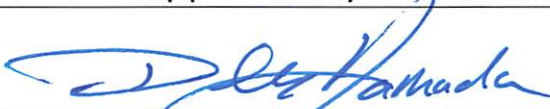


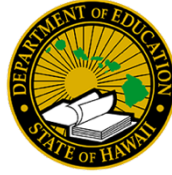
Academic Plan School Year 2023-2024

Kilauea School

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Submitted by Fig Mitchell	Date
	3/30/2023

Approved by Daniel S. Hamada	Date
	4/11/23



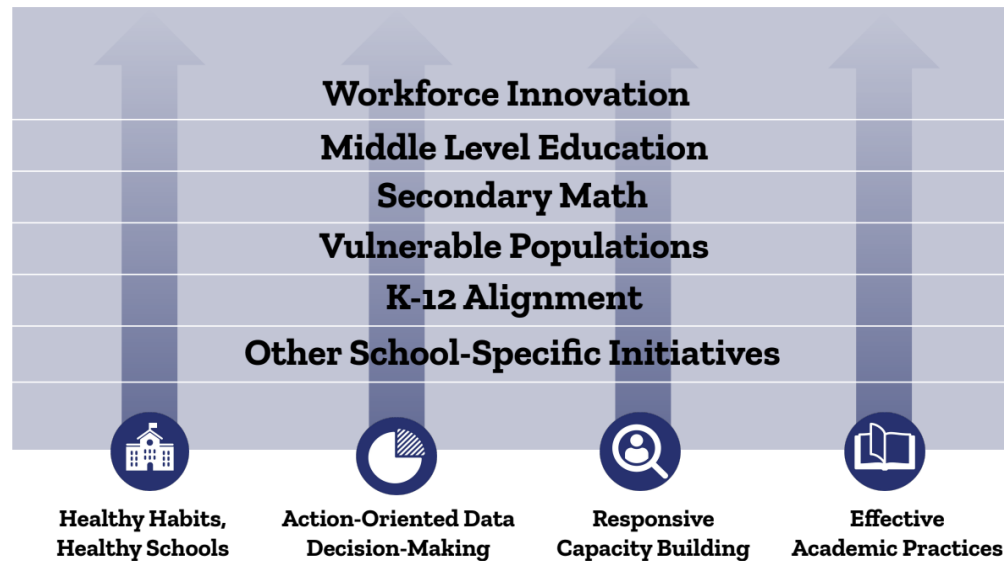
Kilauea School

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%	53%	48%	36 pts.	41 pts.	35 pts.	47	48	44

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
43%	42%	33%	26 pts.	40 pts.	33 pts.	43	60	32

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
67%	46%	32%

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
K-5: 71% Gr. 6: 50%	K-5: 79% Gr. 6: 64%	K-5: 71% Gr. 6: 54%

[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 interventions/support for students who struggle.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 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. School administration/ART will coordinate PD for new teachers on the use of the Wonders (K-5) and Amplify (Gr. 6) curriculum. School administration/ART will coordinate PD for all teachers on identified supplemental programs (e.g., Heggerty, Achieve3000, i-Ready online lessons, Sonday, Novel Studies/Literature Circles/Whole books in grades 4-6), and will monitor the impact of PD based on curriculum implementation and program usage (e.g., walkthroughs, evidence collection) as well as the impact on student learning (e.g., proficiency and growth i-Ready and curriculum assessment data). The administration will continue to provide time for teachers to participate in PLC/PC days to vertically and horizontally align and calibrate their use of curriculum, instruction, and assessments as identified for each grade level. All teachers will implement the vertically aligned standards-based industry-vetted curriculum (i.e., Wonders, Amplify) to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional 	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. The ELA high needs achievement gap will be at 10 points or less in 2023-24. 	<p>☑ WSF 42102 A1 - 2744 2 ELL PTTBs 17 hrs/week for 40 weeks = 1,360 hrs/year x \$29.59 \$40,242</p> <p>☑ If funds available A1 - 2741 Art PPE: 19 hrs /week for 40 weeks = 760 hr x \$25.45 \$19,342</p> <p>A1 - 2744 PTTB Computer Tech 17 hr/wk x 40 wk x = 680 hrs x \$29.59 = \$20,121</p> <p>A1 - 2741 ELA/Math RTI PPEs 19 hrs /week x 40 weeks = 760 hrs x \$25.45 x 2 PPEs \$38,684</p> <p>A1- 2744 PTT - RTI Class Support 17 hrs /week x 30 weeks = 510 hrs x \$42.16 x 1 \$21,502</p> <p>B - 3502 Teachers Pay Teacher School Access \$3,553</p> <p>B - 3502 Achieve3000 \$14,000 (paid with FY23 funds)</p> <p>☑ Title I 18902 B - 3006 McGraw Hill Wonders student journals \$5,197</p> <p>B - 3502 Generation Genius \$795</p> <p>B - 3502 Flocabulary \$2,600</p> <p>B - 3502 i-Ready \$15,397 (District ESSER paid for for 23-24)</p>

<p>strategies and assessments.</p> <p>f. All teachers will implement the supplemental curriculum/programs as determined for each grade level, including the use of strategies identified to support student success.</p> <p>g. All teachers will provide instruction on grade-level appropriate vocabulary words at least weekly, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary.</p> <p>h. All grade levels will identify/create common vertically aligned 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>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 grades 3-6 teachers will select and utilize items from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., outside of the testing system, with teacher guidance/support, collaboratively with a partner) 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>k. All grades 3-6 teachers will utilize at least one ELA IAB per quarter <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</p> <p>l. 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</p>		<p>Amplify ELA (paid with FY23 funds)</p>	
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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 who struggle.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 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. 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. The administration will continue to provide time for teachers to participate in PLC/PC days to vertically and horizontally align and calibrate their use of the enVision Math curriculum, instruction, and assessments. All teachers will implement the vertically aligned standards-based industry-vetted curriculum (i.e., enVision) to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. All teachers will provide instruction on Math vocabulary words at least weekly, including those on the SBA-Math Vocabulary list. Grade levels will implement common scoring methods including those embedded within the enVision Math curriculum. 	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. The Math high needs achievement gap will be at 10 points or less in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Discovery Ed \$5,400</p> <p>B - 3502 StemScope \$700</p> <p>B - 3502 Mystery Science \$1,325</p>

<p>g. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom.</p> <p>h. All grades 3-6 teachers will select and utilize items from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., outside of the testing system, with teacher guidance/support, collaboratively with a partner) 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 3-6 teachers will utilize at least one Math IAB per quarter <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</p> <p>j. 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>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 #1, #2, #3</p>			
<p>Initiative 1 - Enabling Activity 3</p>	<p>Measurable Outcomes</p>	<p>Source of Funds</p>	
<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 will continue to provide time for teachers to horizontally and vertically align and calibrate their</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 	<p><input type="checkbox"/> WSF</p>	<p><input type="checkbox"/> Title I</p>

<p>use of a variety of materials/resources (e.g., Mystery Science, FOSS Kit supplies, Generation Genius, informational text within Wonders, 'Āina-based units) 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.</p> <ul style="list-style-type: none">b. All teachers will implement the NGSS-based curriculum as determined for their grade level and indicated in the grade level pacing guide.c. 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.d. All grades 3-6 teachers will select and utilize items from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., outside of the testing system, with teacher guidance/support, collaboratively with a partner) 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.e. All grades 3-6 teachers will utilize at least one NGSS Interim Assessment per quarter <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.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 (i.e., NGSS Units, 'Āina-based units with excursions), as well as success on standardized assessments (e.g., NGSS HSA). <p>SW6 (i, ii, iii) WASC #1, #2, #3</p>	<p>Science as measured by the HSA in 2023-24.</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/ART will continue to provide coaching and feedback in the use of <i>Excellence in Instruction</i> practices (e.g., active participation, formulating an objective, teaching to an objective), high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, gradual release), and the use of interactive technology in instruction. All teachers will implement the instructional practices/strategies to teach the standards and GLOs, and will provide evidence of their implementation as identified by the administration/ART (e.g., sample student work). All students will participate in a variety of learning activities that incorporate the use of identified high-yield instructional practices/strategies to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs. The administration/ART Focus Team will conduct data sweeps to gather data on the use of identified instructional practices/strategies. The Academic Reflection Team (ART) will examine evidence and data to monitor progress and evaluate the impact of the PD sessions/activities on teacher practice and student learning. <p>SW3, SW6 (i, ii, iii) WASC #2</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>☑ If additional federal funds available A1 - 2769/2702 73 Subs for PD training $\\$184.66 = \\$13,480 +$ $\\$1,229$ (9.12% fringe) $\\$14,709$</p>	<p>☑ Title I 18902 A1 - 2769/2702 ART (Q and CNA) ART Members = 24 subs x $\\$184.66 =$ $\\$4,432 + \\405 (Fringe 9.12%) $\\$4,837$</p> <p>17 Subs for PD training $\\$184.66 = \\$3,140 +$ $\\$286$ (9.12% fringe) $\\$3,426$</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 for 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, and will provide teachers with opportunities to share methods they use with one another. 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 (e.g., interdisciplinary ‘Āina-based units, interdisciplinary NGSS-CCSS units, and integration of cross-curricular instruction). The ART will examine evidence and data to monitor the impact on teacher practice and student learning. <p>SW3, SW6 (i, ii, iii)</p>	<p><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, by ensuring that all students’ academic, social-emotional, and behavioral needs are met.</p> <p>Action Steps:</p> <p>➤ Academic Response to Interventions (RtI)</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 	<input type="checkbox"/> WSF	<input checked="" type="checkbox"/> Title I 18902 B - 3006 Aloha Books Building Character through the Aloha Program Student Workbooks \$2,500

<p>a. School administration/ART will coordinate the schoolwide ELA and Math intervention program and provide PD/guidance on the schoolwide programs and expectations to identify and address students' academic needs, including student reflection/goal setting methods.</p> <p>b. School administration/ART will coordinate PD sessions/activities that strengthen the understanding and use of specific instructional strategies and methods to be implemented during all levels of RTI (i.e., in small group instruction for Tier 1, small group following initial Tier 1 instruction, small group instruction during the Tier 2 intervention block, and when students exit Tier 3 and return to Tier 2).</p> <p>c. The administration/ART will provide PD/guidance and expectations on the schoolwide use of inclusive practices.</p> <p>d. Teachers will use various forms of student data to determine and implement appropriate Tier 2 and Tier 3 interventions during small group instruction, and will reinforce effort and recognize/reward student progress.</p> <p>e. Teachers will implement the academic intervention programs/systems with fidelity, and will incorporate the use of inclusive practices in all classrooms.</p> <p>f. All students will thrive in an inclusive learning environment and will reflect on their learning, set goals, and self-monitor their progress toward meeting i-Ready growth targets and consistently demonstrating the GLOs.</p> <p>➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</p> <p>g. School administration/ART/counselor will clarify/define Tier 1, Tier 2, and Tier 3 behavior interventions, and will provide PD/guidance to strengthen implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior.</p> <p>h. School administration/ART/counselor 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</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>A1 - 2741/2702 PIC (PPE): 19 hrs/wk for 42 weeks = 798 hours @ \$24.21/hr = \$19,320 + \$564 (2.92% fringe) \$19,884</p> <p>18935 B - 3301 Refreshments for family engagement \$200</p> <p>B - 3006 Student Planners \$335 of \$671</p> <p>18902 B - 3006 Student Planners \$336 of \$671</p>
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<p>behaviors, thus integrating components of <i>Nā Hopena A’o (HĀ)</i>.</p> <p>i. The school counselor will clearly define and coordinate 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.</p> <p>j. The administration, teachers, and staff will implement the RTI, SEL, PBIS, and classroom management processes/strategies, and will work together to provide timely, targeted behavior interventions and supports resulting in a positive classroom/school climate.</p> <p>k. All students will thrive in an inclusive positive learning environment that strengthens their sense of belonging.</p> <p>➤ Parent Involvement and Engagement</p> <p>l. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events.</p> <p>SW5, SW6 (i, ii, iii) WASC #1, #3</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, excursions, Career Day).</p> <p>b. School administration and teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year (e.g., GLO integration, organization, use of technology).</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 B-3502 Go Guardian \$2,892</p>	<p><input type="checkbox"/> Title I</p>

<p>c. The administration will designate time for teachers to review the Computer Science (CSTA) standards and will coordinate training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students.</p> <p>d. Administration and teachers/staff will coordinate activities that support student transitions within the school (e.g., into Kindergarten, from grade level to grade level, new students entering the school), as well as the transition to middle school.</p> <p>e. All students will participate in a variety of learning activities that increase their awareness of colleges/careers, strengthen their learning of content, transition them to middle school, and prepare them to have options.</p> <p>SW6 (i, ii, iii) WASC #2</p>			
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ADDITIONAL ACTION STEPS/OUTCOMES IF FUNDING IS AVAILABLE			
Existing Initiatives and Enabling Activities	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 EA 1. Literacy EA 2. Numeracy EA 3. Science</p> <p>Initiative 2: SCHOOL IMPROVEMENT SYSTEMS EA 4. High-Yield Instructional Strategies EA 5. Interdisciplinary Instruction EA 6. Multi-Tiered System of Support 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 (e.g., differentiation, technology integration, PBL, STEM). 	<input checked="" type="checkbox"/> WSF (<i>FinPlan School Improvement Processes Prog ID 99994</i>) B-7104/07 Contracted Services for PD training \$10,000 B-4804 \$1,000 per person (registration; air/transportation, per diem)	
<p>Initiative 2: SCHOOL IMPROVEMENT SYSTEMS EA 7. College/Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> Administration will ensure that Chromebook licenses are renewed every 2 years. 	<input checked="" type="checkbox"/> WSF (<i>FinPlan School Improvement Processes Prog ID 99993</i>) B-3502 Chromebook licenses \$7,500	
<p>Initiative 2: SCHOOL IMPROVEMENT SYSTEMS EA 6. Multi-Tiered System of Support</p>	<ul style="list-style-type: none"> Administration will hire a PPE to support the implementation of intramural activities that strengthen students' sense of belonging through positive peer interactions. 	<input checked="" type="checkbox"/> WSF (<i>FinPlan Student Success Possible Prog ID 99993</i>) A1 - 2741 Intramural PPE: 19 hrs /week for 40 weeks = 760 hr x \$25.45 \$19,342	

**Kilauea 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	<p>1A. There are varying levels of understanding and implementation of effective instructional strategies/skills for teaching and assessing reading foundational skills.</p> <p>1B. There are inconsistencies in the use of the ELA/Literacy curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS.</p> <p>1C. There are varying degrees of the use of the ELA IABs for instruction and practice for SBA.</p>	<ul style="list-style-type: none"> We will provide PD and coaching in the Science of Reading which includes instruction and assessment of word recognition/decoding and language comprehension. We will provide time for teachers to plan and collaborate vertically and horizontally on the use of ELA IABs to drive instruction. 	<ul style="list-style-type: none"> <i>By providing PD and coaching in the Science of Reading instruction and assessment strategies, we will ensure that teachers understand key strategies for teaching reading and the brain research behind them, including strategies for teaching and assessing phonics, phonemic awareness, decoding, and other components of reading instruction to be used in Tiers 1 and 2 instruction, which will increase the levels of understanding and use of effective instructional strategies/skills for teaching and assessing reading foundational skills. (WASC #1, #3)</i> <i>By providing time for teachers to plan and collaborate vertically and horizontally on the use of ELA IABs to drive 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 SBA, which will increase the level of academic rigor to improve all students' proficiency and growth on the ELA CCSS; increase consistency of the use of the ELA IABs for instruction and practice for the SBA; and improve the consistency of academic rigor across classrooms and grade levels. (WASC #1, #2)</i>
Numeracy	<p>2A. There are inconsistencies in the use of the Math curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS.</p> <p>2B. There are varying degrees of the use of Math IABs for instruction and practice for SBA.</p>	<ul style="list-style-type: none"> We will provide Year 2 PD and coaching by enVision trainers/consultants in the understanding of steps 1, 2, and 3 of the enVision Math curriculum. We will provide time for teachers to plan and collaborate Vertically and Horizontally on the use of Math IABs to drive instruction. 	<ul style="list-style-type: none"> <i>By providing Year 2 PD and coaching by enVision trainers/consultants in the understanding of steps 1, 2, and 3 of the enVision Math curriculum, we will strengthen teachers' understanding of curriculum-embedded strategies for teaching the math CCSS content standards and mathematical practices, including math inquiry/problem-solving, to be used in Tiers 1 and 2 instruction, which will increase the level of academic rigor to improve all students' proficiency and growth on the Math CCSS; and improve the consistency of academic rigor across classrooms and grade levels. (WASC #1, #2)</i> <i>By providing time for teachers to plan and collaborate vertically and horizontally on the use of Math IABs to drive instruction, we will ensure that both teachers and students are</i>

			<p>familiarized with the testing format, online tools, and rigor of the standards as measured by SBA, <i>which will increase the level of academic rigor to improve all students' proficiency and growth on the Math CCSS; increase consistency of the use of the Math IABs for instruction and practice for the SBA; and improve the consistency of academic rigor across classrooms and grade levels.</i> (WASC #1, #2)</p>
<p>Science</p>	<p>3A. There are varying levels of understanding of the NGSS, including the rigor of standards implementation and assessment through the use of our NGSS units and inquiry/‘āina/place-based lessons.</p> <p>3B. There are varying degrees of the use of the NGSS Interim Assessments for instruction and practice for the HSA.</p>	<ul style="list-style-type: none"> • We will provide time for teachers to collaborate vertically and horizontally on the development/refinement of rigorous units/lessons that address NGSS. • We will provide time for teachers in Grades 3-5 to plan and collaborate vertically and horizontally on the use of NGSS IABs to drive instruction. 	<ul style="list-style-type: none"> • <i>By providing time for teachers to collaborate vertically and horizontally on the development/refinement of rigorous units/lessons that address NGSS, we will strengthen teachers' understanding of the NGSS, including the Performance Expectations for elementary students, along with strategies and resources to teach and assess them, which will increase the levels of understanding and implementation of the Science standards.</i> (WASC #1, #2) • <i>By providing time for teachers to plan and collaborate vertically and horizontally on the use of NGSS IABs to drive 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 HSA, which will increase the level of academic rigor to improve all students' proficiency and growth on the Science standards; increase consistency of the use of the NGSS Interim Assessments for instruction and practice for the HSA; and improve the consistency of academic rigor across classrooms and grade levels.</i> (WASC #1, #2)
<p>High-Yield Instructional Strategies</p>	<p>4A. There are varying levels of understanding and implementation of high-yield instructional strategies/practices.</p> <p>4B. There is a need to sustain 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 the successful practice of using data and evidence to conduct</p>	<ul style="list-style-type: none"> • We will provide ongoing PD, coaching, and feedback in the use of <i>Excellence in Instruction</i> practices (e.g., Active Participation, Formulating Objectives, Teaching to an Objective). • We will provide PD/training for teachers/staff on best practices as needed and identified during the school year. • We will provide 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 ongoing PD, coaching, and feedback in the use of Excellence in Instruction Practices, we will ensure that all teachers understand the critical attributes of the identified practices and how to implement the practices when teaching all content areas, which will increase the levels of understanding and implementation of these high-yield instructional practices.</i> • <i>By providing PD/training for teachers/staff, we will maintain flexibility to target and address needs as they arise, which will support them 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 reflect on data and evidence to identify areas that need additional PD/training, support, and/or feedback and will</i>

	our CNA, develop our Academic Plan, and progress monitor its implementation and impact.	develop/monitor our Academic Plan.	<i>follow-up and/or adjust our plan accordingly, which will sustain the successful practice of using data and evidence to conduct our CNA, develop our Academic Plan, and progress monitor its implementation and impact.</i>
Interdisciplinary Instruction	5A. There are varying degrees of understanding and implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.	<ul style="list-style-type: none"> We will provide teachers with PD on best practices in standards-based interdisciplinary instruction. We will provide grade level time in faculty meetings for the planning of interdisciplinary instruction that includes meaningful and relevant content and requires students to apply concepts and skills across disciplines. We will conduct vertical articulation sessions on interdisciplinary instruction. 	<ul style="list-style-type: none"> <i>By providing teachers with PD on best practices in standards-based interdisciplinary instruction, we will develop a common understanding of what interdisciplinary instruction is and why it's important for student learning, which will increase the levels of understanding of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</i> <i>By providing time for the planning of interdisciplinary instruction, we will solidify teachers' understanding of interdisciplinary practices who will identify/plan opportunities for application in their classrooms, including the refinement of our 'Āina-based units and interdisciplinary NGSS-CCSS units to include standards from multiple content areas, 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 vertical articulation sessions 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>
MTSS: ➤ Academic Response to Interventions (Rtl) ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS	<p>6A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.</p> <p>6B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students'</p>	<ul style="list-style-type: none"> We will provide PD sessions/activities and will implement a PLC process that strengthens Tier 2 instruction, including a data teams process that uses assessment data to identify, target, and address students' learning gaps. We will provide time for EL teachers and regular education teachers to collaborate about student progress and interventions 	<ul style="list-style-type: none"> <i>By providing PD sessions/activities and implementing a PLC process that strengthens Tier 2 instruction, including a data teams process that uses assessment data to identify, target, and address students' learning gaps, we will strengthen teachers' understanding and use of differentiation strategies/methods and resources/materials to be implemented during small group Tier 2 instruction, which will increase understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap. (WASC #1, #3)</i>

<p>➤ Parent Involvement and Engagement</p>	<p>specific learning needs.</p> <p>6C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.</p> <p>6D. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems (i.e., Choose Love, Aloha Book, Na Hopena A'o, TRIBES, the 4 Bs-Kuleana 'O Kilauea, GLO 2) that align to strengthen SEL.</p> <p>6E. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student behavior (e.g., the 4 Bs-Kuleana 'O Kilauea).</p> <p>6F. There are varying levels of development and implementation of classroom routines and procedures that foster appropriate student behavior.</p> <p>6G. There is a lack of understanding of how to utilize the results from the SEL survey to support individual students, as well as to monitor schoolwide progress in the SEL competencies.</p> <p>6H. There is a need to sustain and increase the variety of methods to engage parents/families as partners in their child's learning.</p>	<p>that can be used in the classroom with support from district RT.</p> <ul style="list-style-type: none"> ● We 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, thus integrating components of <i>Nā Hopena A'o (HĀ)</i>. ● We will provide parents with increased opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. 	<ul style="list-style-type: none"> ● <i>By providing time for EL teachers and regular education teachers to collaborate about student progress and interventions, we will utilize teachers as resources to support one another in meeting the needs of EL students, who will share effective strategies for teaching language, as well as strategies that work well for individual/particular students, which will increase understanding of strategies to support EL students within the regular education classroom. (WASC #1)</i> ● <i>By providing PD/guidance to strengthen behavioral RTI, SEL, proactive classroom management routines, and PBIS processes/strategies, we will ensure that all teachers implement consistent classroom routines and are proactive in their approach to classroom management, that they teach SEL competencies through our SEL curriculum, and that they implement the schoolwide PBIS program/initiative, which will increase the understanding, cohesiveness, and implementation of our schoolwide programs/systems that align to strengthen SEL.</i> ● <i>By providing parents with increased opportunities to support their child through training/information sessions, parents/guardians will be better informed/equipped to support their child's academic and social-emotional learning, which will increase the variety of methods to engage parents/families as partners in their child's learning.</i>
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<p>College/Career Awareness, Exploration, and Preparation</p>	<p>7A. There is a need to sustain and increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</p> <p>7B. There is a need to sustain and strengthen the successful practice of integrating technology into instruction.</p> <p>7C. There is insufficient understanding and implementation of the Computer Science standards (CSTA).</p> <p>7D. 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 activities that promote college/career awareness, exploration and preparation throughout the school year (e.g., guest speakers, excursions, Career Day). ● We will continue to seek and implement new opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning. ● We will designate time for teachers to review the Computer Science (CSTA) standards and learning outcomes for each grade level, which will be taught in the Computer Science class and reinforced/applied in the regular classrooms. ● We will continue to seek and implement new opportunities/strategies to support student transitions into, within, and out of Kilauea School. 	<ul style="list-style-type: none"> ● <i>By implementing activities that promote college/career awareness, exploration, and preparation throughout the school year, we will provide our students with multiple experiences that expose them to post-secondary opportunities and make connections to life outside of school, which will increase the students' knowledge of their interests and exposure to future options.</i> ● <i>By implementing new 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 strengthen our practice of integrating technology into instruction.</i> ● <i>By providing time for teachers to review the CSTA and learning outcomes for each grade level that will be taught in the Computer Science class and reinforced/applied in the regular classrooms, we will identify which standards are already being addressed, along with those that need more attention, which will increase the understanding and implementation of the standards.</i> ● <i>By implementing new and existing opportunities/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 sustain and strengthen the successful practice of providing students with transitions.</i>
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