

Kihei Elementary School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Tracy Lui

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Plan Submitted by  4/10/23
Principal Date

Plan Approved by  04/14/2023
Complex Area Superintendent Date



Kihei Elementary School

Academic Plan

School Year 2023-2024

Kihei Elementary School

25° E. Lipoa Street

Kihei, HI 96753

www.kiheielementary.org

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>VISION</p> <p>Kihei Elementary School’s vision is to create lifelong learners and global citizens through relevant, meaningful, and engaging instruction for all students</p> <p>MISSION</p> <p>Kihei Elementary School’s mission is to develop the whole child through teamwork and collaboration among students, teachers, parents, and the community. We strive to foster a safe and culturally rich atmosphere where students are encouraged to create, explore, and reach their true potential</p> <p>STUDENT VISION</p> <p>Kihei Elementary School's goal is to create forever learners by teaching meaningful and interesting lessons to all students.</p> <p>STUDENT MISSION</p> <p>Kihei Elementary School's plan is for everyone to work together to learn. We want a school that is bully-free and safe so the students can be creative, enjoy learning, and reach their goals.</p> <p>2022 WASC SELF STUDY CRITICAL AREA OF GROWTH:</p> <ol style="list-style-type: none"> 1. <u>There is a Critical Growth Need for significant improvement in students’ academic achievement:</u> <ol style="list-style-type: none"> a) Implement procedures which will result in a significant improvement of student proficiency in <u>English language arts</u> for all grade levels; also, implement procedures which will narrow the achievement gap between whole-school performance in ELA and that of the school’s special populations (EL, Title I, SPED, and selected ethnic populations) over time.

	<ul style="list-style-type: none"> b) Implement procedures which will result in a significant improvement of student proficiency in <u>mathematics</u> for all grade levels; also, implement procedures which will narrow the achievement gap between whole-school performance in math and that of the school's special populations (EL, Title I, SPED, and selected ethnic populations) over time. c) Implement procedures which will result in a significant improvement of student proficiency in <u>science</u>; also, implement procedures which will narrow the achievement gap between whole-school performance in science and that of the school's special populations (EL, Title I, SPED, and selected ethnic populations) over time. d) Provide the teaching faculty the Professional Development opportunities which will support the school's efforts to address the Critical Growth Needs above. <p>2. <u>The Critical Growth Need to refine the school's Assessment Model:</u></p> <ul style="list-style-type: none"> a) The school leadership team and faculty need to review the assessments of student achievement currently used throughout all grade levels in order to ensure that there are no unnecessary duplications of assessments, and that all current assessments are necessary in relation to instructional support. b) Increased emphasis needs to be given to disaggregating the data from the various standardized assessments in order to better identify instructional needs and resources to address any instructional deficiencies and achievement gaps among the school's significant student subpopulations. c) The school's leadership team, in collaboration with the teaching faculty, needs to develop ways to measure the effects of Professional Development on teacher practice and the improvement of student achievement. d) The faculty and administration, with parental input, need to determine how best to increase the numbers of students who reflect upon their own academic progress with their parents. e) The school's leadership team and teachers need to review practices used to evaluate students' progress on General Learner Objectives (GLOs) attainment in order to have more consistency campus wide in this aspect of assessment. f) Include in the school's Assessment Model the administration and findings from the various Surveys given to students, their parents, and to the school's faculty, including assurance of a high
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percentage rate of respondents.

3. The Critical Need to maintain and repair selected KES facilities

The Hawaii Department of Education and Complex Area leadership need to provide the maintenance and repairs needed for the safety and well-being of KES students and staff members, including the following:

- a) Any staircase areas or ramps which are not ADA compliant;
- b) Play areas and basketball courts which need slurry coating/resurfacing;
- c) Trees on school grounds which need trimming/pruning or complete removal;
- d) Ensure that air conditioning units in all classrooms and offices are functioning properly;
- e) Grind or replace sidewalks which present trip and fall hazards to users;
- f) Repair signage in order to enhance the “curb appeal” of the school and add to the positive branding of the school to the local community;
- g) Assess and repair roofs, as needed;
- h) Since the school serves as a magnet facility for hearing-impaired students, the DOE and Complex Area need to add to the campus the building which will house classrooms designed to meet the special needs of these handicapped students.

Top 3 Priorities for Kihei Elementary School:

- 1. Academic Growth for All Students
- 2. Educating the Whole Child
- 3. Student Voice and Aspirations

	<p>Addressing Equity: SubGroup Identification</p> <ul style="list-style-type: none"> ● SPED ● ELL ● Disadvantaged
	<p>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.</p> <ul style="list-style-type: none"> ● SpEd <ul style="list-style-type: none"> - Goal 1, Enabling Activity 1 - Goal 1, Enabling Activity 7 - Goal 1, Enabling Activity 8 - Goal 1, Enabling Activity 9 - Goal 2, Enabling Activity 3 - Goal 2, Enabling Activity 8 - Goal 3, Enabling Activity 7 - Goal 3, Enabling Activity 8 ● EL <ul style="list-style-type: none"> - Goal 1, Enabling Activity 1 - Goal 1, Enabling Activity 7 - Goal 1, Enabling Activity 8 - Goal 1, Enabling Activity 9 - Goal 2, Enabling Activity 3 - Goal 3, Enabling Activity 1 - Goal 3, Enabling Activity 4 - Goal 3, Enabling Activity 6 - Goal 3, Enabling Activity 7 ● Disadvantaged <ul style="list-style-type: none"> - Goal 1 ,Enabling Activity 1 - Goal 1, Enabling Activity 3

	<ul style="list-style-type: none"> - Goal 1, Enabling Activity 4 - Goal 1, Enabling Activity 8 - Goal 1, Enabling Activity 9 - Goal 2, Enabling Activity 1 - Goal 2, Enabling Activity 3 - Goal 2, Enabling Activity 8 - Goal 2, Enabling Activity 9 - Goal 3, Enabling Activity 1 - Goal 3, Enabling Activity 4 - Goal 3, Enabling Activity 5 - Goal 3, Enabling Activity 6 - Goal 3, Enabling Activity 7 - 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
1. Renee Romerdahl, Tia Cabico, Will Kealy	Priority 1: High-Quality Learning for All: Student Success
2. Jessie O’Neill-Prest, Erin Kowalick, Dana Evans	Priority 2: High-Quality Educator Workforce in All Schools: Staff Success
3. Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel	Priority 3: Effective and Efficient Operations at All Levels: Systems of Support

Goal 1: High-Quality Learning for All

❖ WASC Critical Area #1

Outcome: By the end of SY 23-24:	Rationale:
<ul style="list-style-type: none"> ● Teachers will develop procedures to analyze data of population sub groups to narrow the achievement gap between whole school performance and special populations. ● Continue to strengthen EL program and document the progress to make it applicable and meaningful for students and teachers. ● Continue to provide EL training to all teachers. ● Continue to offer extended learning opportunities (ELO), such as after school tutoring, clubs, and summer enrichment programs to support student academic growth. ● Students will continue to demonstrate their understanding of the GLOs and SEL 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 23-24 and recoup identified learning gaps. ● 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. ● Continue to administer the Quaglia Institute Student Voice Survey to students and SEL Panorama Surveys as an 	<p>Student Success:</p> <ul style="list-style-type: none"> ● To ensure that all students demonstrate academic growth and achievement, we will implement a focus on implementing procedures that allow for disaggregation of data for all sub groups. Through targeted professional development, evaluation of resources, and consistent data review, teachers will support the overall goal of monitoring all students in achieving academic growth. ● In alignment with: <ul style="list-style-type: none"> Board of Education Strategic Plan 2023-2029 Kihei Elementary Comp EL Plan 2023-2024 Kihei Elementary WASC Self Study 2022

<p>additional data point.</p> <ul style="list-style-type: none">• Continue to implement SEL and student voice opportunities through school wide broadcast, peer mediators, junior coaches, student government, dolphin ambassadors, etc.• Continue instruction in non-core curricular areas of fine arts, computer science, hawaiian studies and physical education	
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(ESSA 1114(b))	Planning			Funding	Interim Measures of Progress
Title One Schoolwide (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 	<ol style="list-style-type: none"> 1. Utilize technology to support academic growth by: <ol style="list-style-type: none"> a) Using evidence-based programs to support the instruction of all standards; b) Provide grade level time to evaluate current programs and determine effective technology programs. 	2023-2024	Renee Romerdahl, Tia Cabico, Will Kealy	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	-Grade Level Team Notes -Usage reports
<ul style="list-style-type: none"> ● SW 6 	<ol style="list-style-type: none"> 2. Establish learning and performance goals with students to increase their understanding of academic standards: <ol style="list-style-type: none"> a) Provide professional development surrounding student performance goals; b) Develop and refine Student Success Plan schoolwide template, procedures, and expectations; 	2023-2024	Renee Romerdahl, Tia Cabico, Will Kealy	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	-Lei Kulia PD Survey -Grade Level SSP Folders

<ul style="list-style-type: none"> • SW 6 	<p>3. Maintain 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 22-23 b) Purchase online subscriptions, resources and materials to support instruction. 	<p>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> -After School activities attendance records -Feedback from students/teachers -Feedback from Focus Groups
<ul style="list-style-type: none"> • SW 6 	<p>4. Continue School Readiness Program (Jumpstart) for incoming kindergarten students and the 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>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</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 -Kindergarten Readiness Assessment -Summer School attendance record. -Teacher recommendation -Summer program attendance reports. -WIDA reports -STAR reports -DIBELS reports

<ul style="list-style-type: none"> • SW 6 	<p>5. Continue understanding of the General Learner Outcomes (GLOs) and their connection to student achievement:</p> <ul style="list-style-type: none"> a) Incorporate 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. d) Connect General Learner Outcomes (GLOs) to HĀ. 	<p>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> Title One</p>	<p>-GLO data in Lei Kulia -GLO grade level rubric -Summer HA Cultural PD Notes</p>
<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 with Second Step Curriculum.</p> <ul style="list-style-type: none"> a) Use student voice to implement awards and celebrations. 	<p>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> WSF</p>	<p>-PBIS plan -Dolphin Focus Groups -Student referral / incident report -Guidance lessons include SEL component</p>
<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> <ul style="list-style-type: none"> a) Purchase learning materials and supplies to support instruction 	<p>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title One</p>	<p>-STAR Reading, STAR Math, STAR Early Literacy, DIBELS -Curriculum based and grade level assessments -Weekly data team meetings</p>

<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>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-Purchase orders -Resource purchasing plan -Achievement data to support the need for PD/resource materials. -Weekly data team meetings -Teacher Driven PD</p>
<ul style="list-style-type: none"> ● SW 6 	<p>9. Continue to provide relevant and meaningful learning experiences for students:</p> <ul style="list-style-type: none"> a) Continue Art, PE, Music, Hawaiian Studies, Computer , Science, Library, and Garden classes; b) Expand to include Creative Movement or Drama c) Provide funding to support instructional equipment and associated supplies for fine arts programs: d) Bus and entry fees for academic programs 	<p>2023-2024</p>	<p>Renee Romerdahl, Tia Cabico, Will Kealy</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-Purchase orders -Elective class schedules and pacing plans -Student work</p>
<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 to include multicultural literature and translated books as needed; (EL Goal #5) 	<p>2023-2024</p>	<p>Jessie O’Neill-Prest</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-Circulation reports (LS2) -Collection reports (LS2) -Library Class Schedule -Student Library program sign in</p>

	<ul style="list-style-type: none"> 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) Provide access to digital library resources; e) Provide Summer Reading Challenge Badge Books and materials to promote summer reading; f) Provide staff professional development on digital library resources 				<p>sheets/application</p> <ul style="list-style-type: none"> -Library Pacing Plan -STAR Reading Growth reports -Digital Library circulation reports -Book Fair Data
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Goal II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

❖ WASC Critical Area #2

Outcome: By the end of SY 23-24	Rationale:
<ul style="list-style-type: none"> ● Teachers will receive professional development in effective HCC aligned instruction, differentiated instruction, small group instruction, effective inclusive practices, and other opportunities ● Teachers will review assessments and work towards disaggregating data into sub groups to promote student academic growth ● Instructional Support Teachers to provide grade level teachers support to plan with ELs in mind including the design of content and language objectives, align ELS objectives, lesson development, and instruction 	<p>Staff Success:</p> <ul style="list-style-type: none"> ● Increasing teachers’ capacity with disaggregating data in order to differentiate instruction and address a variety of student learning needs that will lead to increased student academic growth. ● In alignment with: <ul style="list-style-type: none"> Board of Education Strategic Plan 2023-2029 Kihei Elementary Comp EL Plan 2023-2024 Kihei Elementary WASC Self Study 2022

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Title One Schoolwide (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 to include:</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 2 instruction to promote growth and achievement in all students, including higher-achieving students; c) ECRI Instruction for K-2 teachers, SPED teachers, and support teachers as needed; d) HĀ PD; HĀ through the Arts e) Hawaii Core Standards for Social Studies (HCSSS); f) Other areas based on individual teacher needs (e.g., classroom management, student engagement, NGSS, problem-based learning, etc.) g) Establish TESOL Certification School 	2023-2024	Jessie O'Neill-Prest, Erin Kowalick, Dana Evans	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> -PD agendas -PD Sign-In Sheets -PD Session Feedback Forms -Completed PDE3 form -ECRI Implementation Data -Instructional Coach feedback and notes, -Student achievement data, -Student report cards

	<p>Cohort (EL Goal #1)</p> <p>h) Instructional Coach supporting all teachers to plan with ELs in mind including the design of content and language objectives (EL Goal #1)</p> <p>i) Instructional Coach supporting all teachers to align ELS objectives, lesson development, and instruction (EL Goal #1)</p> <p>j) Travel for PD, PD Registration Fees</p>				
<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 Pacing Plan Development Days (P²D²) on four full days during the school year for each grade level and academic resource teams. Teachers will analyze data, set student learning goals, discuss student achievement, collaborate, and reflect on instruction and materials.</p>	2023-2024	Jessie O’Neill-Prest, Erin Kowalick, Dana Evans	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<p>-P²D² meeting agendas</p> <p>-P²D² meeting sign in sheets</p> <p>-Student action plans based on data review</p> <p>-Differentiated instruction plans based on data</p>
<ul style="list-style-type: none"> • SW 3 • SW 6 	<p>3. Improve academic growth and achievement through:</p> <p>a) regular review of student data. Student data will inform classroom instructional plans, targeted student interventions, grade level pacing, and instructional resource purchases.</p> <p>b) forming an assessment committee</p>	2023-2024	Jessie O’Neill-Prest, Erin Kowalick, Dana Evans	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<p>-Data Team Notes</p> <p>-Pacing Plans</p> <p>-Purchase orders</p>

	(during Summer) to begin the process of evaluating assessments				
• SW 6	<p>4. Improve academic growth and achievement through teacher collaboration by:</p> <p>a) Continuing to assign grade level classroom teacher representatives to the school-wide ELA Committee, Math Committee, Science Committee, Safety Committee, Technology Committee, Social Studies, HĀ/Ho‘olaule‘a, SEL/Wellness Committee who will meet at least four times a year.</p> <p>b) Review faculty-crafted vision and objectives for each committee to ensure equitable and valuable outcomes that positively impact student achievement.</p> <p>c) Providing time for committees to share progress and follow up.</p>	2023-2024	Jessie O’Neill-Prest, Erin Kowalick, Dana Evans	No funding required at this time.	-Meeting Agendas -Meeting Minutes -Committee Rosters -Master Calendar Dates
• 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>	2023-2024	Jessie O’Neill-Prest, Erin Kowalick, Dana Evans	<input type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other	-Mentor teacher schedule and notes

<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 receive professional development to ensure they are supported in effectively teaching their grade level standards and are able to efficiently implement their curriculum resources. c) EL program orientation (EL Goal #2) 		<p>Jessie O’Neill-Prest, Erin Kowalick, Dana Evans</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<p>-Training Agendas -Teacher Feedback</p>
<ul style="list-style-type: none"> • SW 6 	<p>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.</p>		<p>Jessie O’Neill-Prest, Erin Kowalick, Dana Evans</p>	<p>WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other</p>	<p>-Observation schedules and debrief notes -Mentor teacher’s schedule -Academic coach schedule</p>
<ul style="list-style-type: none"> • SW 1 • SW 3 	<p>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 disaggregate data of sub groups, discuss student achievement, and review the progress toward goals on the Academic Plan.</p>		<p>Jessie O’Neill-Prest, Erin Kowalick, Dana Evans</p>	<input type="checkbox"/> Title I	<p>-Memos to Principal -Data in Academic Review Process</p>

<ul style="list-style-type: none"> • SW 6 	<p>9. Continue to support school wide Student Voice and Aspirations and SEL practices</p> <p>a) continue to administer the Student Voice Survey and Panorama Surveys 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.</p>		<p>Jessie O’Neill-Prest, Erin Kowalick, Dana Evans</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-Student Voice Surveys -Student Voice Agendas -SEL Panorama Survey Data</p>
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Goal III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

<p>Outcome: By the end of SY 23-24</p>	<p>Rationale:</p>
<ul style="list-style-type: none"> ● Provide articulation time for teachers to review data and plan targeted instruction ● Promote school wide culturally responsive practices ● Title I funds will be used to promote a positive partnership between the school and home. ● Purchase technology to aid in academic achievement ● Support school wide facilities improvement projects (WASC Critical Need #3) ● Support school priority areas of DOE Wellness Guidelines 	<p>Successful Systems of Support</p> <ul style="list-style-type: none"> ● Strengthen school systems of support to promote growth, wellness, and culturally responsive practices for all school stakeholders through the use of technology, interventions, school improvement, wellness initiatives, and Title One Funds. ● In alignment with: <ul style="list-style-type: none"> Board of Education Strategic Plan 2023-2029 Kihei Elementary Comp EL Plan 2023-2024 Kihei Elementary WASC Self Study 2022

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Title One Schoolwide (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>, <u>Smarter Balanced Assessment</u>, <u>Yoga Ed</u>, <u>Raz Kids</u>, etc.).</p>	2023-2024	Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<p>-Purchase Orders -Usage Reports</p>
<ul style="list-style-type: none"> SW 6 	<p>2. Outline purchasing plan for new technology resources, including outside grants or community partnerships.</p> <ul style="list-style-type: none"> a) Purchase resources and materials for computer science program b) Update school technology as needed 	2023-2024	Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<p>-Monitor the distribution and quality of technology equipment -Monitor Fiscal Requirement Form (FRF)</p>

<ul style="list-style-type: none"> • SW 6 	<p>3. 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>2023-2024</p>	<p>Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel</p>	<p><input type="checkbox"/> WSF</p>	<p>-Monitor Attendance Reports -Parent Letters -Social Media and Website Postings</p>
<ul style="list-style-type: none"> • SW 6 	<p>4. Provide articulation time between departments to disaggregate data to achieve growth for all sub groups</p>	<p>2023-2024</p>	<p>Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-Agenda Meeting Notes</p>
<ul style="list-style-type: none"> • SW 6 	<p>5. Provide learning materials and supplies for all students to access and meet state academic standards and show academic growth a)create and implement school wide supply list needs plan</p>	<p>2023-2024</p>	<p>Jessie O'Neill-Prest</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<p>-School Wide Supply List -Purchase Orders</p>

<ul style="list-style-type: none"> ● SW 1 ● SW 2 ● SW 6 	<p>6. Implement culturally responsive school wide practices including:</p> <ul style="list-style-type: none"> a) translated flyers and digital communication; b) planning of Welcome Center c) creation of interpreter request form d) multicultural murals and artwork e) school tours for new EL families <p>(EL Goals #4 ,5 and 6)</p>	<p>2023-2024</p>	<p>Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> -Translated flyers -Digital Postings -Meeting Minutes -Mural Committee Notes
<ul style="list-style-type: none"> ● SW 2 ● SW 4 ● SW 7 	<p>7. 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; g) Hosting a variety of family engagement events <p>(EL Goal #4)</p> <ul style="list-style-type: none"> h) Providing supplies and equipment 	<p>2023-2024</p>	<p>Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel</p>	<p><input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> -Newsletters, -Social Media -SCC meeting minutes and agendas -Review agendas and feedback -Sign in sheets -Parent/Community Volunteer sign-in sheets -Family Engagement Events: Winter Literacy Science night, Math night,

					STEAM night, Grade level parent activity nights, EL Family night, Back to School Night, Open House, Safety Night, and Back to School Night -School assemblies -Performance s and Exhibits: Kid Pan Alley, etc
SW 5	8. Support School Wide Facilities Projects a) school improvement projects; b) plan community campus work days (WASC Critical Area #3)25		Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel		-Facilities Report -Work Orders

<ul style="list-style-type: none"> • SW 5 	<p>9. Support school priority areas of DOE Wellness Guidelines:</p> <ul style="list-style-type: none"> a) instructional content of health education classes includes a focus on knowledge and skills that support healthy eating and is aligned with the Hawaii DOE Standards for health education; (HE1) b) nutrition education includes culturally relevant activities that are ‘ōina-based and hands-on, such as food preparation, taste-testing, farm visits and school gardens; (HE 3) c) physical education in grades 5 includes a health-related student fitness assessment (PE6) 		<p>Jody Glickman, Molly Phipps, Sara Aronin, Rochelle Manuel</p>	<p><input type="checkbox"/> WSF</p>	<p>*SEL/Wellness Committee Meeting Notes *PE Pacing Plan</p>
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