

# Wailuku Elementary School

## Academic Plan 2023-2024

### Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Nikan Arapoff

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Plan Submitted by

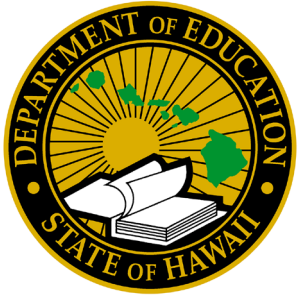
  
Principal

  
Date

Plan Approved by

  
Complex Area Superintendent

  
Date



# **Academic Plan SY 2023-2024**

# Academic Plan SY 2023-2024

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p>	<p><b>Schoolwide Critical Areas for Follow-up from WASC 2022 Full-cycle Self-study Report:</b></p> <ol style="list-style-type: none"><li><b>1. Wailuku Elementary leadership, staff, students, parents, and community stakeholders should continue to support the development of culturally sustaining and collaborative instructional approaches to the incorporation of all cultures that are a part of the Wailuku community with a special focus on Hawaiian Culture.</b></li><li><b>2. Related to a prior recommendation from the last WASC visit in 2019, Wailuku Elementary should continue vertical articulation efforts in order to develop and implement long term curricular and pedagogical plans for student achievement and SEL data.</b></li><li><b>3. Wailuku leadership, staff, students, parents, and community stakeholders should collaborate to expand extracurricular activities and resources that can make Wailuku Elementary more engaging for all young people.</b></li><li><b>4. Wailuku Elementary should seek to blend the unifying elements of Family in a way that can develop and sustain Wailuku's school-wide decision-making processes while making sure that they are always inclusive and respectful of students, staff, leadership, parents, and all community stakeholders.</b></li></ol> <p><b>English Language Arts (ELA) Need</b></p> <p>Students need to increase reading comprehension through engaging Tier 1 instruction, including Project-Based Learning, which honors student voice.</p> <ul style="list-style-type: none"><li>● Students discuss and work while teacher facilitates</li><li>● Focus on academic vocabulary and comprehension in K-5</li><li>● Focus on foundational skills in K-2- ECRI</li><li>● Content objectives, Language objectives</li><li>● Differentiation strategies (<i>small group, etc</i>)</li><li>● Reflective cycle, data teams monthly</li><li>● K-5 students will be engaged in school-wide process writing</li></ul>

## Academic Plan SY 2023-2024

### **Math Need**

Students need to improve comprehension, transfer, and application by using best practices, including Eureka Math

- Students discuss and work through processes while teacher facilitates
- Use the Eureka Math curriculum as appropriate to develop student mastery of the standards, not necessarily worksheets, or entire lesson sequence
- Introduce using the Standard Algorithms in Grade 2, and develop student mastery of them in grades 3 and up
- Use manipulatives
- Use ancillary materials and processes, such as flash cards, data use, etc, as appropriate
- Content objectives, Language objectives
- Differentiation strategies (*small group, etc*)
- Ensure students create/maintain materials such as notebooks, goal tracking, reflections
- Reflective data teams (plan-do-check-act)

### **Science Need**

- Integration of NGSS science standards into classroom curriculum, instruction, and assessment K-5
- Project-based instruction to incorporate science standards
- Garden to continue for all grade levels

### **Social Studies Need**

- Integration of C3 Social Studies standards into classroom curriculum, instruction, and assessment K-5
- Project-based instruction to incorporate social studies standards
- Hawaiian studies continues in 4<sup>th</sup> grade, in addition to being in all grade levels, K-5

### **Arts Need**

- Fine arts to continue in all grade levels for one semester
- Creative Movement to expand to year-long from one semester

### **Computer Science Need**

- Computer science instruction to be integrated into all grade levels, K-5

### **Physical Education and Health Need**

- PE and health instruction to be continued for all grades, K-5

## Academic Plan SY 2023-2024

	<p><b>General Learner Outcomes (GLO) Need</b></p> <p>Students will demonstrate the 21st century skills of critical thinking and problem solving through the GLOs.</p> <ul style="list-style-type: none"><li>• Clearly articulated, implemented, monitored, and assessed with students .</li><li>• In ELA and math via supporting students to develop progressively deeper skills/evaluation of processes and products.</li><li>• Taught in Social Studies and Science content area themes, in enrichment/elective activities, and SEL (Second Step).</li></ul>

## Academic Plan SY 2023-2024

<b>ORGANIZE: Identify your Steering Committee Academic Review Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Curriculum Coordinator	1. Support Teaching Staff and Administration in the areas of Curriculum, Instruction, and Assessment, including test coordination, planning, and reflection
2. Bo Kim-Bautista - Assessment Coordinator	3. Analyze student data and communicate with staff on assessment issues, including how to address Response to Intervention in sync with teachers and RTI staff for Tier 1 and Tier 2 support.
3. Noelani Castro - Vice Principal	4. Support and monitor plan implementation
4. Shawn Hanscam - SSC	5. Maintain/modify and communicate a systemic comprehensive array of student services, as well as maintaining communication with teachers schoolwide to support adequate implementation of Tier 3 interventions.
5. Tech Coordinator	6. Maintain and optimize the school's technology and related capacities.
6. Miki Mochizuki - PCNC/Family Engagement	7. Support the school's Parent/Family Engagement

## Academic Plan SY 2023-2024

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome by the end of 2023-24	Rationale:
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## Academic Plan SY 2023-2024

### 1. Academic Achievement

All students will be engaged in differentiation, small groups, and Project Based Instruction to honor student voice during classroom instruction. Continued support and planning of inclusion practices for grades 2-5. Increase the target for our students by 5% on the SBA scores as compared to SY 2021-22. Academic growth in ELA, Math, and Science scores on the universal screeners, NWEA & Dibels.

### 2. Chronic Absenteeism

Engage all students in whole-child instruction to support student aspirations.

### 3. School Climate

Increase favorable results from the 3-5 Panorama Perception Survey & Social Emotional Learning Survey taken by students, teachers, and parents annually.

### 1. Academic Achievement

To ensure all students demonstrate academic growth at WES building on the updated ELA and Math curriculum in SY 2022-23, Social Studies, The Sciences, a focus on writing, Computer Science, PBL, SEL, Student Voice, The Arts, Physical Education, and Health.

### 2. Chronic Absenteeism

Chronic absenteeism continues to be a concern for WES. Since the return of students after Covid-19, chronic absenteeism has decreased slowly each year. Renewal of initiatives in cooperation with other agencies.

### 3. School Climate

Current school climate as reflected in the Strive Hi School Performance report shows that 74% of students in grades 3, 4 and 5 report a positive school climate.



## Academic Plan SY 2023-2024

### 4. Inclusion Rate

Maintain the appropriate percentage of students receiving Special Education Services who are in general education classes for 80 percent or more of the school day. The state's target is 51%.

### 5. Third Grade Literacy

Our objective from the State in 2023-24 is to increase the percentage of ELA students in grade 3 "at or near" or "above" from 67% to 76%. (STRIVE HI)

### 6. Achievement Gap

Increase opportunities of extracurricular activities at WES before and after school to increase and support student achievement and engage all learners. Students are provided with online quality educational programs to support their learning in the classroom setting. The use of technology will also increase students' research abilities.

By 2023-24, decrease the gap between economically disadvantaged, special needs, and English learners and non-high needs students.

### 4. Inclusion Rate

Currently 89% of the SPED students are in general education classes for 80% of any given day. (LRE 9s Child Count report from eCSSS)

### 5. Third Grade Literacy

SY 2021-2022 data indicates that Gr 3 students at/near/above proficiency in SBA ELA was 67%. (*striveHI 9/20/2022*)

### 6. Achievement Gap

Strive HI data indicates that the achievement gap is 37 points for Language Arts and 47 points for Math SY 2021-2022. We have 51% of our EL students on-track to English language proficiency.

## Academic Plan SY 2023-2024

Planning-Student Success			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Leads	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>1. Academic Achievement</b></p> <p>Engaging, standards-based instruction will result in increased proficiencies which meet the state targets of 61% in ELA, 54% in Math and 64% in Science, and all students will demonstrate growth. (ESSA Report)</p> <p>WASC B Strat: GOAL 1;1a</p>	<p>1a. Engage all students in rigorous, Whole-Child differentiated learning based on the standards with ample opportunities for student talk/small groups, Research, Writing, Project Based Instruction, Computer Science, NGSS activities, Social Studies, The Arts, Health and Physical Education, Hawaiian Studies, and Garden, honoring student voice and aspirations (SW 1, SW 6)</p> <p>1b. Students participate in Advancement Via Individual Determination (AVID) strategies as directed by teachers to facilitate college and career readiness and achievement. (SW 6-ii)</p>	<p>Admin CC AC GLCs Teachers</p> <p>AVID lead/Teachers</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1a. <b>Growth:</b> NWEA MAP Diagnostic 3 times per year and monthly growth monitoring. Dibels (K-2) three times per year and progress monitoring (once a month) -Data team meetings to analyze assessment data, diagnose differentiation, reflect, and refine lessons. -Math topic quizzes, bi-weekly Wonders assessments, end of unit PBL projects, pre &amp; post processed writing -Regular Walkthroughs generating key target quantitative and qualitative data. (ADMIN Walkthrough Forms)</p> <p>1b. Students will integrate AVID strategies including organization, note-taking, and collaborative structures, and plan for continuous improvement.</p>

## Academic Plan SY 2023-2024

	<p>1c. Engage all students with a multi-tiered system of educational supports, including Northwest Evaluation Association (NWEA) MAP Growth assessment (K-5) and DIBELS 8th (K-2) to inform and differentiate instruction as well as RTI to intervene. (SW 6-ii,) (SW 6- iii)</p> <p>1d. Students will be given the opportunity to be involved in a dedicated supplementary instructional after school language program. (SW 5) (SW 6-ii)</p> <p>1f. Students, including Gifted/Talented students, will have the opportunity to participate in enrichment activities within and after school. (SW 6-ii) (Critical Area #3)</p> <p>1g. Engage Gifted/Talented students in instruction that is differentiated to meet their learning needs. (SW 6-ii) (FOL</p>	<p>CC/AC Avid Lead Teacher</p> <p>Staff</p> <p>Staff</p> <p>Teachers/CC/ AC</p>	<p>1c. RTI schedule for grades K-2; NWEA MAP diagnostic 3 x per year and DIBELS 8th Benchmark 3x per year and DIBELS progress monitoring monthly. RTI Program in progress</p> <p>1d. World Languages: Hawaiian, Chinese</p> <p>1f. Increase opportunities for student expression of voice, initiatives, and aspirations.</p> <p>1g. Walkthrough data of differentiation within Project Based Learning (PBL) and other curriculum, instruction and assessment. Feedback forms 1g. TARGET TIME: Prescription focus</p>
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## Academic Plan SY 2023-2024

	<p>CAT E)</p> <p>1h. Students will participate in grades PK-3, and starting in 2023-24 in PK-5 in Book Trust</p>			<p>intervention provided to students at all levels. Grade levels will use the beginning of the year, NWEA data to create ELA homogenous grouping by classroom to target the needs of students starting in the Second quarter.</p> <p>Student surveys- Student book choices will be celebrated in school via teacher assistance, and taken home afterwards</p>
	<p>1h. All students will participate in an articulated robust college/career readiness program, using AVID strategies. (SW 6-ii)</p> <p>1i. All K-2 students will receive Reading Foundational Skill</p>	<p>Teachers, AVID Lead/ AC</p> <p>AC</p>		<p>1h. Continue implementing AVID- informed college and career readiness practices . Regular walkthroughs that indicate evidence of AVID strategies. College Readiness, Collaborative Structures, SLANT, WICOR - writing process, note taking (2-column notes, 3-column notes, Cornell Notes, and graphic organizers), higher level thinking/questioning (Depth of Knowledge, Costa’s Level of Thinking, Bloom’s Taxonomy), goal setting, AVID Binder, rigorous critical reading process.</p> <p>1i. DIBELS and MAP Growth data through Enhanced Core Reading Instruction (ECRI).</p>



### Academic Plan SY 2023-2024

<p><b>3. Classroom Classroom Climate</b> By 2023-24, the positive school climate as measured by the safety dimension, will be 70% as reported by students on the Panorama survey.</p> <p>Data: SY 2021-2022 positive school climate is 67% <i>(Panorama Survey 2022)</i></p>	<p>3a. Students will receive Social Emotional Learning (SEL) through the teaching of the Second Step and Wonders Curriculum. (SW 6-ii)</p> <p>3b. Students will feel safe at school through application of SEL. (SW 6-ii)</p> <p>3c. Use of Safety Committee and Counselor enrichment support to inform safety aspects and corrective feedback. (SW 6 iii-I)</p>	<p>Teachers Counselors</p> <p>Teachers Counselors</p> <p>Safety Comm. Counselors</p>		<p>3a Staff and Counselors involved in maintaining SEL expectations in classroom schedules.</p> <p>3b. Walkthroughs and perceptual data Panorama for SEL.</p> <p>3c. Behavioral and perceptual data from Stakeholders.</p>
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## Academic Plan SY 2023-2024

<p><b>5. Third Grade Literacy</b> By 2023-24 increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67 % to 76%.</p>	<p>5a. Students will be engaged in differentiated, rigorous language/content based instruction which incorporates student voice. Students will receive Tier 2 &amp; Tier 3 small group interventions with grade level Target Time. (SW 1) (SW 6-i)</p> <p>5b. Students are nominated for two Wildcat awards on “Wildcat Nights”: One award for citizenship (positive social actions) One award for scholarship (growth in academics) (SW6-ii)</p> <p>PBL showcases will be featured by grade level on Wildcat nights, starting in Quarter 2</p>	<p>GLCs CC AC AVID Lead Teachers</p> <p>Teachers</p>		<p>5a. Use of NWEA MAP to reach performance targets, differentiate instruction and adjust curriculum based on data analysis of students. PTT push-in services in grades K-2 for Tier 2 interventions. Phonics is the focus for Tier 2 interventions with students in first grade through second grade.</p> <p>5b. Wildcat Awards are recognized monthly</p>
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## **Academic Plan SY 2023-2024**

### **Goal 2: Staff Success.**

Wailuku Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

# Academic Plan SY 2023-2024

Outcome by the end of 2023-2024	Rationale:
<p><b>1. Academic Achievement</b> Provide support to all staff on implementing standards based instruction across each grade level via curriculum so that all students will be engaged in all four core subject areas and Computer Science, via applying instructional best practices, differentiation, small groups, and Project Based Instruction to honor student voice during classroom instruction. Academic growth in ELA, Math, and Science scores on the universal screeners, NWEA &amp; Dibels. so that 61% of students are proficient in ELA, 54% Math, and Science, 64% all students will demonstrate growth.</p> <p><b>2. Chronic Absenteeism</b> Decrease Chronic Absenteeism to the state target of 10%.</p> <p><b>3. School Climate</b> By 2023-24, the positive school climate as measured by students on the safety dimension of the school quality survey, will increase to 70% by implementing the SEL Second Steps and aligning it with the GLOs.</p> <p><b>4. Inclusion Rate</b> Increase the percentage of students receiving Special Education Services who are in general education classes for 80% or more of the school day to 51%. (State's target is 51% but school's inclusion rate is 83%)</p>	<p><b>1. Academic Achievement</b> Support our staff instructional practices now that a spiraling common curriculum in ELA and Math, and a grade- level designed Science and Social Studies is established.</p> <p><b>2. Chronic Absenteeism</b> Address absenteeism via strengthened relationships within and outside the school.</p> <p><b>3. School Climate</b> Panorama data indicates that 67% of students report feeling safe in school.</p> <p><b>4. Inclusion Rate</b> Currently 83% of the SPED students are in general education classes for 80% of any given day. (eCSSS, 2/2021)</p>

## Academic Plan SY 2023-2024

### 5. Third Grade Literacy

By 2023-24 increase the literacy percentage of students in grade 3 “at or near” or “above” grade level from 67% to 76% by identifying and providing for the instructional needs and aspirations of the various demographic groups that feed into the school. Provide PD and support the development of literacy and student voice and choice.

### 6. Achievement Gap

By 2023-24, decrease the gap between economically disadvantaged, special needs, and English Learners and non-high needs students to 25 points in ELA and 22 points in Math.

### 5. Third Grade Literacy

SY 2021-22 data indicates that Gr 3 students at/near/above proficiency in SBA ELA was 67%. (*striveHI 9/20/22*)

### 6. Achievement Gap

The achievement gap in ELA is currently 37 points and in Math 27 points.

# Academic Plan SY 2023-2024

Planning-Staff Success			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>1. Academic Achievement</b></p> <p>Provide support to all staff on implementing standards based instruction including: Project Based Learning, Eureka Math, ECRI, NWEA MAP formative assessments, DIBELS, distance learning options, NGSS, and AVID strategies, using a content-driven pacing guide. By SY 2023-24, 61% of students will be proficient in ELA, 54% in Math, 64% in Science and all students will demonstrate growth as</p>	<p>1a. Provide staff with needed PD to facilitate student talk/small groups, Research, Project Based Instruction, NGSS activities, math strategies and the honoring of student voice. Staff will pilot participation in District Math project (SW 6-IV)</p> <p>1b. Use of Professional development, modeling, and instructional coaching to ensure all teachers begin to receive</p>	<p>Teachers/CC/AC Admin</p> <p>CC/AC AVID Lead</p>	<p>x WSF  x Title I  x Title II  x Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>NWEA MAP Diagnostic 3 times per year. DIBELS benchmark 3 times a year and progress monitoring 5 times a year.</p> <p>1a. Provide PD with focus on Learning Walks, Walkthrough criteria, and GLAD and ELL strategies. Classrooms that have been trained in math number talks will continue to conduct number talks lessons. Grade 2 will attend number talks PD provided by the district.</p> <p>1b. AVID PD</p> <p>1c. Monthly Data Team/PLC Agenda/Minutes</p>

## Academic Plan SY 2023-2024

<p>reflected in NWEA MAP and SBA SGP.</p>	<p>training in AVID strategies. (SW 6 - IV)</p> <p>1c. Provide time and professional development for data teams to analyze data from NWEA, Achieve 3000, and Dibels to find patterns in achievement and support strategies in responding to the academic needs within the identified content area strand. (SW 6-IV) (FOL CAT D)</p> <p>1d. Ongoing support in differentiating instruction to support all learners, including Gifted/Talented students. (SW 6-ii)</p> <p>1e. Model and utilize student goal setting, self-monitoring/charting, feedback with students. (SW 6-ii)</p> <p>1f. Promote language acquisition by working with content and language</p>	<p>CC/AC Teachers</p> <p>Teachers</p> <p>CC/AC/ EL Lead</p> <p>CC</p> <p>Admin,</p>		<p>Data Analysis Forms for ELA and Math</p> <p>1d. TARGET time , small group differentiation during ELA blocks and math (PLCs, data days, Wonders and Eureka PDs, committee meetings, grade level data meetings)</p> <p>1e. Explore models of student goal setting and self-monitoring- (GLO rubrics, updated GLC Posters, PLCs, student tracking chart, student/teacher conferences, universal screeners report shared with families)</p> <p>1f. Continue offer district GLAD/SIOP PD, language content objective is now part of the pacing guide; ELL teachers will provide monthly updates to teachers during staff meetings</p> <p>1g. PLCs, grade level meetings</p>
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## Academic Plan SY 2023-2024

	<p>objectives in mind. (SW 6-i)</p> <p>1g. Develop and provide continuing support for NGSS implementation through PBL at the school level. Attend to coherence across grades, and across different components of the system (instruction, professional learning, curriculum, and assessment) (SW 6-ii) (SW 6-IV)</p> <p>1h. Analyze, review and update schoolwide programs, curriculum and instruction in data team/PLC meetings. (SW 6-IV)</p> <p>1i. Ensure that grade level pacing guides use the same format /template. (SW 6-IV) (FOL CAT C &amp; D)</p> <p>1j. Staff will continue to actively participate in grade level PLCs and data teams to accomplish grade level</p>	<p>CC/AC</p> <p>Admin CC/AC GLCs</p> <p>CC/AC Teachers Admin</p> <p>CC/AC admin Teachers</p> <p>CC/AC Admin,</p>		<p>GoGuardian BrainPop SeeSaw Achieve3000 SmartyAnts Zearn</p> <p>1h. Agenda and notes: Grade level Meetings, PLCs, committee meetings, updated ELA curriculum Wonders 2023, updated Eureka Squared math curriculum</p> <p>1i. Pacing guides shared by each grade level in ELA/Math/PBL (Science/Social Studies), reviewed and updated as needed</p> <p>1j. Schedule grade level Data Teams/PLCs on the school calendar, NWEA data student samples reviewed in PLC. Achieve 3000</p>
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## Academic Plan SY 2023-2024

	<p>academic goals based on the CCSS to drive student achievement. (SW 1, SW 6-IV)</p> <p>1k. Teachers will participate in cross articulation and alignment in math. (SW 6-IV) (FOL CAT B)</p> <p>1l. Continue to establish a Mentoring program to train and support mentors and mentees. Mentor Lead to communicate regularly with mentors/mentees. Mentors to attend Professional Learning Series and forums offered by district and log interactions (SW 6-IV) ( FOL CAT C)</p> <p>1m. Design and plan a college/career readiness program for all students for grades K-5 through implementation of AVID instructional strategies. Teachers will attend AVID PD to enact this goal (SW 6)</p> <p>1n. All incoming K-2 teachers will be supported through instructional coaching using the ECRI initiative.</p>	<p>Teachers</p> <p>Teachers</p> <p>CC</p> <p>Counselors AVID lead</p>		<p>data</p> <p>1k. Schedule and implement for cross-articulation in committee meetings.</p> <p>1l. Mentor log, Summer new teacher orientation</p> <p>1m. AVID annual conference (June 13-14), AVID site team, AVID monthly updates (PLC and teacher newsletter)</p> <p>1n. Instructional coaching feedback, walk-throughs</p>
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## Academic Plan SY 2023-2024

	<p>(SW 6-IV)</p> <p>1o. Eureka Math is used school-wide. Teachers will continue to receive professional development on Eureka Math. (SW 6-IV)</p> <p>1p. To address ELA, Math, and NGSS Science, staff will receive support in the use of NWEA’s MAP as the diagnostic screener. (SW 6-IV)</p> <p>1q. Continue to assist in planning PD to support new hardware use, and Review, monitor and report teacher needs with tech integration and hardware (SW 6-IV)</p> <p>1r. Teachers will ensure the ongoing implementation and use of GLO rubrics/updated GLO posters. (SW 6-ii)</p> <p>1s. Quarterly Tier 1 instruction, analysis based on data from NWEA MAP, DIBELS Progress Monitoring</p>	<p>Admin, CC/AC</p> <p>Admin, CC/AC</p> <p>Tech Coordinator, DPUST</p> <p>CC, AC Teachers, Admin</p> <p>CC,AC, Admin, Teachers</p>		<p>1o. Agenda and notes</p> <p>Eureka Professional Development will be given to assist teachers in updated Eureka Squared.</p> <p>1p. PD on NWEA through PLCs and grade level meetings</p> <p>1q. Achieve 3000 Eureka and Wonders hardware/licensing maintenance Hardware usage and inter-staff needs analyzed and responded to.</p> <p>1r. GLO rubrics, GLOs displayed in all classrooms and displayed around campus. Teachers update on student’s GLO progress quarterly (placed in report cards) Walkthroughs</p> <p>1s. NWEA MAP Data DIBELS Data, Achieve3000</p>
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## Academic Plan SY 2023-2024

	<p>and RTI as needed. (SW 6-IV)</p> <p>1t. Achieve 3000 will be used with students to strengthen achievement, using the data recommendations from its regular use to inform and improve instruction.</p> <p>1u. Vertical Articulation Committee meetings and applicable PD opportunities will be used to improve the continuity and alignment of operations.</p>			<p>1t. Achieve 3000 Data</p>
<p><b>2. Chronic Absenteeism</b> Decrease chronic absenteeism to 10%.(State’s target)</p>	<p>2a. Teachers will engage students in instruction that includes Project-based Learning, and differentiated instruction, in which they have a constructive voice. (SW 6)</p>	<p>Counselors CC/ Admin</p>	<p>x WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE x Other <input type="checkbox"/> N/A</p>	<p>2a. Attendance data Pacing Guides</p>

## Academic Plan SY 2023-2024

<p><b>3. School Climate</b> By 2023-24, the positive school climate as measured by the safety dimension, will be 70% as reported by students on the Panorama survey.</p>	<p>3a. Teachers will implement SEL through the Second Step and Wonder’s (updated) curriculum. (SW 6-III)</p> <p>3b. Teachers will ensure that students feel safe at school through application of SEL. (SW 6-ii)</p> <p>3c Implementation of Ha will commence with the focus area of Belonging. Teachers will have PD in Na Hopena Ao</p>	<p>Counselors Teachers</p> <p>Counselors Admin Teachers</p>		<p>3a. Second Step indicated in the weekly schedule when their SEL lessons are being conducted. Teachers will teach SEL that is integrated into the WONDERS curriculum.</p> <p>3b. Teachers will have a time slot for SEL in their weekly schedule. Lessons on SEL conducted by teachers</p> <p>3c. Perceptual Data</p>
<p><b>4. Inclusion Rate</b> A SPED teacher in grades K-5 will be provided support in an inclusion setting. SPED achievement will increase.</p>	<p>4a. Inclusion teachers and co teachers will participate in collaborative common planning time, including PLCs (SW 6)</p> <p>4b. Inclusion teachers will participate in PLC and data day meetings and to discuss inclusionary practices and the effect of support in the inclusion classroom. They will apply these</p>	<p>Teachers/ SPED Teachers Admin</p> <p>Teachers/ SPED Teachers Admin</p>		<p>Walkthrough Data Agendas and Minutes Mid-year Survey Substitute Schedule Collegial schedule to enhance or permit collaboration</p>

## Academic Plan SY 2023-2024

	practices to meet SPED growth targets.			
<b>5. Third Grade Literacy</b> By 2023-24, increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67% to 76%.	5a. Teachers will engage students in differentiated, rigorous language/content based instruction which incorporates student voice. (SW 6)	AC		Walkthroughs Project Based Learning  SY 2020-21, 68% of 3rd graders read “at/near” or “above” based on the ELA SBA



## Academic Plan SY 2023-2024

	6e. Continue to learn more about student cultures and build relationships with families by regularly engaging in school-home connections through invitations to school and parent evening events. (SW 7)	Teachers, PCNC, Admin		6e. Parent involvement sign-in sheets
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## Academic Plan SY 2023-2024

**Goal 3: Successful Systems of Support.** The system and culture of [Wailuku Elementary] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of 2023-24	Rationale:
<p><b>1. Academic Achievement</b> Provide support to all staff on implementing standards based instruction including: Project Based Learning, Eureka Math, ECRI, NWEA Map formative assessments, NGSS, Computer Science, Social Studies, and AVID strategies, using a content-driven pacing guide.</p> <p><b>2. Chronic Absenteeism</b> Decrease Chronic Absenteeism to 10%</p> <p><b>3. School Climate</b> By 2023-24, the school climate as measured by students in grades 3, 4 and 5 on the Strive Hi School Performance Report, will increase 3% from the previous year (67% in SY2022-23).</p> <p><b>4. Inclusion Rate</b> Maintain the appropriate percentage of students receiving Special Education Services who are in general education classes for 80 percent or more of the school day. The state's target is 51%.</p>	<p><b>1. Academic Achievement</b> SBA Tests based on CCSS indicate lower proficiency levels than comparable schools in our district and state. Current proficiency scores in ELA reflect a 5% increase from 36% to 41%. For Math they reflect a 15% increase from 18% to 33%. For Science, they reflect an increase of 26% from 16% to 42%.</p> <p><b>2. Chronic Absenteeism</b> The chronic absenteeism rate is 56% , lower than the complex area average of 58%</p> <p><b>3. School Climate</b> Current school climate as reflected in the Strive Hi School Performance report shows that 67% of students in grades 3, 4 and 5 report a positive school climate.</p> <p><b>4. Inclusion Rate</b> Currently 89% of the SPED students are in general education classes for 80% of any given day. (LRE 9s Child Count report from eCSSS)</p>

## Academic Plan SY 2023-2024

<p><b>5. Third Grade Literacy</b> By 2022 increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67% to 76% through rigorous language/content based instruction which incorporates student voice, including support in providing Tier 1 &amp; 2 small group interventions. (STRIVE HI)</p> <p><b>6. Achievement Gap</b> By 2022, decrease the gap between economically disadvantaged, special needs, and English learners and non-high needs students (State target: ELA 25 points , Math 22 points)</p>	<p><b>5. Third Grade Literacy</b> SY 2020-21 data indicates that Gr 3 students at/near/above proficiency in SBA ELA was 68%. (<i>striveHI 10/2021</i>)</p> <p><b>6. Achievement Gap</b> The achievement gap in ELA is currently 37 points and in Math 27 points. This gap is significantly lower than the previous year because the Non-High Needs scores were significantly lower. (2020-21 STRIVE-HI)</p>
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Planning-Systems of Success		Funding	Interim Measures of Progress
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>
			<b>Define the relevant data used to regularly assess and monitor progress</b>





## Academic Plan SY 2023-2024

	<p>teachers based on reported priority and need. (SW 6-ii)</p> <p>1e. The Technology personnel will attend PD and share strategies on use of new or inappropriately used hardware at staff meetings and PD, as appropriate, based on need. (SW 6- IV)</p> <p>Evaluate and align the programs for the teachers and improve access to working technology.(SW 6-IV)</p> <p>1f. Continue training on SBA for teachers of tested grades 3-5. Assessment Coordinator to create a Testing Calendar which includes dates of SBA training, including Interim tests, and CAT, science and PT, for teachers in grades 3-5 (SW 6- IV) (FOL CAT C)</p> <p>1g. Conduct consistent classroom walk-throughs quarterly to ensure</p>	<p>Coordinator</p> <p>Tech Coordinator</p> <p>Tech Coordinator</p> <p>Admin, CC/AC</p>		<p>level and committee meetings on NWEA, DIBELS, SBA.</p> <p>1d. Tech inventory Tech request forms Reports on hardware and programs indicating unsuitability.</p> <p>1e. Agenda and meeting notes.</p> <p>1f. Continue to optimize Teacher website, create testing Calendar for grades 3-5, and review SBA interim data to develop effective small groups for ELA and math.</p>
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## Academic Plan SY 2023-2024

	<p>delivery. (SW 6-IV) Monitor data from data teams, PLC re: academic goals and student achievement (SW 6-IV)</p> <p>1j. Monitor use of grade level pacing guides shared by each grade level in ELA/Math/Science/Social Studies; review and update as needed. (SW 1) (SW 6)</p> <p>1k. Develop and provide continuing support for NGSS implementation at the school level and Computer Science, including supplemental curriculums: Hawaiian Studies, gardening, and Grow Some Good to monitor implementation and revise for NGSS. (SW 6-IV) (Critical Area #1)</p> <p>1l. Continue to support the Mentoring Program to train and assist mentors and mentees. Mentor Lead to communicate regularly with mentors/mentees.</p>	<p>Admin, CC/AC</p> <p>CC/AC</p> <p>Admin CCs</p>		<p>Individual Data Review --- Individual meetings Monthly PLCs with agenda/minutes. Sign-in sheets</p> <p>Data sheets</p> <p>1j. Pacing guides will be discussed during PLCs and adjust if need</p> <p>1k. PLC agendas, co-created by Teachers and Administration as appropriate Walkthroughs Grade Level Schedules</p>
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## Academic Plan SY 2023-2024

	<p>Mentors to attend Professional Learning Series and forums offered by district and log interactions on KIANO website. (FOL CAT C) (SW 6-IV)</p> <p>1m. Continue to provide PD and follow-up for teachers to plan and implement supports for college and career readiness for students as an AVID school. (SW 6) Revise plan and implement improvements. (SW 6)</p> <p>1n. Provide support, implement and monitor the ECRI initiative for K-2. (SW 1), (SW 6)</p> <p>1o. Support Parent engagement via home/school connections (Seesaw, supplies for parent nights, planners, refreshments)</p>	<p>AVID lead</p>		<p>11. Agendas and sign-ins. Interactive logs</p> <p>1m. Conduct walkthroughs with AVID strategies.</p> <p>1n. Walkthroughs Dibels Data</p>
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## Academic Plan SY 2023-2024

<p><b>2. Chronic Absenteeism-</b> Decrease chronic absenteeism to 10%.(State’s target)</p>	<p>2a. Students will be engaged by best practices including Project-based Learning, and differentiated instruction, in which they have a constructive voice and choice. (SW 1)</p>	<p>Teachers, Admin, Counselors</p>	<p><input type="checkbox"/> W SF  <input type="checkbox"/> T itle I  <input type="checkbox"/> T itle II  <input type="checkbox"/> T itle III  <input type="checkbox"/> ID EA  <input type="checkbox"/> H om eless  <input type="checkbox"/> C TE  <input type="checkbox"/> O ther  x N/A</p>	<p>2a. Attendance data</p>
<p><b>3. School Climate</b> By 2023-24, the positive school climate as measured by the safety dimension, will be 70% as reported by students on the Panorama survey.</p>	<p>3a. Continue to implement SEL with the Second Step Curriculum. (SW 6-I), (SW 6-III)</p> <p>3b. Continue integration of the arts into the curriculum across grade levels. (SW 6- ii)</p> <p>3c. Student Council to express student aspirations to guide the governance of the school</p>	<p>Teachers Counselors, Admin</p>		<p>3a.Panorama Survey results indicate a 1% gain in the safety dimension.</p> <p>Monitor implementation of Second Step SEL.</p> <p>3b. Art products, and the performing arts, displayed or performed in places outside the classroom (e.g. cafeteria)</p> <p>3c. Student perceptual data</p>

## Academic Plan SY 2023-2024

<p><b>4. Inclusion Rate</b> Maintain the appropriate percentage of students receiving Special Education Services who are in general education classes for 80 percent or more of the school day. The state’s target is 51% and the school’s inclusion rate for SY 2023-24 is at 89%.</p>	<p>4a. Inclusion teachers and co-teachers will participate in collaborative common planning time with grade level. (SW 6)</p> <p>4b. Inclusion teachers will be afforded the opportunity to participate in desired professional development opportunities along with their SPED cadre, as well as with their General education colleagues. (SW6)</p>	<p>Teachers, SPED Dept, Admin</p> <p>Teachers, SPED Dept, Admin</p>		<p>4a. Agenda and notes</p> <p>4b. Professional development data</p>
<p><b>5. Third Grade Literacy</b> By 2023-24 increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67% to 76%. The current grade 3 literacy rate is 67% in SY 2022-23.</p>	<p>5a. Staff will be supported in providing appropriate, differentiated, rigorous Tier I language/content based instruction which incorporates student voice. RTI will further assist students in need. Assessment plan for students to include pre/post NWEA MAP scores. (SW 6-iii), (SW 6-I)</p> <p>5b. Ohana buddy program to read to younger students. (SW 6)</p>	<p>CC/AC Admin Teachers</p> <p>Teachers</p>		<p>5a. Pre/post NWEA MAP scores to address pre/post differentiated instruction, beginning with strong tier 1 delivery Small group instruction walkthroughs</p> <p>5b. Lower elementary partners with students in upper elementary classes and has dedicated literacy time. Grades: K+3, 1+4, 2+5</p>

## Academic Plan SY 2023-2024

<p><b>6. Achievement Gap</b> By 2023-24, decrease the gap between economically disadvantaged, special needs, and english learners and non-high needs students. (SW 6-i)</p>	<p>6a. Staff will be assisted by PD to provide differentiated instruction with content and language objectives which includes: Special Education goals, Project-Based Learning, NGSS activities, Social Studies, daily opportunities for conversations and higher order thinking, daily focus on Speaking, Writing, Listening and Reading, student voice and choice, throughout the year in support of language acquisition.(SW 6-IV)</p> <p>6b. Explore supplemental programs to support strong Tier I instruction, and as necessary, RTI. (SW 6-i)</p>	<p>ADMIN, AC Assessment, ELL, SPED dept</p> <p>AC/CC/ ADMIN</p>		<p>6a. NWEA MAP diagnostic data analysis</p> <p>SBA Results for ELA, Math, Science</p> <p>DIBELS data</p> <p>Interim Assessment Data</p> <p>Teacher data on Social Studies achievement</p> <p>SPED data</p> <p>Data Analysis plans to drive instruction</p> <p>6b. Updating ELA Wonders curriculum to the 2023 version, updating Math curriculum to Eureka Squared. Phonics for Reading will be the supplemental program to use for RTI services. PD as needed to deliver effectively.</p>
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## Academic Plan SY 2023-2024

	<p>necessary. (SW 3)</p> <p>-Information and language used in the plan is easy to understand for all stakeholders. (SW 4) (Critical Area #4)</p> <p>7d. Coordinate and integrate support from the community and other state/federal resources to include: (SW 5)</p> <ul style="list-style-type: none"> <li>-Backpack Buddies (Food Bank)</li> <li>-DARE (Maui Police Dept.) - Fresh Fruit &amp; Vegetable program (USDA)</li> <li>-Wishing Well (Maui Realtors)</li> </ul>	<p>Admin, PCNC</p>		<p>-Monthly PTSA Parent Meetings</p> <p>7d. Class roster with informal data collection and student portfolios.</p> <p>Early Education Data</p> <p>Documentation of participation</p>
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# Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Wailuku Elementary School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 03/08/2023

A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 03/08/2023

Other (list) Examples: School Leadership Team, Curriculum Committee  
School Safety Committee, School CSSS Cadre

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4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 3/29/23.

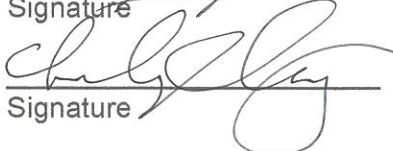
Attested:

Nikan Arapoff  
Typed name of school principal

  
Signature

3/29/23  
Date

Randy Chung  
Typed name of SCC chairperson

  
Signature

3/29/23  
Date

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

**SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**

None

