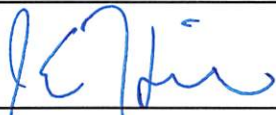
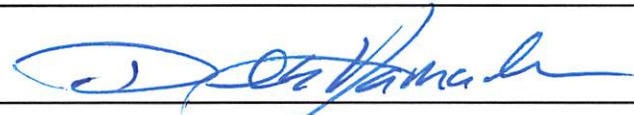


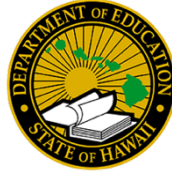
Academic Plan School Year 2023-2024

KEKAHA ELEMENTARY SCHOOL

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	3/20/2023
Submitted by: Joseph Hicks, Principal	Date

	4/10/23
Approved by: Daniel S. Hamada, Complex Area Superintendent	Date



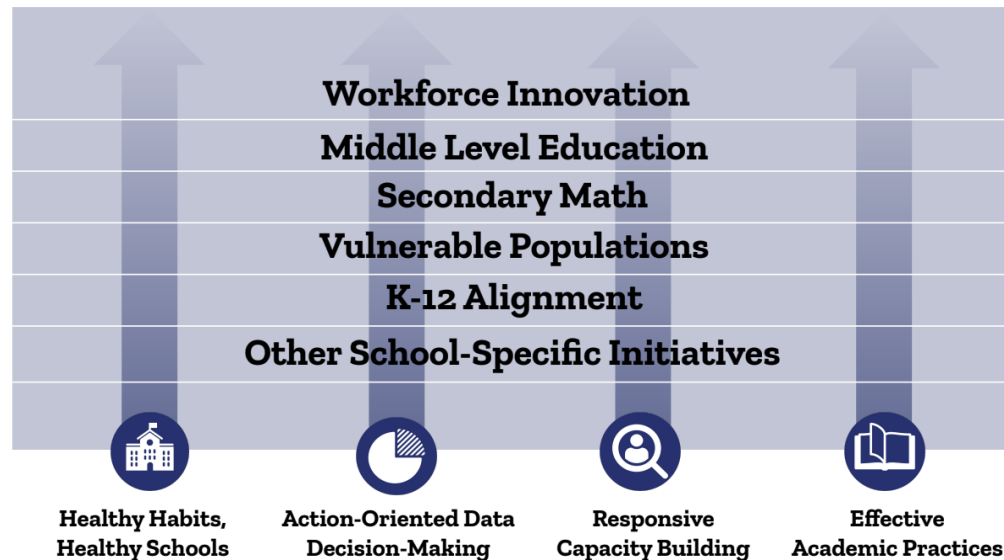
Kekaha Elementary School

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
38%	26%	39%	18 pts.	13 pts.	23 pts.	52	35	46

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
34%	14%	21%

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
35%	19%	23%	27 pts.	17 pts.	21 pts.	55	19	33

School Climate		
Favorability 80%		
19-20	20-21	21-22
73%	76%	68%

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 vocabulary development, and incorporates the use of i-Ready, with interventions/support provided for students.</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 curriculum and the i-Ready program (diagnostic screener and lessons), and 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 Wonders curriculum, instruction, and assessments, and additional writing instruction and assessment, as well as the use of i-Ready program. The administration will provide time for vertical articulation between grade levels. All teachers will implement the vertically aligned standards-based industry-vetted curriculum (i.e., Wonders, i-Ready program, Sonday) 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 provide instruction on grade-level academic language and Wonders vocabulary, including the integration of the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary in grades 3-5. All grade levels will use 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 a reference for grade level 	<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><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Kami For grades 3-5 \$840</p> <p>Achieve3000 Literacy license Gr 3-5 160 x \$25 = \$4,180 Smarty Ants license 115 x \$25 = \$3,005 includes free training, set up and ongoing support \$7,185</p> <p>B - 3006 McGraw Hill Wonders Student Workbooks consumables \$6,500</p> <p>Winsor- Sonday consumables \$2,868</p> <p>Explode the Code Workbooks \$2,500</p> <p>B-3502 Winsor Learning Sonday Essentials System subscription \$9,844</p>

<p>expectations/rigor.</p> <p>h. All grades 3-5 teachers will collaborate to 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.</p> <p>i. All grades 3-5 teachers will collaborate to select and utilize at least two ELA IABs <i>formally within the testing system</i> as a formative assessment 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 with timely feedback and ongoing interventions/support (i.e., differentiation, small group instruction, etc.) 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 #1, #2, #3, #5, #6</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 vocabulary development, with interventions/support provided for students.</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. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the enVision Math curriculum, instruction, and assessments, as well as the use of i-Ready program; time for vertical articulation will also be provided.</p> <p>c. All teachers will implement the vertically aligned standards-based industry-vetted curriculum (i.e., enVision Math, i-Ready program) to</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 type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Title IV 20760 B - 3502 Envision (paid in FY2023 for SY23-24 & 24-25)</p>

<p>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>d. All teachers will provide daily instruction on grade-level enVision Math vocabulary, including the SBA-Math Vocabulary in grades 3-5.</p> <p>e. Grade levels will use common scoring methods incorporated within the enVision Math curriculum, with the SBA-Mathematics General Scoring Rubric available as a reference.</p> <p>f. All grades 3-5 teachers will collaborate to 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>g. All grades 3-5 teachers will collaborate to select and utilize at least two Math IABs <i>formally within the testing system</i> as a formative assessment 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>h. All teachers will examine student work and assessment data, and will provide students with timely feedback and ongoing interventions/support (i.e., differentiation, small group instruction, etc.) as needed within the classroom.</p> <p>i. 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>j. 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, #2, #3, #5, #6</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 horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the NGSS.</p> <p>Action Steps:</p> <p>a. School administration will continue to provide at least one articulation session per semester for teachers to align and calibrate</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><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Mystery Science \$1,999</p> <p>A1-2769/2702</p>

<p>their use of the Mystery Science curriculum, instruction, and assessments.</p> <p>b. All teachers will implement Mystery Science as their primary curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for Elementary; supplemental resources may be used <i>in addition</i> to Mystery Science.</p> <p>c. All grades 3-5 teachers will collaborate to 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>d. All grade 5 teachers will collaborate to select and utilize at least two NGSS Interim Assessments <i>formally within the testing system</i> as a formative assessment 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>e. All teachers will examine student work and assessment data, and will provide students with timely feedback and ongoing support as needed within the classroom.</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, #2, #5, #6</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>Articulation Days per semester for teachers to align and calibrate Mystery Science 24 subs x 2 semester = 48 x \$184.66 \$8,864 + \$808 = \$9,672</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> <p>a. 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/gradual release, vocabulary, active student engagement,</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><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 KES New Teacher Orientation \$184.66 x 6 (New Teacher & Mentors) \$1,108</p> <p>42101 B - 3006 Supplies to support walkthroughs (bulletin</p>	<p><input checked="" type="checkbox"/> Title I A1 - 2769/2702 Data/Learning Walks for the ILT process 184.66 x 8 subs (2 subs per day x 4 cycles) \$1,477 + \$135 = \$1,612</p> <p>A1-2769/2702 Planning Days per semester for ART/</p>

<p>teacher clarity, explicit teaching strategies, success criteria) in all classrooms.</p> <p>b. 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).</p> <p>c. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies through peer observations.</p> <p>d. 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.</p> <p>e. The administration/leadership will conduct data sweeps to gather data on using identified high-yield instructional strategies.</p> <p>f. The Leadership Team will examine evidence and data to progress monitor the impact of the PD sessions/activities on teacher practice and student learning.</p> <p>SW3, SW6 (i, ii, iii) WASC #1, #2, #3, #5, #6</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>boards, posters, presentation materials) \$300</p> <p>42101 A1-2741 PPE (DIS) Wheel Teachers M,W,F @13hr/wk x2 x 38 wks = 988 x \$25.45 \$25,145</p>	<p>Leadership to review AcPlan 7 subs x 2 semester = 14 x \$184.66 \$2,585 + \$236 = \$2,821</p> <p>A1-2802/2702 Summer Training stipend for Leadership on the CSI/ART process. 10 stipends x 2 days = 20 x \$184.66 \$3,693 + \$108 = \$3,801</p> <p>A1-2769 Grade Level Training 2nd semester 22 subs x \$184.66 = \$4,063 + \$370 = \$4,433</p> <p>A1-2802 Grade Level Stipend for 1st semester planning/training 24 teachers x \$184.66 = \$4,432 + 129 = \$4,561</p>
<p>Initiative 2 - Enabling Activity 5</p>	<p>Measurable Goals</p>	<p>Source of Funds</p>	
<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> <p>a. 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.</p> <p>b. Teachers will implement interdisciplinary instruction to teach and reinforce standards-based concepts and skills.</p> <p>c. All students will engage in a variety of standards-based interdisciplinary learning activities/tasks.</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. 	<p><input type="checkbox"/> WSF</p>	<p><input type="checkbox"/> Title I</p>

<p>d. The Leadership Team will examine evidence and data to monitor the impact on teacher practice and student learning. SW3, SW6 (i, ii, iii) WASC #2, #3, #6</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. At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 		
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds	
<p>EA 6. Multi-Tiered System of Support 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. Action Steps: ➤ Academic Response to Interventions (Rtl) a. School administration/leadership will provide PD/guidance on the schoolwide expectations, programs, and processes for ELA and Math interventions (Tiers 1-3) to identify and address students' academic needs, including targeted small group instruction as outlined in our daily schedule. b. Teachers will use various forms of student data (e.g., diagnostic screener, curriculum assessments) to determine and implement appropriate Tier 2 and Tier 3 interventions during small group instruction. c. All students will reflect on their progress toward meeting i-Ready growth targets. d. All students will thrive in a positive learning environment that is inclusive and strengthens their learning. e. The Leadership Team will examine evidence and data to monitor the impact of PD/guidance on teacher practice and student learning including the targeted use of differentiation, as well as to monitor implementation of the school identified best practices as related to Rtl. ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS f. School administration/leadership 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><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 Student Perception Survey (EES) for each of the classroom and school level components. SW3 <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>☑ WSF 42101 A1 - 2721 Rtl Tutors 4 x 19 hrs/wk x 40 wks = 3,040 hrs X \$21.76 \$66,150 A1 - 2741 Rtl PPEs 2 x 19 hrs/wk x 40 wks = 1,520 hrs x \$25.45 \$38,684 42101 B - 3006 Choose Love supplies and posters - \$500 42101 B - 3006 Gotcha supplies & incentives \$2,000 42104 B-3006 PBIS Certificates & Incentives \$1,000 42106 B-7104/07 Kumano I Ke Ala partnership -loi and hale \$1,000 42101</p>	<p>☑ Title I 18902 A1 - 2744/2702 After-school Tutoring (3 hrs/wk x 36 wks = 108 hrs x \$42.16) \$4,553 + \$133 (fringe 2.92%) \$4,686 B-3502 School Website - Educational Website \$3,600 18935 B - 3301 Light Refreshments for Parent & Community Engagement \$305 B-3006 Supplies for Parent & Community Engagement \$715</p>

<p>g. The administration/leadership/counselor will clearly define a school-wide process for addressing student social-emotional needs using the Panorama SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling, and guidance lessons in all classrooms.</p> <p>h. The administration, teachers, and staff will implement the RTI, SEL, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors (e.g., class dojo points) resulting in a positive classroom/school climate.</p> <p>i. All students will thrive in a positive learning environment that is inclusive and strengthens their sense of belonging.</p> <p>j. The Leadership Team will examine evidence and data to monitor the impact of PD/guidance on teacher practice, student behavior, and student social-emotional learning.</p> <p>➤ Parent Involvement and Engagement</p> <p>k. 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 #2, #3, #4</p>		<p>B-3006 HĀ supplies & incentives - posters, incentives, showcases \$1,000</p> <p>42101 B-3006 Academic Showcases - incentives \$1,000</p> <p>42104 A1-2741 PCNC (PPE NID) 19 hours per wk x 39 wks = 741 hours x \$23.52 \$17,428</p> <p><input checked="" type="checkbox"/> Possible Supplemental WSF A1-2741 Rtl PPEs(DIS) for Summer Bridge (4 Rtls x 16 hrs x 6wks) X \$25.45 Monday - Thursday from 8AM to 12PM \$9,773</p>	
<p>Initiative 2 - Enabling Activity 7</p>	<p>Measurable Goals</p>	<p>Source of Funds</p>	
<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/Career Day, excursions, making a connection to how adults use a particular skill in a job field), including collaborations with community/business partners.</p> <p>b. School administration and teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the</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 42101 A1-2744 Kinder KAMP/ Readiness Assessment =2 days x 3 teachers x 8 hours per day = 24 hrs x \$42.16 \$1,012</p>	<p><input checked="" type="checkbox"/> Title I 18902 B-3006 Student Planners (24-25) \$4,500</p> <p>C-7708 Student Chromebooks, software, warranty \$11,712</p> <p>18902 B-3502 GoGuardian \$4,586</p> <p>Screencastify \$1,780</p>

<p>school year (e.g. GLO integration, study skills, note-taking, test-taking, organization, use of technology, and computer science).</p> <p>c. Administration and teachers/staff will coordinate activities that support student transition, including the transition to middle school and Jump Up Day (K-4).</p> <p>d. 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)	
<p><i>Additional PD may apply to any of the following Enabling Activities:</i></p> <p>Initiative 1: STUDENT ACADEMIC ACHIEVEMENT</p> <p>EA 1. Literacy</p> <p>EA 2. Numeracy</p> <p>EA 3. Science</p> <p>Initiative 2: SCHOOL IMPROVEMENT SYSTEMS</p> <p>EA 4. High-Yield Instructional Strategies</p> <p>EA 5. Interdisciplinary Instruction</p> <p>EA 6. Multi-Tiered System of Support</p> <p>EA 7. College/Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> Administration will provide resources needed for additional PD (e.g., subs, trainers, travel) to support student engagement and academic achievement. 	<p><input checked="" type="checkbox"/> WSF (<i>FinPlan School Improvement Processes Prog ID 99994</i>)</p> <p>B-7104/07 Contracted Services for PD training \$10,000</p> <p>B-4804 \$1,000 per person (registration; air/transportation, per diem)</p>	<p><input checked="" type="checkbox"/> Title I</p>

Kekaha 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>
<p>Literacy</p>	<p>1A. There are inconsistencies in the implementation of ELA curriculum, instruction, and assessment, including the schoolwide expectations of best practices.</p> <p>1B. There are varying levels of understanding and application of strategies related to the Science of Reading.</p> <p>1C. There are varying degrees of use of the SBA ELA IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in relation to the expectations/rigor of the ELA standards as measured by SBA.</p>	<ul style="list-style-type: none"> • Additional PD/guidance will be provided to teachers on the use of the Wonders curriculum, the i-Ready program (diagnostic screener and lessons), and other schoolwide expectations of best practices for teaching literacy. • School administration/leadership will monitor curriculum implementation, program usage, and the adherence to schoolwide best practices. • Administration will work with district staff to coordinate and provide PD and coaching on the Science of Reading. • All grades 3-5 teachers will collaborate to 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. • All grades 3-5 teachers will collaborate to select and utilize at least two ELA IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the 	<ul style="list-style-type: none"> • <i>By providing additional PD/guidance on the use of the Wonders curriculum implementation, i-Ready program usage, and schoolwide best practices for teaching literacy, we will ensure that all teachers understand what is expected to be implemented and how to do so, which will result in increased consistency of implementation of ELA curriculum, instruction, and assessment.</i> (WASC #2, #3, #5) • <i>By monitoring curriculum implementation, program usage, and the adherence to schoolwide best practices, we will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will result in increased consistency of implementation of ELA curriculum, instruction, and assessment.</i> (WASC #2, #3, #5) • <i>By working with district staff to coordinate and provide PD on the Science of Reading, we will ensure that all our teachers understand key strategies for teaching reading and the brain research behind them, which will develop and calibrate understanding of the research and strategies incorporated within the Science of Reading.</i> (WASC #6) • <i>By working with district staff to coordinate and provide academic coaching on the use of Science of Reading strategies, we will ensure that teachers receive follow-up support and feedback, which will increase understanding and application of these strategies.</i> (WASC #6) • <i>By teachers collaborating to select and utilize the ELA IABs informally for instruction, we will select IABs that are aligned with the pacing and instruction of the Wonders curriculum, which will increase the use of the IABs and strengthen understanding of the expectations/rigor of the ELA standards as measured by SBA.</i> (WASC #1, #5) • <i>By teachers collaborating to select and utilize the ELA IABs formally for assessment and conducting feedback sessions with students, we will ensure that both teachers and students</i>

		<p>SBA online tools, and will conduct assessment feedback sessions with students.</p>	<p>are familiarized with the testing format, online tools, and rigor, which will result in an increased use of the IABs that strengthens understanding of the expectations/rigor of the ELA standards as measured by SBA. (WASC #1, #5)</p>
<p>Numeracy</p>	<p>2A. There are inconsistencies in the implementation of Math curriculum, instruction, and assessment, including the schoolwide expectations of best practices.</p> <p>2B. There are varying levels of understanding and application of strategies related to the enVision math program.</p> <p>2C. There are varying degrees of use of the SBA Math IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in relation to the expectations/rigor of the Math standards as measured by SBA.</p>	<ul style="list-style-type: none"> • School administration will work with district staff to coordinate and provide PD designed to calibrate understanding of Steps 1, 2, and 3 in the enVision Mathematics curriculum. • School leadership will monitor the impact of the enVision Math PD based on curriculum implementation, including the use of curriculum-embedded instructional strategies and assessments. • All grades 3-5 teachers will utilize at least two Math IABs formally within the testing system as a formative assessment to provide students with practice in the online testing system. 	<ul style="list-style-type: none"> • <i>By monitoring the enVision Mathematics curriculum implementation, i-Ready program usage, and related schoolwide best practices, we will identify areas that need follow-up training, support, and/or feedback, which will increase the consistency of implementation.</i> (WASC #2, #3, #5) • <i>By working with district staff to coordinate and provide PD on Steps 1, 2, and 3 of the enVision Mathematics curriculum, we will ensure that all our teachers understand these curriculum-embedded strategies for teaching math, which will calibrate and increase understanding and application of these strategies.</i> (WASC #3, #6) • <i>By teachers collaborating to select and utilize the Math IABs informally for instruction, we will select IABs that are aligned with the pacing and instruction of the enVision Math curriculum, which will increase the use of the IABs and strengthen understanding of the expectations/rigor of the Math standards as measured by SBA.</i> (WASC #1, #5) • <i>By teachers collaborating to select and utilize the Math IABs formally for assessment and conducting feedback sessions with students, we will ensure that both teachers and students are familiarized with the testing format, online tools, and rigor, which will result in an increased use of the IABs that strengthens understanding of the expectations/rigor of the Math standards as measured by SBA.</i> (WASC #1, #5)
<p>Science</p>	<p>3A. There are inconsistencies in the implementation of Science curriculum, instruction, and assessment, including the schoolwide expectations of best practices.</p> <p>3B. There are varying levels of understanding and implementation of the Mystery Science curriculum.</p> <p>3C. There are varying degrees of use of the NGSS Interim Assessment items informally</p>	<ul style="list-style-type: none"> • School administration will provide at least one articulation session per semester for teachers to align and calibrate their instruction and assessment of the NGSS, utilizing Mystery Science as their primary Science curriculum. • 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 	<ul style="list-style-type: none"> • <i>By providing science articulation session(s), we will align and calibrate teachers' use of the Mystery Science curriculum and embedded instructional methods/assessments, which will result in more consistent implementation of the Science curriculum, instruction, assessment, and related best practices.</i> (WASC #2, #5) • <i>By teachers collaborating to select and utilize the NGSS Interim Assessments informally for instruction, we will select interim assessments that are aligned with the pacing and instruction of the Mystery Science curriculum, which will calibrate and increase the use of these assessments and strengthen understanding of the expectations/rigor of the Science standards as measured by HSA.</i> (WASC #1, #5)

	<p>for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in relation to the expectations/rigor of the Science standards as measured by HSA.</p>	<p>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>	<ul style="list-style-type: none"> • <i>By teachers collaborating to select and utilize the NGSS Interim Assessments formally for assessment and conducting feedback sessions with students, we will ensure that both teachers and students are familiarized with the testing format, online tools, and rigor, which will result in an increased use of these assessments that strengthens understanding of the expectations/rigor of the Science standards as measured by HSA. (WASC #1, #5)</i>
<p>High-Yield Instructional Strategies</p>	<p>4A. High-yield instructional strategies to be implemented schoolwide are not clearly identified within our schoolwide expectations of best practices, resulting in varying degrees of understanding and implementation.</p> <p>4B. There is a need to sustain and strengthen the successful practice of providing induction and mentoring activities for new teachers by increasing opportunities for mentor/mentee meetings.</p> <p>4C. There is a need to sustain and strengthen the successful practice of providing teachers/staff with professional development/training to increase their understanding and implementation of best practices.</p>	<ul style="list-style-type: none"> • Administration/leadership will determine high-yield instructional strategies to be implemented schoolwide, will clearly identify them within our schoolwide expectations of best practices document, and will provide PD sessions/activities to calibrate understanding of the identified instructional strategies. • All teachers will implement the identified high-yield instructional strategies to teach the standards and GLOs, and will provide evidence of their implementation for further calibration and progress monitoring. • All teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies and best practices through peer observations. • Mentor/Mentee meetings will be expanded to include debriefing of peer observations and the immediate feedback on implementation of high-yield instructional strategies. • Additional PD/training for teachers/staff on best practices will be provided as needed and 	<ul style="list-style-type: none"> • <i>By determining high-yield instructional strategies to be implemented schoolwide, clearly identifying them, and providing PD, we will develop a common understanding of each identified strategy and how to utilize them in the classroom, which will calibrate understanding and implementation of the identified instructional strategies. (WASC #3, #6)</i> • <i>By providing evidence of implementation of the identified high-yield instructional strategies for further calibration and progress monitoring, we will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will increase understanding and implementation of those strategies. (WASC #2, #3)</i> • <i>By providing teachers with opportunities to visit other classrooms to see peers implementing high-yield instructional strategies, we will utilize teachers as resources to inspire professional growth, which will increase understanding and use of high-yield instructional strategies and best practices. (WASC #1)</i> • <i>By expanding new teacher Mentor/Mentee meetings to include the debriefing of peer observations and providing feedback on the use of high-yield instructional strategies, we will use the meetings effectively with a focus on instructional growth, which will strengthen induction and mentoring activities for new teachers. (WASC #1, #5)</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. (WASC #3, #5)</i>

		<p>identified throughout the school year.</p>	
<p>Interdisciplinary Instruction</p>	<p>5A. There has been insufficient PD/guidance and emphasis on methods of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</p>	<ul 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. The Leadership Team will examine evidence and data to progress monitor the implementation of interdisciplinary instruction methods and impact on student learning. 	<ul style="list-style-type: none"> <i>By providing sufficient 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 implementation of instruction that makes content relevant to students and strengthens transference of concepts/skills. (WASC #3, #6)</i> <i>By examining evidence and data to progress monitor the implementation of interdisciplinary instruction methods and impact on student learning, the Leadership Team will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will result in increased implementation of instruction that makes content relevant to students and strengthens transference of concepts/skills. (WASC #2, #3)</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 inconsistencies in the implementation of schoolwide expectations of best practices in regards to Tier 1, 2, and 3 interventions, including the implementation of small group instruction as outlined within the daily schedule.</p> <p>6B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.</p> <p>6C. There are varying levels of implementation of behavior management strategies and classroom management routines.</p> <p>6D. There are inconsistencies in the implementation of</p>	<ul style="list-style-type: none"> School administration/leadership will provide PD/guidance on schoolwide expectations, programs and processes in relation to Tiers 1, 2, and 3 interventions as outlined in our daily schedule. School administration/leadership will provide PD/guidance on differentiation methods/strategies and resources to target and address students' identified learning needs/gaps. School administration/leadership will progress monitor the use of differentiation, small group instruction, and other Tiers 1, 2, and 3 academic interventions through a variety of methods (e.g., walkthroughs/data sweeps, evidence collection, program usage reports, i-Ready growth data). School administration/leadership will provide PD/guidance on behavior management strategies 	<ul style="list-style-type: none"> <i>By providing PD/guidance on schoolwide expectations, programs and processes in relation to Tiers 1, 2, and 3 academic interventions as outlined in our daily schedule, we will recommunicate the expectations and clarify understanding of each of the programs and processes, which will result in more consistent implementation of tiered interventions. (WASC #2, #3, #4)</i> <i>By providing PD/guidance on differentiation methods/strategies and resources to target and address students' identified learning needs/gaps, we will strengthen teachers' knowledge of how and when to differentiate content, process, and products, which will calibrate and increase the levels of understanding and implementation of differentiation that effectively address students' learning needs/gaps. (WASC #4)</i> <i>By progress monitoring the use of differentiation, small group instruction, and other Tiers 1, 2, and 3 interventions, the Leadership Team will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will result in increased implementation of differentiation, small group instruction, and other tiered interventions. (WASC #2, #3, #4)</i> <i>By providing PD/guidance on behavior management strategies and classroom management routines, we will strengthen teachers' understanding and ability to implement</i>

	<p>social-emotional competencies and strategies.</p> <p>6E. There is a need to sustain and strengthen the successful practice of implementing components of the HĀ framework.</p> <p>6F. There is a need to sustain and strengthen the successful practice of implementing academic showcases and family/community engagement activities.</p>	<p>and classroom management routines, and will progress monitor implementation through a variety of methods (e.g., walkthroughs/data sweeps, behavior referral data).</p> <ul style="list-style-type: none"> • The administration, teachers, and staff will collaborate to strengthen implementation of our SEL and PBIS processes/strategies that define, teach, and reward positive behaviors (e.g., class dojo points), which will embed the components of the HĀ framework and foster a positive classroom/school climate. • School administration/leadership will progress monitor the implementation and impact of SEL and PBIS processes/strategies and HĀ components through a variety of methods (e.g., walkthroughs/data sweeps, evidence collection, behavior referral data, class dojo points data, Panorama data). • School administration and teachers/staff will provide parents with more opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. 	<p><i>these strategies/routines, which will increase the levels of implementation.</i></p> <ul style="list-style-type: none"> • <i>By progress monitoring the use of behavior management strategies and classroom management routines, the administration/Leadership Team will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will result in increased implementation of these strategies/routines.</i> • <i>By collaborating on our SEL and PBIS processes/strategies, we will clarify, discuss, and plan ways to refine our implementation, including methods of embedding components of the HA framework, which will result in more consistent implementation of strategies that support student development of the SEL competencies and strengthen implementation of the HĀ framework.</i> • <i>By progress monitoring the implementation and impact of SEL and PBIS processes/strategies and HĀ components, the administration/Leadership Team will identify areas that need additional clarifications/refinements and will follow-up accordingly, which will result in more consistent implementation of strategies that support student development of the SEL competencies and strengthen implementation of the HĀ framework.</i> • <i>By providing parents with more opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events, we will give parents strategies that they can implement at home, which will strengthen the implementation of academic showcases and family/community engagement activities.</i>
<p>College/Career Awareness, Exploration, and Preparation</p>	<p>7A. There has been insufficient emphasis on 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 providing students with transitions.</p> <p>7C. There is a need to sustain and strengthen the successful</p>	<ul style="list-style-type: none"> • School administration and teachers/staff will coordinate and implement a variety of college and career readiness activities that promote college/career awareness, exploration, and preparation. • Administration and teachers/staff will coordinate, refine, and implement activities that support student transitions, including Kindergarten Summer Start and Kinder transition days, Jump Up 	<ul style="list-style-type: none"> • <i>By coordinating and implementing a variety of college and career readiness activities, we will expose students to postsecondary options and will teach elementary level college and career readiness skills, which will result in sufficient emphasis being placed on promoting college/career awareness, exploration, and preparation.</i> • <i>By coordinating, refining, and implementing a variety of transition activities that support students into, within, and out of Kekaha Elementary School, we will ensure that all students are supported as they adjust to each level of their education, which will strengthen our practice of providing students with transitions.</i>

	<p>practice of integrating technology into instruction.</p>	<p>Day (K-4), new student buddies, and middle school transition day.</p> <ul style="list-style-type: none"> • We will implement current/new methods and strategies of utilizing technology devices, programs, and apps for teaching and learning. 	<ul style="list-style-type: none"> • <i>By implementing current/new methods and strategies of utilizing technology devices, programs, and apps for teaching and learning, we will improve teachers' and students' ability to use a variety of technology tools effectively, which will strengthen the integration of technology in classroom instruction.</i>
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