
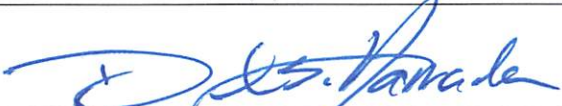


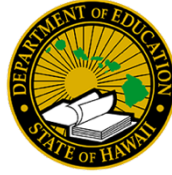
# Academic Plan School Year 2023-2024

## Hanalei School

5-5415 Kuhio Highway  
Hanalei, Hawaii 96714  
(808) 826-4300  
<https://www.hanalei.k12.hi.us/>

Submitted by Deena Moraes	Date
	3/20/23

Approved by Daniel S. Hamada	Date
	4/12/23



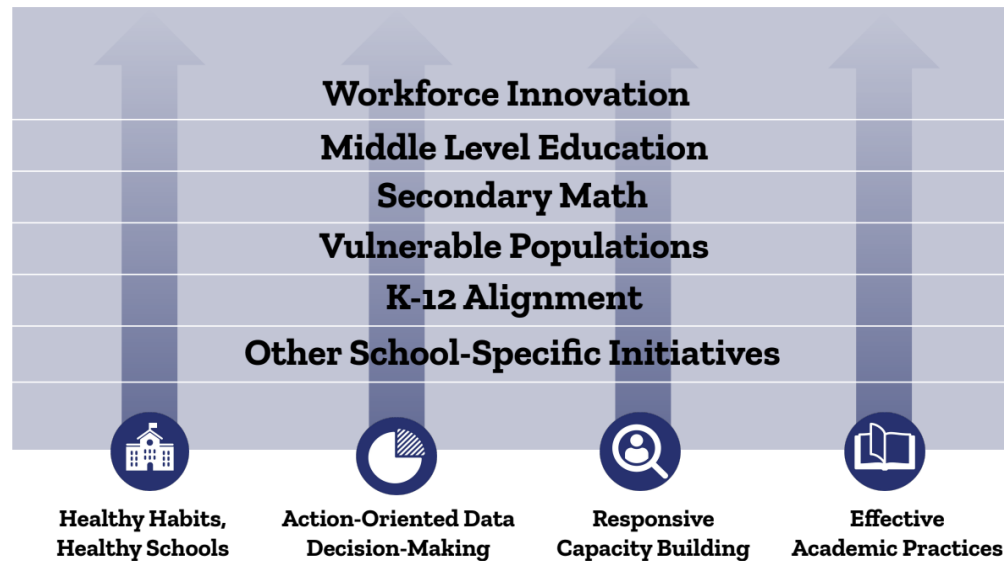
# Hanalei School

## 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
64%	64%	68%	37 pts.	21 pts.	37 pts.	49	45	37

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
69%	65%	63%

**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
53%	51%	60%	37 pts.	26 pts.	30 pts.	37	60	53

School Climate		
Favorability 80%		
19-20	20-21	21-22
K-5: 72%	K-5: 82%	K-5: 75%
Gr. 6: 51%	Gr. 6: 69%	Gr. 6: 73%

[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><b>EA 1. Literacy</b></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, with interventions/support provided for students who struggle.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration/leadership will continue to provide support for teachers' implementation of the use of the Wonders/My Perspectives curriculum and i-Ready lessons, and will monitor the impact of PD based on curriculum implementation and program usage.</li> <li>School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of Write Reflections and strengthen instruction and assessment of the writing process.</li> <li>The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of Wonders/My Perspectives curriculum and i-Ready lessons, instruction, and assessments.</li> <li>All teachers will implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments.</li> <li>All teachers will implement i-Ready with fidelity as scheduled by administration/leadership, including the use of strategies identified to support student success.</li> <li>All teachers will provide instruction on grade-level appropriate vocabulary words, including the <a href="#">SBA-Sample Academic Vocabulary</a> and the <a href="#">SBA-ELA and Literacy Vocabulary</a>.</li> <li>All grade levels will use rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing <a href="#">CCSS Writing Exemplars</a> and <a href="#">SBA-Rubrics/Scoring Guides</a></li> </ol>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener.</li> </ul> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24.</li> <li>The ELA high needs achievement gap will be at 10 points or less in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42101</b>  <b>B - 3502</b>                      BrainPop &amp; Brain Pop Jr.  <b>\$875</b></p> <p>Scholastic  <b>\$962</b></p> <p>IXL  <b>\$3,300</b></p> <p><b>B-3006</b>                      Wonders  <b>\$8,368</b></p> <p>Write Reflections  <b>\$3,250</b></p> <p>Gr 6 ELA My Perspectives                      Workbooks  <b>\$1,807</b></p> <p>Bare Books  <b>\$700</b></p> <p><b>42103</b>  <b>B - 3502</b>                      Core Library Resource Bundle                      SY22-23  <b>\$1,500</b></p> <p><input checked="" type="checkbox"/> <b>ESSER III KCA</b>  <b>B - 3502</b>                      i-Ready  <b>\$16,351</b>  <i>District ordering for 23-24 &amp; 24-25</i></p>

<p>as guides for grade level expectations/rigor.</p> <p>h. All grades 3-6 teachers will administer at least two ELA IABs by the end of the 3rd quarter <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</p> <p>i. 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 utilizing effective small group strategies, data talks and other Rtl groupings.</p> <p>j. 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, SBA, Read Live, Barton, Sonday, Scholastic News).</p> <p>WASC #1, #2</p>		
<p><b>Initiative 1 - Enabling Activity 2</b></p>	<p><b>Measurable Outcomes</b></p>	<p><b>Source of Funds</b></p>
<p><b>EA 2. Numeracy</b></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 who struggle.</p> <p>Action Steps:</p> <p>a. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of Steps 1, 2, and 3 in the enVision Mathematics 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/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. PD will include the implementation of Carnegie Learning consultants.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener.</li> </ul> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>The Math high needs achievement gap will be at 10 points or less in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>Title IV</b>  <b>B - 3006</b>  enVision  (Paid through 24-25)</p>

<p>c. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the enVision Math curriculum and i-Ready lessons, instruction, and assessments.</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 provide instruction on Math vocabulary words, including those on the <a href="#">SBA-Math Vocabulary</a> list.</p> <p>f. All grades 3-6 teachers will administer at least 2 Math IABs by the end of the 3rd quarter as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</p> <p>g. 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 by utilizing effective small group strategies, data talks and other Rtl groupings.</p> <p>h. All students will demonstrate the enVision Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Solve and Share, Visual Learning Bridge, and Assess and Differentiate components.</p> <p>i. 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, Reflex/Frax, IXL, and Touch Math online, Do the Math).</p> <p>WASC #1, #2</p>		
<p><b>Initiative 1 - Enabling Activity 3</b></p>	<p><b>Measurable Outcomes</b></p>	<p><b>Source of Funds</b></p>
<p><b>EA 3. Science</b></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 who struggle.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will meet proficiency as measured by NGSS-aligned common formative assessments.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42101</b>  <b>B - 3006</b>                      Foss kit materials  <b>\$900</b></p>

<p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration/leadership will continue to provide support for teachers on the use of the FOSS Science, Mystery Science curriculums, and thematic units, and will monitor the impact of curriculum implementation.</li> <li>b. The administration will continue to provide time for teachers to align and calibrate their use of the FOSS Science, and Mystery Science curriculum and thematic units, instruction, and assessments during PLC.</li> <li>c. All teachers will implement vertically aligned curriculum/lessons to teach grade level standards and GLOs that align with the <a href="#">NGSS for Elementary</a>.</li> <li>d. All grade 5 teachers will select and utilize items from the NGSS Interim Assessments <i>informally</i> before HSA Science testing <i>for instruction</i> 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.</li> <li>e. All grade 5 teachers will utilize at least one NGSS Interim Assessment <i>formally before HSA Science testing within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the HSA online tools, and will conduct assessment feedback sessions with students.</li> <li>f. 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.</li> <li>g. 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).</li> </ol> <p>WASC #1, #2</p>	<p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>● At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p>C - 7711 Foss Books \$973</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><b>EA 4. High-Yield Instructional Strategies</b></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"> <li>a. School administration/leadership will coordinate PD sessions/activities that strengthen understanding and use of high-yield strategies (e.g., modeling, guided practice, descriptive feedback to students, checking for understanding, instructional strategies learned through content PD, cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding) in all classrooms.</li> <li>b. All teachers will implement high-yield instructional strategies to teach the standards and GLOs. 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).</li> <li>c. All students will participate in a variety of learning activities that incorporate the use of identified high-yield instructional strategies to strengthen their understanding and application of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs.</li> <li>d. The administration/leadership will conduct class visits to gather data on using identified high-yield instructional strategies.</li> <li>e. The Academic Reflection Team (ART)/leadership will examine class visit data and will provide teachers an opportunity to give feedback about relevancy of Professional Development opportunities.</li> </ol> <p>WASC #1, #2</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>● At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>● At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> </ul> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>● At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24.</li> <li>● At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>● At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p><input type="checkbox"/> WSF</p>



Initiative 2 - Enabling Activity 5	Measurable Goals	Source of Funds
<p><b>EA 5. Interdisciplinary Instruction</b></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 transfer of concepts/skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration will provide PD/guidance to teachers on various methods of interdisciplinary instruction (including thematic units, project and āina-based learning) that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</li> <li>Teachers will implement interdisciplinary instruction to teach and reinforce standards-based concepts and skills through such methods as thematic units, project and āina-based learning.</li> <li>All students will engage in a variety of standards-based interdisciplinary learning activities/tasks including field trips and career-based guest speakers.</li> <li>The ART will examine evidence and data to monitor the effect on teacher practice and student learning.</li> </ol>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> </ul> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p>☑ <b>WSF</b>  <b>42106</b>  <b>A1 - 2769</b>                      Sub teachers x17 @ \$184.66                      (Science Planning, PD, school visits,                      grade level planning, etc.)  <b>\$3,139</b></p> <p><b>A1 - 2802</b>                      Stipends for IM new teachers 3 + 1                      mentor = 4 x \$184.66  <b>\$739</b></p> <p><b>A1 - 2744</b>                      PTTB (NID)                      Planning Days with 2 non-classroom                      teachers x 7 hrs per day x 2 = 28 hrs                      x \$29.59 per hour  <b>\$829</b></p>
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds
<p><b>EA 6. Multi-Tiered System of Support</b></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>Action Steps:</p> <p>➤ <b>Academic Response to Interventions (Rtl)</b></p> <ol style="list-style-type: none"> <li>School administration/leadership will work with Academic Coach and Rtl Coach to 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, including designated Rtl blocks.</li> </ol>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> <li>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.</li> </ul>	<p>☑ <b>WSF</b>  <b>42101</b>  <b>B - 3006</b>                      SSC Testing Materials Woodcock                      Johnson  <b>\$150</b></p> <p>Rtl materials for targeted small                      groups  <b>\$4,886</b></p> <p><b>A1 - 2744</b>                      Barton PTTB                      17 hrs/wk x 40 wks = 680 hrs x                      \$29.59  <b>\$20,121</b></p> <p><b>A1 - 2721</b></p>

<p>b. School administration/leadership will coordinate PD sessions/activities that strengthen understanding and use of Rtl and small group instruction in all classrooms.</p> <p>c. The administration/leadership will work to clarify the school system for academic student support and share criteria with faculty/ staff.</p> <p>d. The administration will continue to provide time and structure for teachers to participate in PLC to collaborate with Rtl, SPED and EL Support Staff.</p> <p>e. Teachers will implement the academic intervention programs/systems with fidelity, will incorporate the use of inclusive practices in all classrooms, and will reinforce effort, grit and growth mindset.</p> <p>f. Support staff will partner with teachers to provide Tier 3 intervention services based on identified student needs (e.g., Reflex/Frax, IXL, and Touch Math online, Do the Math, Handwriting Without Tears, Read Live, Barton, Sonday).</p> <p>g. Students will reflect on their learning, set goals, and self-monitor their progress (e.g., ELA/Math diagnostic data, GLOs).</p> <p>➤ <b>Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</b></p> <p>h. School administration will provide PD/guidance to strengthen behavioral Rtl, social-emotional learning (SEL), proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors, as well as GLOs.</p> <p>i. The administration/leadership will work to clarify the school system for behavioral student support.</p> <p>j. The school counselor 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 classrooms as needed.</p> <p>k. Teachers will conduct SEL lessons and activities throughout the day.</p> <p>l. The administration, teachers, and staff will implement and support the Rtl, SEL, PBIS, GLOs, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p>	<p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>• At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24.</li> <li>• At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>• At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> <li>• At least 80% of students will report a positive School Climate in 2023-24.</li> </ul>	<p>Sonday PPT 17 hrs/wk x 40 wks = 680 hrs x \$18.97 <b>\$12,900</b></p> <p><b>A1 - 2744</b> Teacher PTTB 10 hrs/wk x 40 wks = 400 hrs x \$29.59 <b>\$11,836</b></p> <p><b>B - 3006</b> Aloha Books <b>\$1,408</b></p> <p>Hawaiian of Old books for Gr 4 (SY23-24, 24-25) <b>\$1,600</b></p> <p><b>A1 - 2744</b> ELL PTTB 9 hrs/wk x 40 wks = 360 hrs x \$29.59 <b>\$10,652</b></p>
--	--	---

<p>m. 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>n. All students will thrive in a positive learning environment that is inclusive and strengthens their sense of belonging.</p> <p>➤ <b>Parent Involvement and Engagement</b></p> <p>o. 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>WASC #1, #2</p>		
<p><b>Initiative 2 - Enabling Activity 7</b></p>	<p><b>Measurable Goals</b></p>	<p><b>Source of Funds</b></p>
<p><b>EA 7. College/Career Awareness, Exploration, and Preparation</b></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 (e.g., guest speakers, excursions, student research, making a connection to how adults use a particular skill in a job field, and potential use of Nepris program).</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, 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 appropriate middle level academic and SEL development for 6th Grade students.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will report a positive School Climate in 2023-24.</li> </ul>	<p>☑ <b>WSF</b>  <b>42101</b>  <b>B-3006</b>                  Student Planners  <b>\$1,611</b></p>

<p>e. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to middle school.</p> <p>f. 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>		
--	--	--

<b>ADDITIONAL ACTION STEPS/OUTCOMES IF FUNDING IS AVAILABLE</b>		
<b>Existing Initiative and Overarching Enabling Activity</b>	<b>Additional Action Steps (If Additional Funding is Available)</b>	<b>Potential Source and Use of Funds (If Additional Funding is Available)</b>
<b>EA 1. Literacy</b>	<ul style="list-style-type: none"> <li>● Library Assistant (PPT)</li> <li>● Write Reflections Materials</li> <li>● Journals</li> </ul>	
<b>EA 6. Multi-Tiered System of Support</b>	<ul style="list-style-type: none"> <li>● PCNC (PPE)</li> </ul>	
<b>EA 7. College/Career Awareness, Exploration, and Preparation</b>	<ul style="list-style-type: none"> <li>● K-1 iPads</li> </ul>	

**Hanalei School  
Rationale Worksheet for Academic Plan 2023-24**

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

Enabling Activities	Root Causes	<i>What will we do in 2023-24 that is new, different, or enhanced from the previous school year?</i>	<i>How will these modifications address the root causes to yield better results?</i>
<b>Literacy</b>	<p><b>1A.</b> Writing practices across grade levels have not been consistent.</p> <p><b>1B.</b> There is a need to sustain and strengthen the successful practice of providing PLC, vertical articulation, and mentoring to strengthen ELA instructional practices.</p>	<ul style="list-style-type: none"> <li>● We will invest in and engage in PD on Write Reflections for all teachers.</li> <li>● We will refine our PLC process and structure for ELA.</li> <li>● We will provide time for vertical articulation on writing instruction.</li> <li>● We will provide time for teacher mentoring on the use of ELA curriculum, instruction, and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>By investing and engaging in PD on Write Reflections for all teachers, we will ensure that teachers of all grade levels understand the scaffolded process and organizational strategies for teaching and learning writing, which will result in more consistent writing practices across grade levels. (WASC #2)</i></li> <li>● <i>By refining our PLC process for ELA, we will utilize PLC to align and calibrate the use of Wonders/My Perspectives curriculum and i-Ready lessons, instruction, and assessments, which will strengthen our ELA instructional practices. (WASC #2)</i></li> <li>● <i>By providing time for vertical articulation on writing instruction, we will develop a greater understanding of how to scaffold the teaching of writing from grade level to grade level, which will result in more consistent writing practices across grade levels.</i></li> <li>● <i>By providing time for teacher mentoring on the use of ELA curriculum, instruction, and assessment, we will support the professional growth of individual teachers in this area, which will strengthen ELA instructional practices.</i></li> </ul>
<b>Numeracy</b>	<p><b>2A.</b> There are inconsistencies in understanding and implementation of our new Envision Math curriculum.</p> <p><b>2B.</b> There is a need to sustain and strengthen the successful practice of providing PLC, vertical articulation, and mentoring to strengthen math instructional practices.</p>	<ul style="list-style-type: none"> <li>● We will provide math coaching for the enVision Mathematics program.</li> <li>● We will refine our PLC process and structure for math.</li> <li>● The school will provide coaching on problem-based learning strategies through Carnegie PD.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>By providing math coaching for the enVision Mathematics program, we will ensure that teachers understand Steps 1, 2, and 3 of the enVision Mathematics curriculum, which will result in more consistent understanding and implementation of our new math curriculum.</i></li> <li>● <i>By refining our PLC process for math, we will utilize PLC to align and calibrate the use of the enVision curriculum and i-Ready lessons, instruction, and assessments, which will strengthen Math instructional practices. (WASC #2)</i></li> <li>● <i>By providing coaching on problem-based learning strategies through Carnegie PD, we will deepen understanding of the 8-Effective Math Teaching Practices (NCTM), which will</i></li> </ul>

			<i>strengthen Math instructional practices.</i>
<b>Science</b>	<b>3A.</b> There is a need to sustain and strengthen the successful practice of providing PLC and mentoring to strengthen Science instructional practices.	<ul style="list-style-type: none"> <li>We will refine our PLC process and structure to include planning time for science.</li> <li>We will provide time for teacher mentoring on the use of science materials and resources to teach the NGSS.</li> </ul>	<ul style="list-style-type: none"> <li><i>By refining our PLC process and structure to include planning time for science, we will ensure that teachers have articulation and collaboration on their use of the FOSS Science, and Mystery Science curriculum and thematic units, instruction, and assessments, which will strengthen Science instructional practices.</i></li> <li><i>By providing teacher mentoring on the use of science materials and resources to teach the NGSS, we will support the professional growth of individual teachers in this area, which will strengthen Science instructional practices.</i></li> </ul>
<b>High-Yield Instructional Strategies</b>	<p><b>4A.</b> Instruction is not meeting the needs of ALL diverse learners, as they require instruction that is differentiated according to their learning styles and skill levels.</p> <p><b>4B.</b> Class visits have been inconsistent.</p>	<ul style="list-style-type: none"> <li>We will identify high-yield instructional strategies to be implemented in all classrooms, including the use of differentiation.</li> <li>We will refine our class visit structures.</li> </ul>	<ul style="list-style-type: none"> <li><i>By identifying high-yield instructional strategies to be implemented in all classrooms, including the use of differentiation, we will conduct collaborative discussions during which teachers share how they use a variety of high-yield instructional strategies (including differentiation), and reflect on what is working the most effectively to meet students' learning needs, which will better meet the needs of ALL diverse learners, as they require instruction that is differentiated according to their learning styles and skill levels. (WASC #2)</i></li> <li><i>By refining our class visit structures, we will create more opportunities for peer visits and implement a process of reflection regarding what was observed/learned, which will result in more consistent class visits.</i></li> </ul>
<b>Interdisciplinary Instruction</b>	<b>5B.</b> The intentional implementation of interdisciplinary instruction to make learning relevant and engaging for students has been inconsistent.	<ul style="list-style-type: none"> <li>We will identify methods of making interdisciplinary instruction more intentional.</li> <li>We will develop a more structured format to examine the effect of teacher practice on student learning.</li> </ul>	<ul style="list-style-type: none"> <li><i>By identifying methods of making interdisciplinary instruction more intentional, we will share examples provided from district, conduct teacher sharing of methods that they implement in their classrooms, and select at least one "new" method to try, which will increase the frequency and consistency of intentional implementation of interdisciplinary instruction that makes learning more relevant and engaging for students.</i></li> <li><i>By developing a more structured format to examine the effect of teacher practice on student learning, we will use evidence/data to identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will make learning more relevant and engaging for students.</i></li> </ul>

<p><b>MTSS:</b></p> <ul style="list-style-type: none"> <li>➤ Academic Response to Interventions (Rtl)</li> <li>➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</li> <li>➤ Parent Involvement and Engagement</li> </ul>	<p><b>6A.</b> There is a need to sustain and strengthen the successful practice of providing all students with targeted Rtl to address their specific learning needs, especially at the Tier 2 level.</p> <p><b>6B.</b> There is inconsistency in the teaching and reinforcement of schoolwide behavioral expectations and SEL competencies across multiple settings.</p> <p><b>6C.</b> There are varying degrees of implementation of proactive classroom management routines.</p> <p><b>6D.</b> There are insufficient numbers of active participants on the PTA.</p>	<ul style="list-style-type: none"> <li>● We will refine how we implement differentiation during Tier 2 small group instruction.</li> <li>● We will have an Academic Coach to coordinate and support PLCs and Data Teaming with an emphasis on instruction that meets the academic learning needs of all students.</li> <li>● We will clarify our school's system for academic student support.</li> <li>● We will establish a system for all students to reflect on their learning, set goals and monitor their success.</li> <li>● Support staff will partner with teachers to provide Tier 3 services based on identified student needs.</li> <li>● We will clarify our school's system for teaching and reinforcing schoolwide behavioral expectations and SEL competencies across multiple settings.</li> <li>● We will provide PD/teacher articulation on proactive classroom management routines.</li> <li>● We will network with parents via the school newsletter and Open House to recruit additional parents for active participation on our PTA.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>By refining how we implement differentiation during small group instruction, we will conduct collaborative discussions regarding differentiation of content, process, and product, during which teachers will share examples of differentiation that they implement in their classrooms, and select at least one "new" method to try, which will strengthen our practice of providing all students with targeted Rtl to address their specific learning needs, especially at the Tier 2 level. (WASC #2)</i></li> <li>● <i>By having an Academic Coach to coordinate and support PLCs and Data Teaming, we will implement a PLC process that supports quality Tier 1 instruction, and a refined Data Teams process that uses assessment data to identify student needs and target instruction, which will strengthen our practice of providing all students with targeted Rtl to address their specific learning needs. (WASC #2)</i></li> <li>● <i>By clarifying our school system for academic student support, we will create/update, share, and explain school documents (e.g., flowchart, diagram, steps) that clearly outline/illustrate our system, which will strengthen our practice of providing all students with targeted Rtl. (WASC #2)</i></li> <li>● <i>By establishing a system for all students to reflect on their learning, set goals and monitor their success, we will develop students' ownership of learning, which will strengthen our ability to engage them in targeted Rtl activities designed to address their specific learning needs. (WASC #2)</i></li> <li>● <i>By partnering support staff with teachers to provide Tier 3 services based on identified student needs, we will ensure that the interventions implemented are addressing each student's identified learning gaps to enable students to have equitable access to grade level content in the classroom, which will strengthen our practice of providing all students with targeted Rtl to address their specific learning needs. (WASC #2)</i></li> <li>● <i>By clarifying our school's system for teaching and reinforcing schoolwide behavioral expectations and SEL competencies across multiple settings, we will create/update, share, and explain school documents (e.g., flowchart, diagram, steps) that clearly outline/illustrate our system and expectations, which will result in more consistent implementation of the system, including reinforcement of behavioral expectations</i></li> </ul>
---	---	--	--

			<p><i>across multiple settings. (WASC #1)</i></p> <ul style="list-style-type: none"> <li>• <i>By providing PD/teacher articulation on proactive classroom management routines, we will include teacher sharing of effective routines that they implement so that teachers can learn from one another, and conduct peer visits if desired, which will increase and calibrate the implementation of proactive classroom management routines. (WASC #1)</i></li> <li>• <i>By networking with parents via the school newsletter and during school events such as Open House, we will successfully recruit additional parents for active participation on our PTA, which will result in sufficient numbers of active participants.</i></li> </ul>
<p><b>College/Career Awareness, Exploration, and Preparation</b></p>	<p><b>7A.</b> There are insufficient activities that promote college/career awareness and exploration.</p> <p><b>7B.</b> There are varying levels of understanding and implementation of the Computer Science Standards (CSTA).</p> <p><b>7C.</b> There is a need to sustain and strengthen the successful practice of providing instruction and support to meet the unique needs of 6th graders, primarily in the areas of SEL and transitioning to middle school.</p>	<ul style="list-style-type: none"> <li>• We will coordinate and implement multiple activities that promote college and career awareness and exploration.</li> <li>• We will designate time for teachers to review and discuss the CSTA standards with guidance/input from the Technology Coordinator.</li> <li>• The Leadership Team and 6th grade teachers will collaborate to strengthen efforts to better meet the unique needs of 6th graders.</li> <li>• coordinate designate resources and coordinate additional activities to continue supporting middle level academics and SEL.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>By coordinating and implementing multiple activities that promote college and career awareness and exploration, we will expose students to a variety of postsecondary options, which will result in sufficient activities that promote college/career awareness and exploration.</i></li> <li>• <i>By designating time for teachers to review the Computer Science Standards (CSTA) with guidance/input from the Technology Coordinator, we will identify which standards are already being addressed, along with those that need more attention, which will increase understanding and implementation of the CSTA.</i></li> <li>• <i>By collaborating to determine ways to strengthen efforts to better meet the unique needs of 6th graders, we will coordinate additional activities and programs as needed, and will allocate resources to implement them, which will enable us to better address the needs of middle level learners, primarily in the area of SEL and transitioning to middle school.</i></li> </ul>