


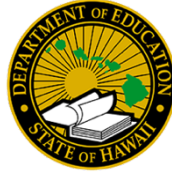
Academic Plan School Year 2023-2024

Kalaheo Elementary School

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Submitted by Brian Godsill	Date
	3/20/2023

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



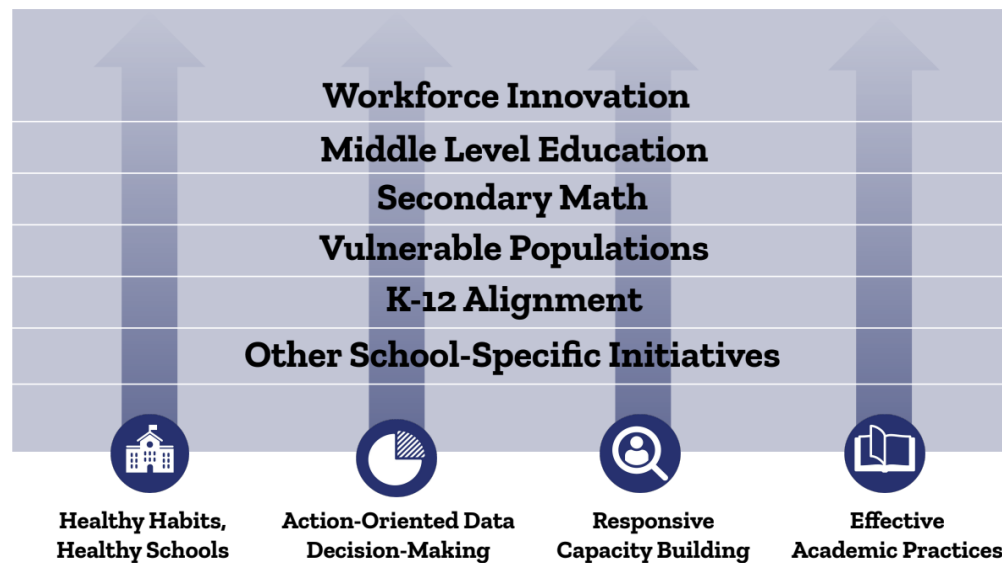
Kalaheo Elementary School

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.

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
51%	54%	64%	35 pts.	28 pts.	19 pts.	52	61	60

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

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
48%	52%	64%	34 pts.	25 pts.	27 pts.	62	78	49

SW1

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

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
57%	41%	36%

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

School Climate		
Favorability 80%		
19-20	20-21	21-22
72%	79%	72%

[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 Wonders, Ready, and Heggerty, with interventions/support provided for students who struggle.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will continue to coordinate PD for teachers on the use of the Wonders, Ready Reading curriculum, and Heggerty, and they will monitor the impact of PD based on curriculum implementation and program usage. 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 (Scarborough's Reading Rope) and strengthen instruction and assessment of word recognition/decoding and language comprehension. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Ready Reading curriculum, instruction, and assessments. 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. All teachers will implement Ready (Gr. 2-5), Wonders (K-1), Heggerty (K-3) with fidelity as scheduled by administration/leadership, including the use of strategies identified to support student success. All teachers will provide daily instruction on grade-level appropriate vocabulary words, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy 	<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. 	<div> <input type="checkbox"/> WSF </div> <div> <input checked="" type="checkbox"/> ESSER III KCA B-3006 McGraw Hill Wonders curriculum Gr K-1 \$23,744 </div> <div> B - 3502 Lexia Core5 \$1,760 </div> <div> i-Ready Reading \$4,832 </div> <div> <input type="checkbox"/> Title I </div>	

<p><u>Vocabulary.</u></p> <p>g. All grade levels will identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade level expectations/rigor.</p> <p>h. 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>i. All grades 3-5 teachers will utilize at least one Interim Comprehensive Assessment (ICA) <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>j. 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>k. 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 #2, #8</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 who struggle.</p> <p>Action Steps:</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 	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> ESSER III KCA B - 3006 Heinemann-Do the Math \$13,565</p>	<p><input type="checkbox"/> Title I</p>

<p>a. School administration/leadership will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of Steps 1-3 in the Ready 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.</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 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 SBA-Math Vocabulary list.</p> <p>f. In PLC, Grade levels will identify/calibrate common scoring methods for teacher and student use utilizing the SBA-Mathematics General Scoring Rubric as a guide.</p> <p>g. All grades 3-5 teachers will select and utilize items from the Math SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> 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>h. All grades 3-5 teachers will utilize at least one Interim Comprehensive Assessment (ICA) <u>formally within the testing system</u> as formative assessments to provide students with practice in the online testing system, including the use of the</p>	<p>measured by the Math 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 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>B - 7104/07 iReady PD \$7,068</p> <p>B - 3502 i-Ready Math \$10,918</p>	
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<p>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.</p> <p>j. All students will demonstrate the Ready Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Try-Discuss-Connect Routine.</p> <p>k. 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 #2, #8</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 who struggle.</p> <p>Action Steps:</p> <p>a. School administration/leadership will continue to provide PD for teachers on the use of various science curriculum, 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 school placed based, Generation Genius, and 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 Amplify, and/or will state if components of the curriculum are teacher-created.</p> <p>d. School administration/leadership and district will provide PD</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 checked="" type="checkbox"/> WSF B - 3502 Mystery Science \$1,395</p> <p>Generation Genius \$1,795</p>	<p><input type="checkbox"/> Title I</p>

<p>to teachers on the use of Bozeman Science.</p> <p>e. All grades 3-5 teachers will select and utilize items from the NGSS Interim Assessments <u>informally for instruction</u> 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 grades 3-5 teachers will utilize at least one NGSS Interim Assessments per semester <u>formally within the testing system</u> 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.</p> <p>g. All grades 3-5 teachers will use the Cognia Assessment that correlates with their grade level as a means of ongoing formative assessment to identify areas that need to be reviewed.</p> <p>h. 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>i. 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 #3, #5</p>			
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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). 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 Reflection 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, #2, #8)</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"/> ESSER III KCA B - 7104/07 Heggerty PD \$1,700</p> <p>B - 3006 Heggerty curriculum \$2,986</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 transfer of concepts/skills.</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 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 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 of the PD/guidance on teacher practice and student learning. <p>SW3, SW6 (i, ii, iii)</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. 	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I
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>Action Steps:</p> <p>➤ Academic Response to Interventions (Rtl)</p> <ol style="list-style-type: none"> School administration/leadership will coordinate the schoolwide ELA and Math intervention programs and provide 	<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 	<input checked="" type="checkbox"/> WSF A1 - 2741 PCNC @ 17 hrs per wk x 40 wks = 680 hrs x \$25.45 \$17,306 B - 3502 Educational Networks school website \$4,000	<input checked="" type="checkbox"/> Title I 18902 A1 - 2744/2702 RTI PTT 17 hrs per wk x 40 wks = 680 hrs x \$42.16 = \$28,669 + \$837 (2.92% fringe) = \$29,506 A1 - 2744/2702

<p>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> <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 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.</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 Rtl, 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 an inclusive positive learning environment that strengthens their sense of belonging.</p> <p>➤ Parent Involvement and Engagement</p> <p>i. School administration along with teachers/staff will provide parents with opportunities and guidance to support their children's growth.</p> <p>SW5, SW6 (i, ii, iii) WASC #1, #2, #4, #7</p>	<p>as measured by the i-Ready diagnostic universal screener.</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 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>A - 2510 Rtl teacher .50 FTE \$32,990</p> <p>42101 B-3401 PBIS incentives/awards/ curriculum \$1,000</p> <p>42102 A1-2769 ELL sub for KCA workshops 3 days x \$184.66 \$554</p> <p>42106 A1-2802 3 new teachers x 1 day Orientation PD x \$184.66 \$554</p> <p><input checked="" type="checkbox"/> Migrant Ed 17790 A1 - 2744/2702 Migrant Ed PTT</p>	<p>Tutoring PTT 372 hrs x \$42.16 = \$15,684 + \$458 (2.92% fringe) = \$16,142</p> <p>B - 3006 Purple folders - Parent Communicators \$448 of \$681 (split with 18935)</p> <p><input checked="" type="checkbox"/> Title I 18935 B - 3006 Purple folders - Parent Communicators \$233 of \$681 (split with 18902)</p> <p>Supplies & materials for parent community night \$361</p> <p>B - 3301 Meals/snacks/refreshments for parent community nights \$300</p>
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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> <ol style="list-style-type: none"> 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). 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). 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 designated teachers to design and deliver coherent, scaffolded computer science learning experiences for students. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to middle school. 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>SW6 (i, ii, iii)</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>☑ WSF 42101 A1 - 2744 Computer PTTB 17 hrs per wk x 40 wks = 680 hr x \$29.59 = \$20,121</p> <p>A1 - 2741 Computer Tech PPE @ 17 hrs per wk x 40 wks = 680 hr x \$25.45 \$17,306</p>	<p>☑ Title I 18902 B - 3502 GoGuardian \$2,500</p> <p>Kami \$5 x 375 students \$1,875</p> <p>BrainPOP \$4,050</p> <p>B - 3006 Student Planners \$1,549</p> <p>B - 3006 Student Headsets (200) \$2,430</p>

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)	

Kalaheo 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	<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>
Literacy	1A. There are varying levels of understanding and implementation of ELA curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data with integrity and fidelity.	<ul style="list-style-type: none"> • We will provide teachers with PD on the Science of Reading. • We will provide Kindergarten and 1st grade teachers with PD to implement the new version of the Wonders curriculum 2023. • All grades 3-5 teachers will utilize IAB items informally for instruction, and the full ICA formally as a formative assessment. • We will conduct a 9-week ILT cycle on Academic Vocabulary that includes PD, safe practice, peer observations and feedback, and walkthroughs. • All grades 2-5 teachers will use the ELA Standards Mastery tests in place of unit assessments. • At the beginning of the school year, teachers will be provided time to reflect on past practice and revise their ELA pacing guides for the year. 	<ul style="list-style-type: none"> • <i>By providing teachers with PD on the Science of Reading, we will ensure that teachers understand key strategies for teaching reading and the brain research behind them, including strategies for teaching phonics, phonemic awareness, decoding, and other components of reading instruction, which will result in an increase in understanding and implementation of ELA instruction.</i> • <i>By providing K-1 teachers with PD on the new version of the Wonders curriculum 2023, teachers will learn what has been updated and how to implement the changes to strengthen student learning, which will result in an increase in understanding and implementation of ELA curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data with integrity and fidelity.</i> • <i>By all grades 3-5 teachers utilizing ELA IAB items informally for instruction and the full ELA ICA as a formative assessment, we will ensure that both teachers and students are familiarized with the testing format, online tools, and rigor of the standards as measured by SBA, which will result in an increase in understanding and implementation of ELA curriculum, instruction, and assessment in regards to the use of standards mastery, assessments, and data.</i> • <i>By conducting a 9-week ILT cycle on Academic Vocabulary that includes PD, safe practice, peer observations and feedback, and walkthroughs, we will strengthen the practice of teaching cross-content academic vocabulary words, including those on the SBA Sample Academic Vocabulary list, which will result in an increase in understanding and implementation of ELA/literacy instruction.</i> • <i>By all grades 2-5 teachers using the Standards Mastery tests in place of unit assessments, they will have more useful data on how to plan further instruction specific to the standards of</i>

			<p>which students need growth, which will result in an increase in understanding and implementation of ELA curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data.</p> <ul style="list-style-type: none"> By providing time at the beginning of the school year for teachers to reflect on past practice and revise their ELA pacing guides, teachers will plan to address key learning, such as prioritized standards, foundational reading, and comprehension skills, which will result in an increase in understanding and implementation of ELA curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data with integrity and fidelity.
Numeracy	<p>2A. There are varying levels of understanding and implementation of math curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data with integrity and fidelity.</p>	<ul style="list-style-type: none"> We will provide teachers with PD to implement new Ready Math curriculum changes. All grades 3-5 teachers will utilize IAB items informally for instruction, and the full ICA formally as a formative assessment. All grades 2-5 teachers will use the Math Standards Mastery tests in place of unit assessments. At the beginning of the school year, teachers will be provided time to reflect on past practice and revise their Math pacing guides for the year. 	<ul style="list-style-type: none"> By providing teachers with PD on how to implement the updated Ready Math curriculum changes, teachers will learn what has been updated and how to implement the changes to improve student learning, including methods to strengthen student engagement and problem-solving, which will result in an increase in understanding and implementation of math curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data. By all grades 3-5 teachers utilizing Math IAB items informally for instruction and the full Math ICA as a formative assessment, we will ensure that both teachers and students are familiarized with the testing format, online tools, and rigor of the standards as measured by SBA, which will result in an increase in understanding and implementation of math curriculum, instruction, and assessment in regards to the use of standards mastery, assessments, and data. By all grades 2-5 teachers using the Standards Mastery tests in place of unit assessments, they will have more useful data on how to plan further instruction specific to the standards of which students need growth, which will result in an increase in understanding and implementation of math curriculum, instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data. By providing time at the beginning of the school year for teachers to reflect on past practice and revise their math pacing guides, teachers will plan to address key learning, such as prioritized standards and problem solving strategies/skills, which will result in an increase in understanding and implementation of math curriculum,

			<i>instruction, and assessment in regards to pacing, the use of standards mastery, assessments, and data with integrity and fidelity.</i>
Science	<p>3A. There is a lack of identified/selected grade level assessments for each science unit that are aligned with the grade level teacher-created curriculum and NGSS.</p> <p>3B. There are varying degrees of understanding of how to teach the NGSS.</p>	<ul style="list-style-type: none"> All grades 2-5 teachers will use Cognia as science formative assessments. All grades 3-5 teachers will utilize NGSS IAB items informally for instruction. We will provide PD to all teachers on methods of teaching science using <i>Bozeman Science</i>. 	<ul style="list-style-type: none"> <i>By all grades 2-5 teachers using Cognia as science formative assessments, teachers will have common grade level assessments that are aligned with the grade level curriculum and NGSS, which will address the current lack of identified/selected grade level assessments for each science unit that are aligned with the grade level teacher-created curriculum and NGSS. (WASC #3, #5)</i> <i>By all grades 3-5 teachers utilizing NGSS IAB items informally for instruction, we will ensure that both teachers and students are familiarized with the testing format, online tools, and rigor of the standards as measured by the NGSS HSA, which will result in an increase in understanding and implementation of science curriculum, instruction, and assessment in regards to the use of standards mastery, assessments, and data. (WASC #3, #5)</i> <i>By providing PD to all teachers on methods of teaching science using Bozeman Science, teachers will strengthen their understanding of the NGSS Performance Expectations for elementary students, along with strategies and resources to teach and assess them, which will increase and calibrate understanding of how to teach the NGSS. (WASC #3, #5)</i>
High-Yield Instructional Strategies	<p>4A. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices).</p> <p>4B. 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> <p>4C. There is a need to sustain and strengthen the successful practice of the ILT and ART using data and evidence to</p>	<ul style="list-style-type: none"> We will provide teachers new to our school with PD on the use of our current schoolwide high-yield instructional strategies (powerful practices), and will conduct a refresher/review session for all teachers. Additional PD/training for teachers/staff on best practices will be provided as needed and identified throughout the school year. We will provide ILT/ART articulation time and guidance for the collection and evaluation of data and evidence to complete our CNA and 	<ul style="list-style-type: none"> <i>By providing new and veteran teachers with PD on the use of our current schoolwide high-yield instructional strategies, all teachers will have a common understanding of what these powerful practices are and the expectations for schoolwide implementation, as well as how to implement the strategies/practices effectively in all grade level classrooms, which will increase and calibrate understanding and implementation of high-yield instructional strategies. (WASC #1, #2, #8)</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> <i>By providing articulation time and guidance for the collection and evaluation of data and evidence to complete our CNA and develop/monitor our Academic Plan, we will examine and</i>

	<p>conduct our CNA, develop our Academic Plan, and progress monitor its implementation and impact.</p> <p>4D. There is a need to coordinate and oversee the implementation of Title I funded activities and events to support student learning and academic achievement.</p>	<p>develop/monitor our Academic Plan initiatives.</p> <ul style="list-style-type: none"> • We will contract a Title I Coordinator to support the principal and leadership team in the coordination of Title I funded activities and events that are designed and implemented in ways that support student learning and academic achievement. 	<p>reflect on data and evidence to identify areas that need additional PD/training, support, and/or feedback and will follow-up and/or adjust our plan accordingly, <i>which will sustain and strengthen the successful practice of using data and evidence to conduct our CNA, develop our Academic Plan, and progress monitor its implementation and impact.</i></p> <ul style="list-style-type: none"> • <i>By contracting a Title I Coordinator, we will have personnel available to support the principal and leadership team in the coordination of Title I funded activities and events that are designed and implemented in ways that support student learning and academic achievement, which will address this current need.</i>
Interdisciplinary Instruction	<p>5A. There are varying degrees of understanding and implementation of interdisciplinary instruction that makes the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</p>	<ul style="list-style-type: none"> • We will provide teachers with PD/guidance on various methods of interdisciplinary instruction and related best practices. • We will provide grade level articulation time during faculty meetings to extend teachers' learning and to plan for interdisciplinary instruction. • We will conduct a vertical articulation session on interdisciplinary instruction. 	<ul style="list-style-type: none"> • <i>By providing teachers with PD/guidance on various methods of interdisciplinary instruction and related best practices, teachers will develop a common understanding of what interdisciplinary instruction is and why it's important for student learning, which will increase and calibrate understanding of interdisciplinary instruction that makes the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</i> • <i>By providing grade level articulation time to extend teachers' learning and plan for interdisciplinary instruction, teachers will solidify their understanding of interdisciplinary practices and will create/embed multiple opportunities for application in their classrooms, which will increase and calibrate understanding and implementation of interdisciplinary instruction that makes the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</i> • <i>By conducting a vertical articulation session on interdisciplinary instruction, we will utilize teachers as resources who will share their examples of interdisciplinary instruction to expand teacher growth in this area, which will increase understanding and implementation of interdisciplinary instruction that makes the learning of content meaningful and relevant for students while strengthening 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 of differentiated and inclusive practices.</p> <p>6B. There are inconsistencies in the implementation of tiered academic interventions.</p> <p>6C. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations and classroom management routines.</p> <p>6D. There is a need to sustain and strengthen implementation of our SEL program (Second Step) and follow-up actions based on SEL Panorama Student Survey results.</p> <p>6E. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall wellbeing at school.</p>	<ul style="list-style-type: none"> • We will review our Rtl process at the beginning of the school year, including how to access the strategies in the Kalaheo Drive. • We will provide a PTT to assist with the coordination and implementation of tiered academic interventions. • We will conduct grade level assemblies that communicate, promote, and reinforce school wide behavior expectations at the start of each semester. • We will provide guidance/support for teachers on classroom management routines as needed. • We will provide teachers with designated time to explore within the Panorama Survey Playbook to identify/create lessons, student journals, and/or activities that relate to the SEL needs and Second Step lessons taught by counselors. • We will provide monthly newsletters that contain tips and strategies to help parents/guardians support students at home. 	<ul style="list-style-type: none"> • <i>By reviewing the Rtl Process at the beginning of the school year, including how to access the strategies in the Kalaheo Drive, we will recommunicate the expectations and clarify the protocol for providing differentiated and inclusive practices at our school, which will increase and calibrate understanding of differentiated and inclusive practices. (WASC #2)</i> • <i>By providing a PTT to assist with the coordination and implementation of tiered academic interventions, we will have personnel available to support targeted instruction to meet students' learning needs, which will result in more consistent implementation of tiered academic interventions.</i> • <i>By conducting grade level assemblies that communicate, promote, and reinforce school wide behavior expectations at the start of each semester, we will ensure that teachers, staff, and students know the student behaviors expected on campus at all times, which will result in more consistent implementation and reinforcement of the schoolwide behavior expectations.</i> • <i>By providing guidance/support for teachers on classroom management routines as needed, we will ensure that all new/veteran teachers are proactive in their approach to classroom management and understand how to reduce student misbehaviors through clear and consistent classroom routines, which will result in more consistent implementation and reinforcement of the schoolwide behavior expectations and classroom management routines.</i> • <i>By providing teachers with designated time to explore within the Panorama Survey Playbook to identify/create lessons, student journals, and/or activities that relate to the SEL needs and Second Step lessons taught by counselors, teachers will better support and reinforce students' development of the SEL competencies, which will sustain and strengthen implementation of our SEL program (Second Step) and follow-up actions based on SEL Panorama Student Survey results. (WASC #7)</i> • <i>By providing monthly newsletters that contain tips and strategies to help parents/guardians support students at home, parents/guardians will be better informed/equipped to support their child even if they are unable to attend school events, which will strengthen our practice of involving and engaging parents to enable them to support their child's learning and overall wellbeing at school. (WASC #4)</i>
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College/Career Awareness, Exploration, and Preparation	<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 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>	<ul style="list-style-type: none"> • We will coordinate and implement a variety of activities that promote college/career awareness, exploration and preparation throughout the school year (e.g., guest speakers, excursions, presenting informational slideshows and videos during lunch). • We will continue to seek and implement new opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning. • We will continue to seek and implement new opportunities, methods, and strategies to support student transitions into, within, and out of Kalaheo Elementary School. 	<ul style="list-style-type: none"> • <i>By implementing a variety of activities that promote college/career awareness, exploration and preparation throughout the school year (e.g., guest speakers, excursions, presenting informational slideshows and videos during lunch), we will provide our students with multiple opportunities and experiences related to life outside of school and expose them to post-secondary options, which will sustain and increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</i> • <i>By implementing new and existing opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning, we will expand teachers' and students' use of technology, which will sustain and strengthen our practice of integrating technology into instruction.</i> • <i>By implementing new and existing opportunities, methods, and strategies to support student transitions, we will ensure that all students are provided the support they need to have a successful start to their next phase of education, including transitions into, within, and out of our school, which will strengthen our practice of providing students with transitions.</i>
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