

Academic Plan School Year 2023-2024

`Ele`ele Elementary School

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Submitted by Allison Carveiro



Principal

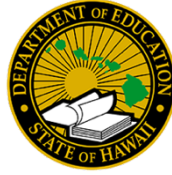
Date: 03.20.2023

Approved by Daniel S. Hamada



Complex Area Superintendent

Date: 4/12/23



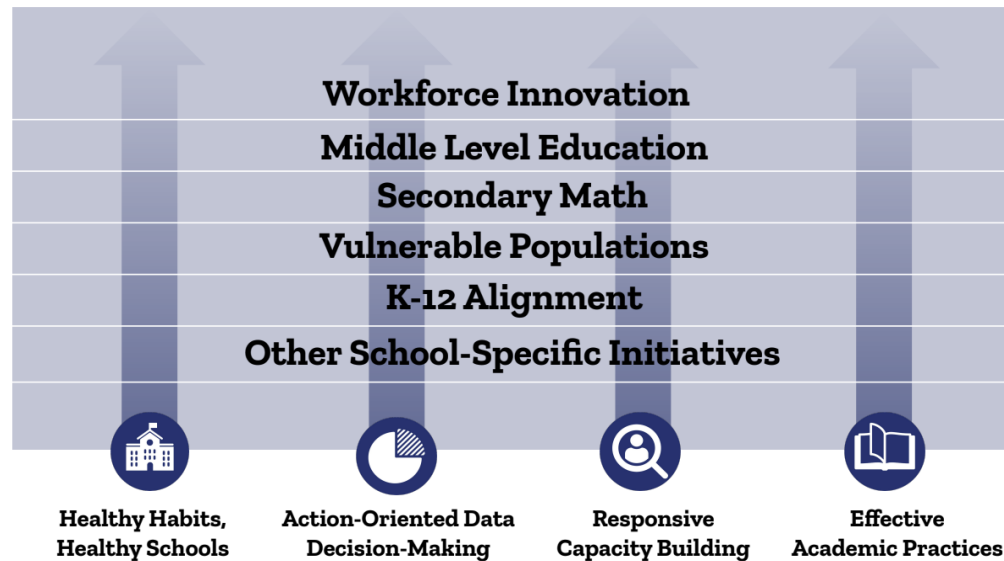
'Ele'ele Elementary School

Academic Plan School Year 2023-24

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused Academic Plan. An effective Academic Plan is developed based on the results of a comprehensive needs assessment (CNA) and clearly incorporates the following:

- 1) Analysis of data to identify learning needs and achievement gaps, including vulnerable populations needing the most support, as well as root causes for those needs and gaps;
- 2) specifies enabling activities with clear staff and student action steps designed to address the root causes and strengthen growth for all students while simultaneously closing the achievement gaps;
- 3) determines measurable goals in relation to Strive HI accountability indicators; and
- 4) incorporates interim measures to monitor progress.

Additionally, an effective Academic Plan embeds the HIDOE's 4-Statewide Strategies and High-Leverage Initiatives.



RATIONALE

Prioritized Needs

Literacy - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

Science - 80% of all students need to attain proficiency as measured by the NGSS HSA.

SBA ELA-Literacy								
Proficiency 80%			Gap <10%			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
48%	41%	44%	33 pts.	27 pts.	26 pts.	30	29	32

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
58%	13%	25%

Numeracy - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

School Climate - 80% of all students need to have a strengthened sense of a positive school climate in which to learn.

SBA Math								
Proficiency 80%			Gap <10%			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
50%	28%	42%	19 pts.	31 pts.	29 pts.	27	32	39

School Climate		
Favorability 80%		
19-20	20-21	21-22
69%	72%	72%

SW1

[Rationale Worksheet for AcPlan 2023-24](#)

[Academic Plan Summary 2023-24](#)

Initiative 1: STUDENT ACADEMIC ACHIEVEMENT		
Initiative 1 - Enabling Activity 1	Measurable Outcomes	Source of Funds
<p>EA 1. Literacy</p> <p>Student literacy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, is horizontally and vertically aligned, includes daily vocabulary development, and incorporates the use of i-Ready Assessment with interventions/support provided for students.</p> <p>a. School administration/leadership will continue to coordinate PD for teachers on the use of the Reading Wonders curriculum and the i-Ready program, and will monitor the impact of PD based on curriculum implementation and program usage.</p> <p>b. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of the Science of Reading and strengthen instruction and assessment of word recognition/decoding and language comprehension.</p> <p>c. All teachers will participate in data teams to implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS for research/inquiry, and GLOs.</p> <p>d. All teachers in grades K-5 will implement i-Ready with fidelity as scheduled by administration/leadership, including the use of strategies identified to support student success.</p> <p>e. All grades 3-5 teachers will select and utilize items from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>f. All students will complete a variety of learning activities/tasks and assessments to strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>SW6 (i, ii, iii) WASC #1</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. The ELA high needs achievement gap will be at 10 points or less in 2023-24. 	<p>☒ WSF 42101 A1 - 2744 Art PTTB 17 hrs per wk x 37 wks = 629 hrs x \$29.59 \$18,612</p> <p>A1 – 2721 2 Rtl PPTs x 19 hrs/wk x 36 wks = 1,368 hr x \$21.76 \$29,768</p> <p>B-3006 Aloha Publishing Gr K,2,4 \$8.00/student \$1,840</p> <p>42102 A1 – 2744 ELL PTTB - (17 hrs/wk x 40 wks) x \$29.59 \$20,121</p> <p>ELL Homework Club 1 PTTAs x 4 hrs/wk x 36 wks = 144 hrs x \$42.16 (Move to Title III if funds available) \$6,071</p> <p>A1 – 2769 3 Sub Days for ELL teacher to attend KCA meetings/ workshops x \$184.66 \$554</p> <p>A1 – 2741 Interpreters for 25 NEP students x 4 hrs per student = 100 hrs x \$23.52 \$2,352</p> <p>☒ Title I 18902 A1-2769/2702 Substitutes for CIA PD/Planning 24 teachers x 2 days = 48 days x \$184.66 = \$8,864 + \$808 (9.12% fringe) \$9,672</p> <p>A1 - 2802/2702 Stipends for CIA PD days – 24 teachers x 1 days=24 days x \$184.66= \$4,432 + \$129 (2.92% fringe) \$4,561</p> <p>B - 3006 McGraw-Hill Reading Wonders Student Your Turn Practice Books - K - 5, 435 x \$9.96 = \$4,332.60 + Reading Wonders Close Reading Companion K 55 x \$8.97 = \$493.35 + \$723.89 (15% s/h) + \$249.74 (4.5% tx) \$5,800</p> <p>McGraw-Hill Reading Wonders Teacher's Edition \$9,920</p> <p>B-3006 Great Books Foundation Shared Inquiry Student Books Series Books 1 & 2 + Nonfiction Inquiry Student Logs bundles of 10 \$504</p> <p>B - 3502</p>

		<p>42103 B-3502 Library Media Services (Subscription) \$1,500</p> <p>A1 - 2744 Kumu PTT 17 hrs/wk x 37 wks x \$26.39 = \$16,599 <input checked="" type="checkbox"/> Hawn Studies 16807 \$13,440 (based on FY22-23 fr state) AND <input checked="" type="checkbox"/> WSF 42101 \$3,159</p> <p><input checked="" type="checkbox"/> IDEA 17929 A1 – 2769/2702 Substitutes for CIA planning 4 teachers x 4 days = 16 days x \$184.66 = \$2,955 + \$269 (9.12% fringe) \$3,224</p> <p>A1 – 2769/2702 Substitutes for monthly workdays 5 teachers x 9 days = 36 days x \$184.66 = \$6,648 + \$606 (9.12% fringe) \$7,254</p> <p>B - 3006 WonderWorks 13 licenses x \$107.49 = \$1400 WonderWorks student work books 25 x \$9.66 = \$241.50 + \$163.88 (10% s/h) + \$72.11 (4% tx) \$1,875</p> <p>State Sped Conference 5 teachers = \$1,126 TTL</p>	<p>Scholastic News Subscriptions Digital + Print Editions 2 - 5 = 270 + Let's Find Out Grade K 70 = 375 x \$5.99 = \$2,036.60 + \$203.67 s/h \$2,240</p> <p>A1-2769/2702 Substitutes for Vertical Articulation 4 teachers x 2 days = 8 days x \$184.66 = \$1,477 + \$135 (9.12% fringe) \$1,612</p> <p>A1-2769/2702 Substitutes for Leadership 10 teachers x 2 days = 20 days x \$184.66 = \$3,693 + \$337 (9.12% fringe) \$4,030</p> <p>B-3006 Lending/Mobile Library (Science/Social Studies/Hawaiian Studies) 6 grade levels \$4,081</p> <p>B-7203 Virtual PD 10 teachers x 2 sessions \$250 x 20 \$5,000</p> <p>B-3006 Write Tools Informative, Narrative, Opinion \$255 x 12 = \$3,060 + Primary/Level 1 \$12.99 x 2 = \$25.98 + \$275 s/h \$3,361</p> <p><input checked="" type="checkbox"/> ESSER III KCA B-3502 i-Ready School Site License (paid for SY23-24 & 24-25)</p>
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		<p>B - 4201 Air 5 x 200 = \$1,000</p> <p>B-4601 Ground Transportation \$126</p>	<p>\$17,482</p>
Initiative 1 - Enabling Activity 2	Measurable Outcomes	Source of Funds	
<p>EA 2. Numeracy</p> <p>Student numeracy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, is horizontally and vertically aligned, and includes daily vocabulary development, with interventions/support provided for students.</p> <p>a. School administration/leadership will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of Ready Math curriculum to systematically deliver core math instruction to all students, and will monitor the impact of the PD based on curriculum implementation.</p> <p>b. School administration/leadership district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to deepen understanding of the 8-Effective Math Teaching Practices (NCTM) and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students.</p> <p>c. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Ready Math curriculum, instruction, and assessment</p> <p>d. All teachers will implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments.</p> <p>e. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom.</p> <p>f. All grades 3-5 teachers will select and utilize items from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. The Math high needs achievement gap will be at 10 points or less in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902 B-3006 Student math manipulatives and materials \$3,385</p> <p><input checked="" type="checkbox"/> ESSER III 39696 B - 7104/07 Wes Yuu 11 x \$2,198.95 per day \$24,189</p> <p>B-3006 i-Ready Classroom Mathematics from Curriculum Associates Support 2 x \$1,750 = \$3,500oc. Gr. K-5 Pilot Quote Mathematics Discourse Cube 3" \$7 x 7 = \$49 Professional Development Pilot Course 2 x \$1,750 = \$3,500 Professional Development Pilot Tail \$7,394</p>

<p>g. All students will demonstrate the Ready Math desired student actions as outlined in the 'Look Fors' for our designated math curriculum.</p> <p>h. All students will complete a variety of learning activities/tasks and assessments to strengthen their numeracy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>SW6 (i, ii, iii) WASC #1</p>			
Initiative 1 - Enabling Activity 3	Measurable Outcomes	Source of Funds	
<p>EA 3. Science</p> <p>Students' understanding of Science concepts will increase through the implementation of curriculum, instruction, and assessment that is congruent with the NGSS, horizontally and vertically aligned, with interventions/support provided for students.</p> <p>a. School administration/leadership will continue to provide PD for teachers on the use of Mystery Science and will monitor the impact of the PD on curriculum implementation.</p> <p>b. The administration will continue to provide time for teachers to align and calibrate their use of the Mystery Science curriculum, instruction, and assessments.</p> <p>c. All teachers will implement a vertically aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for Elementary, and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment if other than-Mystery Science, and/or will state if components of the curriculum are teacher-created.</p> <p>d. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom.</p> <p>e. All grades 3-5 teachers will select and utilize items from the NGSS Interim Assessments <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>f. All students will complete a variety of learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., NGSS HSA).</p> <p>SW6 (i, ii, iii) WASC #1</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will meet proficiency as measured by NGSS-aligned common formative assessments. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I</p> <p>B-3006 Mystery Science Mystery Packs Gr. K-1 \$280 x 6 packs + Gr. 2-5 \$390 x 11 packs + \$2,990 s/h + \$422 tx \$9,382</p> <p>B-3502 Mystery Science School Membership \$1,500</p>

Initiative 2: SCHOOL IMPROVEMENT SYSTEMS - Including support of MIDDLE-LEVEL EDUCATION and WORKFORCE INNOVATION			
Initiative 2 - Enabling Activity 4	Measurable Goals	Source of Funds	
<p>EA 4. High-Yield Instructional Strategies</p> <p>Students' understanding of standards-based concepts, application of grade level skills, and ability to consistently demonstrate the General Learner Outcomes will increase through the implementation of high-yield instructional strategies.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will coordinate PD sessions/activities that strengthen understanding and use of high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice) in all classrooms. All teachers will implement high-yield instructional strategies to teach the standards and GLOs, and will provide evidence of their implementation as identified by the administration/leadership (e.g. sample student work, rating on school-wide rubric). All teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies (e.g. "learning walks" during PLC). All students will participate in a variety of learning activities that incorporate the use of identified high-yield instructional strategies to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs. The administration/leadership will conduct data sweeps to gather data on using identified high-yield instructional strategies. The Academic Review Team (ART)/leadership will examine evidence and data to progress monitor the impact of the PD sessions/activities on teacher practice and student learning. <p>SW3, SW6 (i, ii, iii) WASC #1</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Screencastify 32 teachers x \$64 \$2,048</p> <p>B - 3502 Pear Deck \$1,756</p>
Initiative 2 - Enabling Activity 5	Measurable Goals	Source of Funds	
<p>EA 5. Interdisciplinary Instruction</p> <p>A variety of standards-based interdisciplinary learning activities/tasks will be implemented to make the learning of content meaningful and relevant for students and strengthen their ability to transfer concepts/skills. Can include PBL as a method for interdisciplinary instruction in a toward "real world" application and authentic contexts</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will demonstrate proficiency in Math as 	<p><input checked="" type="checkbox"/> WSF 42104 B - 3006 Student council \$500</p>	<p><input checked="" type="checkbox"/> Title I B-4801 Buses for Field trips \$850 x 6 grade levels x 2 Field Trips \$10,200</p> <p>B-7203 Virtual Field Trip Fee</p>

<p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide PD/guidance to teachers on various methods of interdisciplinary instruction and assessment that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills. Teachers will implement interdisciplinary instruction to teach and reinforce standards-based content, concepts and skills. All students will engage in a variety of standards-based interdisciplinary learning activities/tasks. The ART will examine evidence and data to monitor the impact on teacher practice and student learning. <p>SW3, SW6 (i, ii, iii)</p>	<p>measured by the i-Ready diagnostic universal screener.</p> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 	<p>\$500 x 2 grade levels \$1,000</p> <p>Bureau of Education & Research (BER) Professional Development 5 teachers = \$2,485 TTL</p> <p>B-7203 Registration 5 x \$259 \$1,295</p> <p>B-4201 air 5 x \$150 \$750</p> <p>B-4301 per diem - 5 x \$45 = \$225</p> <p>B-4601 - Ground Transportation \$70 x 2 = \$140</p> <p>B-4803 Parking 5 x \$15 = \$75</p> <p>A1-2769/2702 Substitutes for BER Professional Development 5 teachers x \$184.66 = \$923 + \$84 (9.12% fringe) \$1,008</p>
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds
<p>EA 6. Multi-Tiered System of Support</p> <p>A Multi-Tiered System of Support (MTSS) will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>➤ Academic Response to Interventions (RtI)</p> <ol style="list-style-type: none"> School administration/leadership will coordinate the schoolwide ELA and Math intervention program and provide PD/guidance on the schoolwide programs and expectations to diagnose and address students' academic needs, as well as incentives to reinforce effort and recognize/reward student academic growth. 	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. At least 80% of students will respond favorably to the components in the Panorama 	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 1 SEL PTTB 17 hrs/wk x 37 wks = 629 hrs x \$29.59 \$18,612</p> <p>1 RtI PTTB 17 hrs/wk x 37 wks = 629 hrs x \$29.59 \$18,612</p> <p>B - 3401</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Growth Mindset Posters such as Fixed Mindset vs Growth Mindset, Power of YET, etc 6 packs x \$25 \$150</p> <p>B - 3006 SEL programs such as Choose Love, Kelso's Choice.. \$1,805</p>

<p>b. The administration/leadership will provide PD/guidance and expectations on the schoolwide use of inclusive practices.</p> <p>c. Teachers will implement the academic intervention programs/systems with fidelity, will incorporate the use of inclusive practices in all classrooms, and will reinforce effort and recognize/reward student progress.</p> <p>d. All students will reflect on their learning, set goals, and self-monitor their progress (e.g., ELA/Math diagnostic data, GLOs).</p> <p>➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</p> <p>e. School administration will provide PD/guidance to strengthen behavioral RTI, social-emotional learning (SEL), proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors.</p> <p>f. School counselors will clearly define a school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling, and guidance lessons in all classrooms.</p> <p>g. The administration, teachers, and staff will implement the RTI, SEL, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>h. All students will thrive in a positive learning environment that strengthens their sense of belonging.</p> <p>➤ Parent Involvement and Engagement</p> <p>i. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events.</p> <p>SW5, SW6 (i, ii, iii) WASC #1</p>	<p>Student Perception Survey (EES) for each of the classroom and school level components.</p> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. At least 80% of students will report a positive School Climate in 2023-24. 	<p>Teacher Planners \$198</p> <p>A1 – 2741 PCNC (17 hrs/wk x 40 wks x \$25.45) \$17,306</p> <p>42104 A – 2321 PSAP EA .75 FTE \$25,826</p> <p>+ Choose Love Student Journals - Unruled Notebooks 440 = \$1,378 + Choose Love w/ Formula stickers 440 = \$902 \$4,085</p> <p>B - 3502 Imagine Learning 15 licenses \$2,351</p> <p>B - 3502 GoGuardian 430 licenses x \$7 (includes 5% increase) \$3,010</p> <p>B-7203 Online Professional Development Registration Fee (Recorded Event) for Social Emotional Learning \$550</p> <p>Schools of the Future Conference (SOTF) 8 Teachers = \$6,948 TTL</p> <p>B-7203 Registration- 8 x \$350 = \$2,800</p> <p>B-4201 air - 8 x \$200 = \$1,600</p> <p>B-4301 per diem - 8 x \$180 = \$1,440 + Exc Lodging 8 X \$60 = 240 \$1,920</p> <p>B-4601 2 cars x 2 days x \$77 = \$308</p> <p>B-4803 Conference parking - \$200 + Lihue Airport Parking 8 x 15 = \$120</p>
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			<p>\$320</p> <p>A1-2769/2702 Substitutes for SOTF Conference 6 Teachers = \$2,418 TTL 6 teachers x 2 days = 12 days x \$184.66 = \$2,216 + \$202 (9.12% fringe)</p> <p>18902 B-3006 Student Planners and Folders \$2,944</p> <p>18935 B – 3301 Refreshments/ food for Parent/Comm night, workshops, and training \$500</p> <p>18935 B-3401 Materials for Parent/Comm night, workshops, training, home-school communication \$708</p>
Initiative 2 - Enabling Activity 7	Measurable Goals	Source of Funds	
<p>EA 7. College/Career Awareness, Exploration, and Preparation</p> <p>Students' awareness of college/career options and their ability to demonstrate elementary-level preparatory skills will strengthen their learning of content while preparing them for post-secondary options.</p> <p>Action Steps:</p> <p>a. School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, excursions, student research, making a connection to how adults use a particular skill in a job field).</p> <p>b. School administration and teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year (e.g., GLO integration, study skills, note-taking,</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school level components. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will report a positive School Climate in 2023-24. 	<p><input checked="" type="checkbox"/> WSF 42114 B-7207 Funding for a Career Day (school-wide) leis & meals for volunteers \$500</p>	<p><input type="checkbox"/> Title I</p>

<p>test-taking, organization, inquiry, research, use of technology, and computer science).</p> <p>c. The administration will designate time for teachers to review the Computer Science (CSTA) standards and will coordinate training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students.</p> <p>d. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to middle school.</p> <p>e. All students will participate in a variety of learning activities that increase their awareness of colleges/careers, strengthen their learning of content, transition them to middle school, and prepare them to have options.</p> <p>SW6 (i, ii, iii)</p>			
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ADDITIONAL ACTION STEPS/OUTCOMES IF FUNDING IS AVAILABLE			
Existing Initiative and Overarching Enabling Activity	Additional Action Steps (If Additional Funding is Available)	Potential Source and Use of Funds (If Additional Funding is Available)	

**'Ele'ele Elementary School
Rationale Worksheet for Academic Plan 2023-24**

[Academic Plan Summary 2023-24](#)
[WASC Areas of Growth for Follow-up](#)

Enabling Activities	Root Causes	What will we do in 2023-24 that is new, different, or enhanced from the previous school year?	How will these modifications address the root causes to yield better results?
Literacy	<p>1A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing ELA/Literacy.</p> <p>1B. There are inconsistencies in the implementation of Data Teams processes to strengthen instructional practices for teaching ELA/Literacy.</p>	<ul style="list-style-type: none"> • We will provide teachers with the PD/guidance on schoolwide ELA/Literacy curriculum, instructional strategies, routines, and programs. • We will provide PD/guidance on the purpose and procedures of a successful Data Team process. 	<ul style="list-style-type: none"> • <i>By providing PD/guidance on schoolwide ELA/Literacy curriculum, instructional strategies, routines, and programs, we will ensure that all teachers understand how to implement what is expected across the grade level/school, which will result in more consistent implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing ELA/Literacy. (WASC #1)</i> • <i>By providing PD/guidance on the purpose and procedures of a successful Data Team process, we will ensure that all teachers understand how to efficiently implement the process with a focus on increasing student achievement, which will result in more consistent implementation of the process and strengthened instructional practices for teaching ELA/Literacy. (WASC #1)</i>
Numeracy	<p>2A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math.</p> <p>2B. There are inconsistencies in the implementation of Data Teams processes to strengthen instructional practices for teaching Math.</p>	<ul style="list-style-type: none"> • We will provide teachers with the PD/guidance on schoolwide Math curriculum, instructional strategies, routines, and programs. • We will provide PD/guidance on the purpose and procedures of a successful Data Team process. 	<ul style="list-style-type: none"> • <i>By providing PD/guidance on schoolwide Math curriculum, instructional strategies, routines, and programs, we will ensure that all teachers understand how to implement what is expected across the grade level/school, which will result in more consistent implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math. (WASC #1)</i> • <i>By providing PD/guidance on the purpose and procedures of a successful Data Team process, we will ensure that all teachers understand how to efficiently implement the process with a focus on increasing student achievement, which will result in more consistent implementation of the process and strengthened instructional practices for teaching Math. (WASC #1)</i>
Science	<p>3A. There are inconsistencies in the implementation of curriculum resources when</p>	<ul style="list-style-type: none"> • We will provide teachers with the PD/guidance on schoolwide instructional strategies, routines, and programs/resources for 	<ul style="list-style-type: none"> • <i>By providing PD/guidance on schoolwide instructional strategies, routines, and programs/resources for teaching Science, we will ensure that all teachers understand how to implement what is expected across the grade level/school,</i>

	<p>teaching and assessing the NGSS.</p> <p>3B. There are inconsistencies in the understanding of practices, core ideas and crosscutting concepts in NGSS to strengthen instructional practices for teaching Science.</p>	<p>teaching Science.</p> <ul style="list-style-type: none"> We will provide teachers with articulation time to discuss practices, core ideas and crosscutting concepts in NGSS and plan implementation of schoolwide instructional practices for teaching Science. 	<p><i>which will result in more consistent implementation of curriculum resources when teaching and assessing the NGSS. (WASC #1)</i></p> <ul style="list-style-type: none"> <i>By providing teachers with articulation time to discuss and plan implementation around the practices, core ideas and crosscutting concepts in NGSS, we will determine the key components to be implemented across each grade level and/or schoolwide, which will result in more consistent understanding of the NGSS and strengthened instructional practices for teaching Science. (WASC #1)</i>
<p>High-Yield Instructional Strategies</p>	<p>4A. There are varying levels of understanding and implementation of high-yield instructional strategies.</p> <p>4B. There are varying degrees of understanding and implementation of P4C (Shared Inquiry).</p> <p>4C. The integration of the GLOs within content area instruction is insufficient.</p> <p>4D. There is a need to sustain and strengthen the successful practice of providing teachers/staff with professional development/training to support them in their understanding and implementation of best practices.</p>	<ul style="list-style-type: none"> We will provide teachers with the PD/guidance on schoolwide instructional strategies and routines (e.g., P4C, etc.). We will provide teachers with articulation time to discuss and plan implementation of the schoolwide high-yield instructional strategies and routines. We will provide teachers with PD/guidance on the use of schoolwide GLO indicators/rubric. We will provide PD/training opportunities for teachers/staff on best practices as needed and identified throughout the school year. 	<ul style="list-style-type: none"> <i>By providing PD/guidance on schoolwide instructional strategies and routines, we will ensure that all teachers understand how to implement what is expected across the grade level/school, which will result in more consistent understanding and implementation of high-yield instructional strategies across all content areas, including P4C. (WASC #1)</i> <i>By providing teachers with articulation time to discuss and plan implementation of the schoolwide high-yield instructional strategies, we will develop a common understanding of each identified strategy and how to utilize them in the classroom, which will result in more consistent understanding and implementation of high-yield instructional strategies across all content areas. (WASC #1)</i> <i>By providing teachers with PD/guidance on the use of schoolwide GLO indicators/rubric, we will calibrate understanding of each GLO along with methods of integrating the GLOs into the teaching and assessing of core content, which will result in more sufficient integration of the GLOs within content area instruction. (WASC #1)</i> <i>By providing PD/training opportunities for teachers/staff on best practices as needed and identified during the school year, we will maintain flexibility to target and address needs as they arise, which will support teachers/staff in their understanding and implementation of best practices.</i>
<p>Interdisciplinary Instruction</p>	<p>5A. There are varying degrees of understanding and implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening</p>	<ul style="list-style-type: none"> We will provide teachers with PD/guidance on various methods of interdisciplinary instruction. We will provide teachers with articulation time to discuss and plan instruction that integrates 	<ul style="list-style-type: none"> <i>By providing teachers with PD/guidance on various methods of interdisciplinary instruction that make the learning of content meaningful and relevant for students, we will increase teachers' ability to implement these methods, which will increase and calibrate the degrees of implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their</i>

	<p>their transference of concepts/skills.</p>	<p>knowledge and skills across content areas.</p>	<p><i>transference of concepts/skills.</i></p> <ul style="list-style-type: none"> • <i>By providing teachers with articulation time to discuss and plan instruction that integrates knowledge and skills across content areas, we will increase teachers' understanding, ability, and likelihood to implement integrated instruction in the classroom, which will result in calibrated instruction that is meaningful and relevant for students and strengthens their transference of concepts/skills.</i>
<p>MTSS:</p> <ul style="list-style-type: none"> ➤ Academic Response to Interventions (Rtl) ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS ➤ Parent Involvement and Engagement 	<p>6A. There are varying levels of understanding and implementation of Rtl Tiers 1-3.</p> <p>6B. There are inconsistencies in the implementation of SEL programs and strategies.</p> <p>6C. There is a need to sustain the successful practice of communicating with and conducting family engagement activities and events (virtual or in-person) that support student learning.</p>	<ul style="list-style-type: none"> • We will provide teachers with PD/guidance on effective schoolwide MTSS routines/processes using the HMTSS rubric and a review of Rtl Tiers 1-3. • We will provide teachers with articulation time to discuss and plan implementation of effective academic and behavioral tiered instruction and interventions. • We will provide teachers with a review of the SEL programs/strategies that are to be implemented in each grade level and/or schoolwide. • We will continuously seek ways to improve or expand upon communication with, and involvement of, our parents/families. 	<ul style="list-style-type: none"> • <i>By providing PD/guidance on effective schoolwide MTSS routines/processes and a review of Rtl Tiers 1-3, we will develop a common understanding of how to implement/apply them, which will increase understanding and implementation of each Rtl tier. (WASC #1)</i> • <i>By providing teachers with articulation time to discuss and plan implementation of effective tiered academic and behavioral tiered instruction and interventions, we will increase teachers' understanding, ability, and likelihood to implement these in the classroom, which will result in calibrated understanding and implementation of Rtl Tiers 1-3.</i> • <i>By providing teachers with a review of the SEL programs/strategies that are to be implemented in each grade level and/or schoolwide, we will ensure that all teachers understand the key components and how to implement them, which will result in more consistent implementation of SEL programs and strategies. (WASC #1)</i> • <i>By seeking ways to improve or expand upon communication with, and involvement of, our parents/families, we will remain open to new ideas/methods that may help us to connect with and engage more parents, which will sustain and strengthen our practices of communicating with parents and conducting family engagement activities and events that support student learning.</i>
<p>College/Career Awareness, Exploration, and Preparation</p>	<p>7A. There is a need to sustain and increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</p> <p>7B. There is a need to sustain and strengthen the successful</p>	<ul style="list-style-type: none"> • We will provide teachers with PD/guidance on various college/career awareness, exploration, and preparation activities. • We will provide teachers with PD/guidance on successful practices for integrating technology 	<ul style="list-style-type: none"> • <i>By providing PD/guidance on various college/career awareness, exploration, and preparation activities, we will expose students to postsecondary options and real world experiences, which will increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</i> • <i>By providing PD/guidance on successful practices for integrating technology into instruction, we will improve</i>

	<p>practice of integrating technology into instruction.</p> <p>7C. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<p>into instruction.</p> <ul style="list-style-type: none">• We will continuously seek ways to improve or expand upon our methods of providing students with transitions.	<p>teachers' and students' ability to use a variety of technology devices, programs, and apps for teaching and learning, <i>which will strengthen the integration of technology in classroom instruction.</i></p> <ul style="list-style-type: none">• <i>By seeking ways to improve or expand upon our methods of providing students with transitions, we will ensure that all students are supported as they transition into, within, and out of 'Ele'ele Elementary School, which will strengthen our practice of providing students with smooth transitions.</i>
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