

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<ul style="list-style-type: none"> ● SW 6 	<p>6. Improve student attendance and reduce chronic absenteeism by continually informing parents of the need for regular school attendance and its connection to student progress.</p>	<p>2022 - 2023</p>	<p>M. Bonilla and R. Romerdahl</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Monitor Attendance Reports ● Parent Communication logs regarding attendance. ● Review and update Open House attendance information. ● Website and Social Media postings
<ul style="list-style-type: none"> ● SW 3 ● SW 6 	<p>7. Address individual student needs in a comprehensive manner by providing dedicated time each quarter for collaboration among classroom teachers and support teachers (EL, SPED, Academic Support) to:</p> <ol style="list-style-type: none"> a) Review student data b) Discuss student needs c) Create and monitor instructional support plans 	<p>2022 - 2023</p>	<p>J. Whitten, D. Wolsiefer</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● Meeting Agendas ● Review instructional support plans

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<ul style="list-style-type: none"> ● SW 3 ● SW 6 	<p>8. Continue to provide equitable access for students with special needs.</p> <ul style="list-style-type: none"> a) Prioritize scheduling for P/C support teachers <ul style="list-style-type: none"> i) IDEA/504 Meetings, Mentoring, Teacher P/C b) Continue to increase the number of SpEd students who receive more inclusion time in the general education classroom. c) Increase planning, collaboration, and observation opportunities for teachers to develop plans to support student growth and achievement 	<p>2022 - 2023</p>	<p>J. Whitten, D. Wolsiefer</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Student Achievement Data ● Meeting notes from support/home room teacher collaboration time ● Monitor implementation of inclusion team recommendations
<ul style="list-style-type: none"> ● SW 2 ● SW 4 ● SW 7 	<p>9. Encourage parent, family, and community involvement:</p> <ul style="list-style-type: none"> a) Through regular communication between home and school b) By promoting and supporting responsible parenting; c) By involving parents in student learning activities; d) By welcoming parent/community volunteers; e) By requesting input when making school decisions; f) Through collaboration with the community. (Title 1) 	<p>2022 - 2023</p>	<p>L. Lott and M. Phipps</p>	<p><input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● a & b) Review Parent Newsletters, Social Media Sites, & Classroom communication media (ClassDojo/Seesaw, etc) ● f) Review SCC meeting minutes and agendas ● c) Review agendas and feedback from parent involvement

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					<p>events.</p> <ul style="list-style-type: none"> ● c & e) Tabulate attendance at events and monitor parent interest through sign in sheets ● d) Review Parent/Community Volunteer sign-in sheets ● d) Teacher survey regarding number of parent/community volunteers and types of duties (who? what do they do?) ● c) Winter literacy night, Science night, Math night, Grade level parent activity nights, EL Family night
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