



One-Year Academic Plan 2020-2021



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<i>a</i>	6/4/20

One-Year Academic Plan SY 2020-2021

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> • WASC Category B: Standards Based Student Learning: Curriculum, instruction • WASC Category C: Standards Based Student Learning: Instruction • WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<ol style="list-style-type: none"> 1. Need: Student Learning: Refine teacher practice in the delivery of effective instruction and the implementation of schoolwide agreements through professional development/training, monitoring, regular feedback and support (if needed). (CNA pg 46) 2. Need: Communication: School will continue to use communication protocol to educate, articulate and promote transparency, and enhance flow of information to all stakeholders. School will continue the use of multiple avenues of communication to involve parents in school activities. School will also explore new/additional ways to promote parent involvement to address chronic absenteeism. (Connectedness) (CNA System Process Overall Summary of Analysis pg. 51, Although a variety of parent involvement activities are offered, attendance at these events have been low, but are steadily increasing (PTA membership: 115 families in SY17-18, 128 families in SY18-19, 150 families in SY16-17). WASC sec. E Areas of Growth, p.40, #3 Parent involvement needs to be expanded.) (CNA pg 46) 3. Need: Progressfolio: Schoolwide agreements on the use of progressfolios to monitor and share student progress and opportunity for students to self assess and identify exemplars of student work aligned to CCSS. (Achievement/Engagement/Connectedness) (WASC sec.B Areas of Growth p.28, #6: Identify exemplars of student work aligned to Common Core and Hawaii Content Standards; WASC sec.D Areas of Growth p.37, #2: Schoolwide agreements on the use of progressfolios to monitor and share student progress as well as provide opportunity for student self-assessment and goal setting.) 4. Need: Technology: Provide professional development and opportunities to increase the integration of technology in the classroom. (Achievement/Engagement/Connectedness) (WASC sec.C Areas of Growth, p.33, #2 Further staff development on integration of technology.) 5. Need: Student Social Skills: School will continue implementation of social emotional curriculum (Second Step) and behavior RtI for identified high-risk students. (CNA pg 46)
	<p>Addressing Equity: Sub Group Identification In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <ul style="list-style-type: none"> - SPED - Disadvantaged - SSIP (State Systemic Improvement Plan)

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Suzanne Ochi (VP), Kim Takahashi (3-5 Counselor), Taryn Napoleon (K-2 Counselor)	1. Reducing chronic absenteeism through #OTED.
2. Christy Masaoka (GLS), Erika Kaneo (GLS), Sandy Fujioka (GLS)	2. Schoolwide implementation of progressfolio.
3. Lorena Soultz (SSC)	3. Increase the number of students receiving their services within an inclusion setting.
4. Kasie Kaleohano (Principal), Suzanne Ochi (VP)	4. Increase in parent involvement/responses.
5. Shareen Turner (Title I/Data Coordinator), Christy Masaoka (GLS) Erika Kaneo (GLS), Sandy Fujioka (GLS)	5. Facilitation of Data Team, RTI process, and small group instruction
6. Tarah Green (Tech)	6. Increase integration of technology in the classroom.
7. Shareen Turner (Title I/Data Coordinator)	7. Monitor data on SSIP students (SBA, HSA, STAR)
8. Kasie Kaleohano (Principal), Suzanne Ochi (VP)	8. Schoolwide Professional Development Plan
9. Taryn Napoleon (K-2), Kim Takahashi (3-5)	9. Schoolwide Implementation of SEL Curriculum

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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 one year,	Rationale:
<p>Achievement/Engagement Establish PD-Walkthrough-Coaching cycle to refine teacher practice in the delivery of core curriculum:</p> <ul style="list-style-type: none"> ● By the end of SY 20-21, Smarter Balanced Assessment proficiency will increase to 62% in ELA, 55% in Math, and 70% in HSA Science. ● By the end of SY 20-21 the Achievement Gap will decrease to 17 in ELA and 20 in Math. ● By the end of SY 20-21, School wide Inclusion rates will increase to 55%. <p>Connectedness</p> <ul style="list-style-type: none"> ● By the end of SY 20-21, the chronic absenteeism rate will decrease to 11%. ● 100% of students will be provided with enrichment opportunities to foster the joy of learning. <p>Achievement/Connectedness</p> <ul style="list-style-type: none"> ● Increase Algebra Readiness to support transition to middle school and high school. 	<p>SSSI #1 - Chronic Absenteeism: Percentage of students who are absent for 15 or more days during the school year. Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of "showing up" is an important life skill.</p> <p>SSSI #3 - The inclusion setting provides the least restrictive environment for student learning, amongst general education peers.</p> <p>SSSI #4 - Third Grade Literacy: Reading "At or Near" or "Above" grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning.</p> <p>SSSI #6 - Student achievement in the elementary level increases the amount of students on track at the 9th grade level as indicated in the State's Strategic Plan.</p> <p>SSSI #6 - To provide students with personalized supports and interventions to ensure academic success.</p> <p>SSSI #7 Achievement Gap: Percentage reduction of performance between high-needs students and their peers. Our assessments will be used to track performance of vulnerable student subgroups to ensure they're catching up and keeping pace.</p>

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<p><i>By the end of SY 20-21, the Achievement Gap will decrease to:</i></p> <p><i>ELA - 17</i> <i>Math - 20</i></p>	<ul style="list-style-type: none"> Analyze overall proficiency of quarterly CFA data to identify effectiveness of strategies and inform future instruction <p>Increase interventions for Tier 3 students (SSIP):</p> <ul style="list-style-type: none"> Analyze individual STAR data and formative assessment data to identify areas of need Group students by need areas Small group instruction delivered by PTT based on identified area of need 	<p>Equity</p>			<p>(using common GL rubric and tracking template)</p>
<p><i>SBA Math proficiency will be at the following percentage at the end of:</i></p> <p><i>SY 20-21: 55%</i></p>	<p>Math - SY 20-21</p> <p>Provide professional development for teachers in targeted challenge areas:</p> <ul style="list-style-type: none"> Mathematical Reasoning Problem-Solving <p>Continue math accuracy component in core instruction:</p> <ul style="list-style-type: none"> based on identified accuracy standards for each GL <p>GLS/Data Coordinator will facilitate Data Teams process to help teachers:</p> <ul style="list-style-type: none"> Identify areas of need Discuss/share strategies to address areas of need Implement strategies and monitor progress Analyze post data to identify possible new focus area for following school year <p>Small group instruction-2x/week:</p> <ul style="list-style-type: none"> Target specific skills based on formative assessment and/or STAR assessment Utilize PPTs to assist <p>Systemize process utilizing data and PDCA process for:</p> <ul style="list-style-type: none"> Identifying/Providing PD 	<p>Innovation</p> <p>School Design</p> <p>School Design</p> <p>Equity</p> <p>School Design</p>	<p>Christy Masaoka (K-1)</p> <p>Erika Kaneo (2-3)</p> <p>Sandy Fujioka (4-5)</p> <p>Shareen Turner (Data)</p> <p>Kasie Kaleohano /Suzanne Ochi (PD)</p>	<p>X WSF</p> <p>X Title I (Data Coord)</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> STAR assessments will be administered 5x/year and scaled scores will show an overall increase in end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> SY 20-21: 50% Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle Pre, Mid, Post Accuracy Data will show an increase in proficiency (based on standard) Pre to Post Problem Solving Data will show an increase in proficiency each cycle (based on GL rubric and/or ARA)

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<p>Objective 3: Well Rounded</p> <p><i>100% of students will be provided with enrichment opportunities to foster the joy of learning</i></p>	<p><u>Critical Elements to Maintain</u> Ho'oulu 'Ike (after school program)</p> <p>Articulation during the school day (includes articulation resources for students to address whole child development)</p> <p>Kako`o Project:</p> <ul style="list-style-type: none"> ● Monthly Lessons ● Monthly Ho`olauna ● SOM / EOM ● CBG Quarterly Incentive 	<p>School Design</p> <p>Hawai'i</p>	<p>Kasie Kaleohano</p>	<p>X WSF X Title I (Ho'oulu Ike/Articulation on PTTs)</p> <p><input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Ho'oulu 'Ike course catalog ● Ho'oulu 'Ike evaluation results ● Articulation Schedule ● Website Videos ● CBG Tracking Data ● Na Leo Newspaper
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Goal 2: Staff Success. Waiakeawaena has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of one year,

Rationale:

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<p><u>Achievement/Connectedness/Engagement</u></p> <p>Establish schoolwide use of progressfolios to monitor and share student progress, and provide technology PD to increase integration within the classroom.</p> <ul style="list-style-type: none"> • By the end of SY 20-21, 100% of teachers will implement the use of progressfolios and will share them with parents at the end of each quarter. • By the end of SY 20-21, 100% of teachers will be able to instruct students to set their own goals using common standards-based grade level rubric criteria and their progressfolios as measured by walkthroughs. • By the end of SY 20-21, 100% of teachers will be able to utilize technology to foster student engagement. <p><u>Achievement/Engagement</u></p> <ul style="list-style-type: none"> • By the end of SY 20-21, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction. • By the end of SY 20-21, 100% of inclusion teachers will create a co-teaching routine for special needs students to increase student growth and achievement. 	<p>SSSI #6, 7 - Progressfolios are an effective tool to support teachers in informing and communicating academic achievement to both students and parents. Progressfolios allow for students to set goals, apply feedback, and self monitor/assess to promote student success.</p> <p>SSSI #4, 6, 7 - Common Grade Level standards based rubrics ensure that consistent criteria is being used to analyze student work/identify student exemplars throughout the grade level.</p> <p>Integrating technology into the classroom provides students with skills that prepare them to be 21st century learners and to participate in the global workforce.</p> <p>Increasing effective instruction through collaboration, sharing of best practices, professional development and implementation of CCSS aligned programs will increase student achievement.</p> <p>SSSI #3, 6, 7 - Special needs students are entitled to be provided services in the least restrictive environment and the inclusion setting will provide these students the access to services that are delivered in a setting amongst their general education peers, to foster their success.</p>
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	2030 Promise Plan - 5 Promises	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>Objective 1: Focused Professional Development</p> <p><i>By the end of SY 20-21, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction.</i></p>	<p>Provide professional development for teachers in targeted challenge areas:</p> <ul style="list-style-type: none"> ● Writing ● Mathematical Reasoning ● Problem-Solving ● Reading skills and differentiation strategies ● Specifically designed instruction 	<p>Innovation Equity</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 <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle ● STAR progress monitoring scores will increase by 25 scaled score points quarterly OR attaining 35 SGP (if did not make 25 SS gain), including students identified as high needs ● STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> ○ SY 20-21: 35% ELA, 50% Math

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<p><i>By the end of SY 20-21, 100% of inclusion teachers will create a co-teaching routine for special needs students to increase student growth and achievement.</i></p>	<p>SY 20-21 Provide practicing inclusion teachers with quarterly planning and collaboration time:</p> <ul style="list-style-type: none"> • Schedules • Curriculum • Delivery of instruction • Small groups • Grading <p>Provide PD to refine co-teaching instruction based on identified needs from teacher feedback and schoolwide data (Hui Pu)</p> <p>Schedule visitations with other schools identified as having best practices in co-teaching</p>	<p>School Design</p> <p>Equity</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • STAR growth report for inclusion students will indicate a scaled score gain of 100 or a minimum SGP of 35 or higher • Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle • Classroom Schedule
<p><i>By the end of SY 20-21, 100% of teachers will implement progressfolios and communicate student progress with parents</i></p> <p><i>By the end of SY 20-21, 100% of students will be able to set their own goals using common standards-based grade level rubric criteria and their progressfolios</i></p>	<p>SY 20-21 Implement progressfolios schoolwide:</p> <ul style="list-style-type: none"> • Include quarterly evidence with teacher feedback • STAR reports • CFAs (ELA and Math) • Include student reflection and goal setting <p>Collect feedback from students, teachers and parents:</p> <ul style="list-style-type: none"> • Benefits of the progressfolios <p>Refine progressfolios based on feedback</p>	<p>Empowerment</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • 100% of teachers will utilize progressfolios to communicate student progress • 100% of teachers will use common core aligned ELA and Math rubrics as evidenced by student progressfolio work samples • 100% of progressfolios will include student reflection • STAR progress monitoring scores will increase by 25 scaled score points quarterly OR attaining 35 SGP (if did not make 25 SS gain), including students identified as high needs

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				<ul style="list-style-type: none"> STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> SY 20-21: 35% ELA, 50% Math
<p><i>By the end of SY 20-21, 100% of teachers will effectively use technology in the classroom to foster student engagement and differentiate learning opportunities for all students.</i></p>	<p><u>SY 20-21</u> Provide PD to help teachers integrate technology in instruction, based on identified needs to increase student engagement and achievement</p> <p><u>Critical Elements to Maintain</u></p> <ul style="list-style-type: none"> Kaiao (to enlighten) - sharing of best practices GL Tech lead share out during grade level articulation 	<p>School Design</p>	<p>X WSF</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> Technology Scope and Sequence Technology Committee Minutes Word Processing Agreements SBA proficiency levels: <ul style="list-style-type: none"> ELA 62% Math 55% Science 70%

