


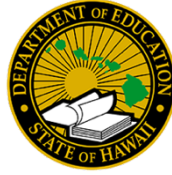
Academic Plan School Year 2023-2024

Wilcox Elementary School

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Submitted by Corey Nakamura	Date
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	4/11/23



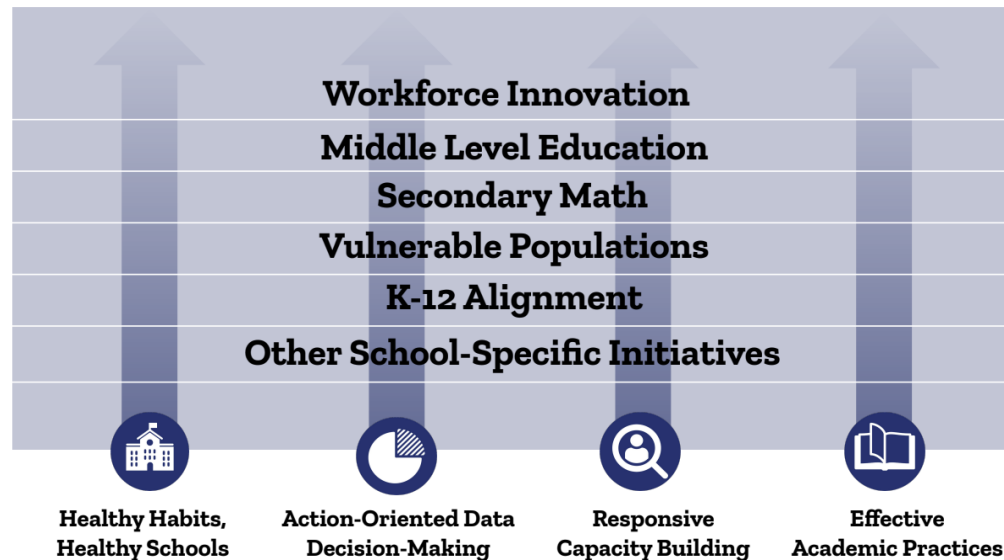
Wilcox Elementary School

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
54%	50%	53%	29 pts.	34 pts.	32 pts.	39	53	51

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
46%	40%	54%

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
48%	40%	46%	25 pts.	36 pts.	32 pts.	35	48	46

School Climate		
Favorability 80%		
19-20	20-21	21-22
72%	76%	71%

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 school-selected programs, with support provided for students.</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 in order to deepen understanding of content knowledge and increase the consistent implementation of instructional practices while strengthening literacy instruction to all students. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the curriculum, instruction, and assessments for Reading and Writing. All teachers will continue to implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. All teachers will provide instruction on grade level appropriate vocabulary words, including but not limited to the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary. All grade levels will identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade level expectations/rigor. All grades 3-5 teachers will select and utilize multiple items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> throughout quarters 2-3 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. All grades 3-5 teachers will utilize at least one ELA IAB <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 	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. The ELA high needs achievement gap will be at 10 points or less in 2023-24. 	<p>☒ WSF 42101 A1 - 2744 PTTB(1) for IRA (PLC/Data Teams) 17 hrs/wk x 40 wks = 680 hrs x \$29.59 \$20,121</p> <p>☒ Title I 18902 A1 - 2769/2702 Instruction PD - 1 day per Semester Grade - Level Training 88 subs x \$184.66 \$16,250 + \$1,482 fringe @ 9.12% \$17,732</p> <p>18902/463405 B - 3006 Wonders Workbooks \$1,500</p> <p>Wonders TeacherWorkspace Subscription <i>(Paid 3 years expires 12/2024)</i></p> <p>Ready Reading and Ready Writing student books \$11,500</p> <p>Scholastic Inc. Grade PreK - 6 1500 Reading Books \$10,000</p> <p>B - 3502 Ready Teacher Toolbox for Reading & Writing \$4,000</p> <p>B - 3006 Sunday 1 workbooks (Grades 1 and 2 - 250) \$1,700</p> <p>Sunday 1 and 2 Teacher Resources \$1,000</p>

<p>sessions with students.</p> <p>h. 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>i. 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, Running Records, SBA).</p> <p>SW6 (i, ii, iii) WASC #1, #5</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 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 the Ready Classroom Math curriculum with a focus on the Instructional Routines: Try It, Discuss It, and Connect it to systematically deliver core math instruction to all students, and will monitor the impact of the PD based on curriculum implementation.</p> <p>b. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to deepen understanding of content knowledge to strengthen the consistent implementation of instructional practices while delivering math instruction to all students.</p> <p>c. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Ready Classroom Math curriculum, instruction, and assessments.</p> <p>d. All teachers will implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments.</p> <p>e. All teachers will provide instruction on Math vocabulary words, including those on the SBA-Math Vocabulary list.</p> <p>f. Grade levels will implement common scoring methods for teacher</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. The Math high needs achievement gap will be at 10 points or less in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902/463405 B-3006 <i>Ready Classroom Math student work text volume 1 and volume 2 with digital access</i> \$18,700</p> <p>18902 Funded in 11.EA2 <i>Instruction PD - 1 day per Semester Grade - Level Training 88 subs</i></p>

<p>and student use as provided within the Ready Math curriculum.</p> <p>g. All grades 3-5 teachers will select and utilize multiple items (questions) from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> throughout quarters 2-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>h. All grades 3-5 teachers will utilize at least one Math IAB <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>i. 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>j. All students will demonstrate the Ready Classroom Math desired student actions while engaging in the Try It, Discuss It, Connect It Routines.</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, #5</p>			
Initiative 1 - Enabling Activity 3	Measurable Outcomes	Source of Funds	
<p>EA 3. Science</p> <p>Students' understanding of Science concepts will increase through the implementation of curriculum, instruction, and assessment that is congruent with the NGSS, horizontally and vertically aligned, with support provided for students.</p> <p>Action Steps:</p> <p>a. The administration will continue to provide time for teachers to align and calibrate their use of the Mystery Science, Generation Genius, and Gizmos curriculum, instruction, and assessments.</p> <p>b. All teachers will implement a vertically aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for Elementary, and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment.</p> <p>c. All grades 3-5 teachers will select and utilize items from the NGSS Interim Assessments <i>informally for instruction</i> throughout quarters</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will meet proficiency as measured by NGSS-aligned common formative assessments. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902/463405 B-3006 Mystery Science supplies: \$19,604</p> <p>B - 3502 Mystery Science license K-5 \$1,395</p>

<p>1-4 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content.</p> <p>d. All grades 3-5 teachers will utilize at least one NGSS Interim Assessment <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, #5</p>			
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Initiative 2: SCHOOL IMPROVEMENT SYSTEMS - Including support of MIDDLE-LEVEL EDUCATION and WORKFORCE INNOVATION			
Initiative 2 - Enabling Activity 4	Measurable Goals	Source of Funds	
<p>EA 4. High-Yield Instructional Strategies</p> <p>Students' understanding of standards-based concepts, application of grade level skills, and ability to consistently demonstrate the General Learner Outcomes will increase through the implementation of high-yield instructional strategies.</p> <p>Action Steps:</p> <p>a. School administration/leadership will coordinate PD sessions/activities that strengthen the understanding and use of high-yield instructional strategies during all levels of RTI (i.e., in small group instruction for Tier 1, the 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>b. School administration/leadership will continue to provide coaching and feedback on the use of <i>Excellence in Instruction</i> (e.g., active participation, formulating an objective, and teaching to an objective).</p> <p>c. Academic Coaches and school level mentors will provide new first and second-year teachers with school-designed instruction and mentoring support through PLC, classroom visits, modeling and individual mentoring.</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. 	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 Induction and Mentoring (curriculum, instruction, operational) - summer stipends (16 days x \$184.66) \$2,955</p> <p>A1 - 2769 Induction and Mentoring (curriculum, instruction, operational) - substitutes (16 days x \$184.66) \$2,955</p>	<p><input checked="" type="checkbox"/> Title I 18902/463406 B - 7104/04 Gale Elkins PD for new teachers & coaches (2 days x \$3,300) \$6,600</p> <p>B - 7104/07 Ready Classroom Math PD \$2,250</p> <p>18902/463408 Schools of the Future Conference (SOTFC) Nov 16-17, 2023 10 attendees \$9,474 B-7203 registration- 10 x \$400 = \$4,000 B-4201 air - 10 x \$200 =</p>

<p>d. Academic Coaches/GLCs will provide new teachers with curricular and operational PD prior to the start of the school year.</p> <p>e. 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>f. 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, and will reflect on their progress (e.g., consistent demonstration of the GLOs).</p> <p>g. The administration/leadership will conduct classroom visits and data sweeps to gather data on using identified high-yield instructional strategies (i.e., Ready Math routines, small groups during tier 1, small groups during tier 2).</p> <p>h. The administration/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 #4</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>\$2,000</p> <p>B-4301 per diem - 10 x \$180 = \$1,800 + excess lodging 5 x 200 = \$1,000</p> <p>\$2,800</p> <p>B-4601 - 2 vans x 2 days x \$116</p> <p>\$464</p> <p>B-4803 parking - 10 x \$15 (Lihue airport) = \$150 + 2 x \$30 = \$60</p> <p>\$210</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> <p>a. School administration/leadership 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>d. The administration/leadership will examine evidence and data to monitor the impact on teacher practice and student learning.</p> <p>SW3, SW6 (i, ii, iii) WASC #4</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. 	<p><input checked="" type="checkbox"/> WSF 42101/463102 B - 3006 STEM Supplies (STEM Class, STEM Night, SO, SS) \$5,000</p>	<p><input type="checkbox"/> Title I</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. 		
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds	
<p>EA 6. Multi-Tiered System of Support</p> <p>A Multi-Tiered System of Support (MTSS) will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ➤ Academic Response to Interventions (Rtl) <ol style="list-style-type: none"> a. School administration/leadership will oversee the schoolwide ELA and Math intervention programs/processes and provide PD/guidance on the schoolwide interventions to diagnose and address students' academic needs, as well as incentives to reinforce effort and recognize/reward student academic growth. b. The administration/leadership will provide PD for all teachers regarding Tier 2 interventions during small group instruction. c. 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. d. All students will reflect on their progress toward meeting i-Ready growth targets. e. All students will thrive in a positive learning environment that is inclusive and strengthens their learning. ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS <ol style="list-style-type: none"> f. School administration will provide PD/guidance to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior. g. School administration/leadership will clarify/define Tier 1, Tier 2, and Tier 3 behavior interventions. h. School administration/leadership and counselors will provide PD/guidance to strengthen teachers' implementation of behavioral RTI, social-emotional learning (SEL), and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors. 	<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. 	<ul style="list-style-type: none"> ☑ WSF 42102 B - 3502 Imagine Learning License (EL) \$3,000 A1 - 2769 EL Teacher Substitute (3 days x \$184.66) to attend KCA workshops & meetings \$554 A1 - 2744 (PTTC) EL Interpreters for 15 NEP students x 4 hrs per student (60 Hours) x \$26.39 \$1,583 A1 - 2744 (PTTB) 1 EL PTTs x 17 hrs per wk x 40 wks x \$29.39 \$19,985 42101 A1 - 2744 1 PTT's for academic RTI - Tier III support 2 x 17 hrs per wk x 40 wks = 680 hrs x \$42.16 (PTTA) \$28,669 1 PTT's for academic RTI - Tier III support 2 x 17 hrs per wk x 40 wks = 680 hrs x \$29.59 (PTTB) \$20,121 A1 - 2741 	<ul style="list-style-type: none"> ☑ Title I 18902/463405 B - 3502 i-Ready License - schoolwide \$23,100 B - 3006 Supplies for SEL activities \$4,000 18935/463000 B - 3301 Refreshments for parent training \$1,000 B - 3401 Supplies for parent training \$1,000

<p>i. School counselors will use grade level feedback and Panorama data to support student social-emotional needs through guidance lessons during PLC.</p> <p>j. Administrators, teachers, and counselors will work together to provide timely, targeted behavior interventions and supports, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>k. All students will thrive in a positive learning environment that is inclusive and 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 (i.e., Back to School Night, STEM Night, Math Night, Literacy Night, Parent-Teacher Conferences).</p> <p>SW5, SW6 (i, ii, iii) WASC #2, #3, #4</p>		<p>PCNC 19 hrs per wk x 40 wks = 760 hrs x \$23.52 \$17,875</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, service learning, College and Career Fair, etc.).</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, Hawaiian Values Character Education Program, use of technology, and Computer Science).</p> <p>c. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to middle school.</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) WASC #2, #4</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school level components. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will report a positive School Climate in 2023-24. 	<p>☑ WSF 42101 A1 - 2744 Summer K Assessment for incoming Kindergarten students - 7 teachers/coaches x 5 hrs x 2 days = 70 hrs x \$42.16 \$2,951</p>	<p>☑ Title I 18902/463405 B - 3502 Gizmo: \$3,130 Gen Genius: \$1,795 Moby Max \$3,595 Kami Subscription \$3,302 BrainPop \$3,674 Learning A-Z - schoolwide license \$9,485 Classkick \$3,200 GoGuardian \$7 per student x 730 students \$5,110</p>

		<p>18902/463020 C - 7708 Chromebooks \$9,654</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)	

**Wilcox 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 inconsistent levels of rigorous standards-based instruction taking place in classrooms to meet students' individual needs in ELA.</p> <p>1B. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified target areas and student learning needs.</p>	<ul style="list-style-type: none"> We will make sure all teachers are trained in the Sunday System and Running Records. We will ensure that all teachers are teaching reading, including phonics, and that they know how to access the programs and data. We will utilize PLCs to strengthen writing instruction and assessment, including opinion, narrative, and informative writing. 	<ul style="list-style-type: none"> <i>By making sure all teachers are trained in the Sunday System and Running Records, we will ensure that all teachers know how to implement these programs effectively, including the use of embedded reading strategies, which will increase and calibrate levels of how to utilize instructional strategies and resources to address identified target areas and student learning needs.</i> <i>By ensuring that all teachers are teaching reading, including phonics, and that they know how to access the programs and data, we will develop and maintain clear expectations for implementation, as well as for using the data to inform instruction, which will increase and calibrate levels of how to utilize instructional strategies and resources to address identified target areas and student learning needs.</i> <i>By utilizing PLCs to strengthen writing instruction and assessment, including opinion, narrative, and informative writing, we will provide ongoing guidance and facilitate discussions regarding student work and rigor, which will ensure consistent levels of rigorous standards-based instruction taking place in classrooms to meet students' individual needs in ELA. (WASC #1, #5)</i>
Numeracy	<p>2A. There are inconsistent levels of rigorous standards-based instruction taking place in classrooms to meet students' individual needs in Math.</p> <p>2B. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified</p>	<ul style="list-style-type: none"> We will ensure that all classrooms are more intentional in teaching fact fluency and developing students' working memory. We will continue to emphasize and calibrate the use of the Ready Math curriculum including the math routines. 	<ul style="list-style-type: none"> <i>By ensuring that all classrooms are more intentional in teaching fact fluency and developing students' working memory, we will provide guidance on methods/tools for instruction and monitor schoolwide implementation, which will increase and calibrate understanding of how to utilize instructional strategies and resources to address these target areas.</i> <i>By emphasizing and calibrating the use of the Ready Math curriculum including the math routines, we will provide ongoing guidance and progress monitor implementation, which will increase and calibrate understanding of how to</i>

	target areas and student learning needs.		<i>utilize instructional strategies and resources, as well as have more consistent levels of rigorous math instruction. (WASC #1, #5)</i>
Science	3A. There are inconsistent levels of rigorous standards-based instruction taking place in classrooms to meet students' individual needs in Science.	<ul style="list-style-type: none"> We will organize, pace, and document how teachers are teaching the NGSS using Mystery Science as the primary curriculum resource. 	<ul style="list-style-type: none"> <i>By organizing, pacing, and documenting how teachers are teaching the NGSS using Mystery Science as the primary curriculum resource, we will develop a written curriculum that is aligned across the grade level and meets the rigor of NGSS, which will increase the consistency of rigorous standards-based instruction taking place in classrooms to meet students' needs in Science. (WASC #1, #5)</i>
High-Yield Instructional Strategies	<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 and strengthen the successful practice of providing teachers/staff with professional development/training to increase their understanding and implementation of best practices.</p> <p>4C. There is a need to sustain and strengthen the successful practice of using data and evidence to conduct our CNA, develop our Academic Plan, and progress monitor its implementation and impact.</p>	<ul style="list-style-type: none"> We will ensure that all teachers are trained in the excellence in instruction strategies of active participation (AP), formulating and objective, and teaching to an objective. We will provide PD and monitor the implementation of effective instructional strategies used during small group instruction. We will provide PD/training opportunities for teachers/staff on best practices as needed and identified throughout the school year. We will provide articulation time and guidance for the collection and evaluation of data and evidence to complete our CNA and develop/monitor our Academic Plan, including the examination and use of academic and Panorama student perception data. 	<ul style="list-style-type: none"> <i>By ensuring that all teachers are trained in the excellence in instruction strategies of active participation (AP), formulating and objective, and teaching to an objective, we will ensure that all teachers understand how to apply these strategies and will provide coaching/feedback for improvement, which will increase and calibrate the levels of understanding and implementation of high-yield instructional strategies/practices.</i> <i>By providing PD and monitoring the implementation of effective instructional strategies used during small group instruction, we will develop a common understanding of each identified strategy and how to utilize them to target each student's learning gaps/needs, which will increase and calibrate the levels of understanding and implementation of high-yield instructional strategies/practices.</i> <i>By providing PD/training opportunities for teachers/staff on best practices as needed and identified throughout the school year, we will maintain flexibility to target and address needs as they arise, which will increase the 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, including the examination and use of academic and Panorama student perception data, we will identify areas that need additional training, support, which will strengthen our practice of using data and evidence to conduct our CNA, develop our Academic Plan, and progress monitor its implementation and impact. (WASC #4)</i>

<p>Interdisciplinary Instruction</p>	<p>5A. There are varying degrees of understanding and implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening 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 makes the learning of content meaningful and relevant for students. • Teachers will implement interdisciplinary instruction to teach and reinforce standards-based concepts and skills. • ART will collect evidence and data to monitor the use and effect of interdisciplinary instruction. 	<ul style="list-style-type: none"> • <i>By providing PD/guidance to teachers on various methods of interdisciplinary instruction, we will increase teachers' ability to implement these methods and incorporate student voice, which will increase and calibrate understanding and implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills. (WASC #4)</i> • <i>By teachers implementing interdisciplinary instruction to teach and reinforce standards-based concepts and skills, we will ensure that all students engage in learning activities that are meaningful and relevant, which will result in students strengthening their transference of skills.</i> • <i>By the ART collecting evidence and data to monitor the use and effect of interdisciplinary instruction, we will identify areas that need additional training, support, and/or feedback and will follow-up accordingly, which will result in increased understanding and implementation of interdisciplinary instruction that makes content relevant to students and strengthens transference of concepts/skills.</i>
<p>MTSS:</p> <ul style="list-style-type: none"> ➤ Academic Response to Interventions (Rtl) ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS ➤ Parent Involvement and Engagement 	<p>6A. There are varying levels of understanding of how to address students' needs in Tier 2, especially when students move from Tier 3 to Tier 2.</p> <p>6B. There are varying levels of student application of the social-emotional competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness).</p> <p>6C. There are varying levels of effective strategies being implemented to support productive student behaviors in the classroom.</p> <p>6D. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's</p>	<ul style="list-style-type: none"> • We will clarify the process and instructional strategies/methods to address students' needs and learning gaps in Tier 2, especially when moving from Tier 3 to Tier 2. • We will review the pacing and expectations for implementation of the Choose Love program. • We will provide PD for new teachers on the use of productive behavior strategies. • We will provide feedback to teachers on the use of productive behavior strategies. • We will return to having all Hawaiian Values assemblies being conducted in person. • We will collaborate to enhance opportunities for parents/guardians to support their child through a variety of school activities, 	<ul style="list-style-type: none"> • <i>By clarifying the process and instructional strategies/methods to address students' needs and learning gaps in Tier 2, especially when moving from Tier 3 to Tier 2, we will ensure that all teachers/staff know the expectations and are able to implement them, which will increase and calibrate understanding of how to address students' needs in Tier 2, especially when students move from Tier 3 to Tier 2.</i> • <i>By reviewing the pacing and expectations for implementation of the Choose Love program, we will ensure that all teachers/staff know the expectations and implement them accordingly, which will increase and calibrate student application of the social-emotional competencies. (WASC #2-GLO 2, #3)</i> • <i>By providing PD for new teachers on the use of the productive behavior strategies, we will ensure that all teachers understand how to apply these strategies, which will increase and calibrate the use of effective strategies being implemented to support productive student behaviors in the classroom. (WASC #2-GLO 2, #3)</i> • <i>By providing feedback to teachers on the use of the productive behavior strategies, we will strengthen teachers' understanding of how to implement these strategies</i>

	<p>learning and overall wellbeing at school.</p>	<p>programs, and events.</p>	<p><i>effectively, which will increase and calibrate the use of effective strategies being implemented to support productive student behaviors in the classroom. (WASC #3)</i></p> <ul style="list-style-type: none"> • <i>By conducting all Hawaiian Values assemblies in person, we will make a more personal connection with parents/guardians, as well as better reinforce students' positive behaviors, which will increase student application of the social-emotional competencies and productive student behaviors. (WASC #2-GLO 2, #3)</i> • <i>By collaborating to enhance opportunities for parents/guardians to support their child through a variety of school activities, programs, and events, we will seek ways to refine or expand upon what we already do to better engage all parents, which will enable them to support their child's learning and overall wellbeing at school.</i>
<p>College/Career Awareness, Exploration, and Preparation</p>	<p>7A. There is a need to sustain and increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</p> <p>7B. There is a need to sustain and strengthen the successful practice of integrating technology into instruction.</p> <p>7C. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<ul style="list-style-type: none"> • We will plan and conduct a College and Career Fair (instead of a Career Day) during which students will get to choose which two presentations they want to sit in on (as opposed to the teachers choosing for their class). • We will determine and implement methods/strategies for teaching and reinforcing student employability skills identified for elementary school students that aligns with our K-12 complex. • We will continue to seek and implement new opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning. • Administration and teachers/staff will coordinate and implement activities that support student transitions into, within, and out of Wilcox Elementary School. 	<ul style="list-style-type: none"> • <i>By conducting a College and Career Fair (instead of a Career Day) during which students will get to choose which two presentations they want to sit in on (as opposed to the teachers choosing for their class), we will expose all students to postsecondary options of their interest, which will increase activities that promote college/career preparation throughout the school year. (WASC #4)</i> • <i>By implementing methods/strategies for teaching and reinforcing student employability skills, we will help students to develop the mindsets and attributes that are desirable in the workplace, school, and community, and support the GLOs which will increase activities that promote college/career preparation throughout the school year. (WASC #2)</i> • <i>By implementing new opportunities and strategies to utilize 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 our practice of integrating technology into instruction. (WASC #2-GLO 6)</i> • <i>By implementing transition activities that support students into, within, and out of Wilcox 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>