



# One-Year Academic Plan 2020-2021

Version Protocol:

- V.1 – original in BLACK
- V.2 - changes in RED/ omitting - strikethrough instead of delete
- V.3- changes in BLUE/ omitting - strikethrough instead of delete
- V.4- changes in GREEN/ omitting - strikethrough instead of delete
- V.5- changes in ORANGE/ omitting - strikethrough instead of delete

*Janette Anelling*  
Approved by HKKK CAS

6/2/2020  
Date

School:	Waikoloa Elementary & Middle School	The logo for Waikoloa Navigators is a square with a dark red background. It features a compass rose with a sailboat in the center. The word "Waikoloa" is written in a white, serif font at the top, and "Navigators" is written in a white, serif font at the bottom.
Address:	68-1730 Ho'oko Street Waikoloa, HI 96738	
Phone:	808-883-6808	
Website:	<a href="https://www.waikoloaschool.org/">https://www.waikoloaschool.org/</a>	

**Where are we now?**

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - 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

1. The needs of Disadvantaged/High Needs students aren't being met in Tier 1 (classroom instruction) and Tier 2/3 (RTI), therefore more PD is needed for differentiation in the classroom and focusing on the targets in the standards. The new RTI process continues to be refined in order to meet the needs (gaps) of struggling students. Continued training is needed in the data team process to implement commonality and consistency with data team protocols. (Data teams need to continue to focus on improving instruction through analysis of student work, in addition to determining student needs for RTI.)
2. In order to develop Multi Tiered Systems of Support, additional training is needed in PBIS, SEL, restorative practices and trauma informed practices as a school-wide preventative intervention to increase positive behavior in students.
3. The needs of the EL students aren't being met as evidenced by low proficiency scores. 3 EL teachers have been added to supplement language development instruction for EL.
4. The school needs to develop a process that vertically aligns the curriculum and instruction across all content areas. Gaps in standards need to be determined and curriculum purchased to address the gaps. A curriculum coordinator position has been added to develop this process.
5. In fall 2019, this school was identified for Targeted Support and Improvement-Consistently Underperforming (TSI-CU) because the school had at least one subgroup that for 2 consecutive years performed in the lowest 10% of all schools. That subgroup was Elementary Sped.
6. The previous WASC self study was 4/27-30/15 and the Mid Cycle was 3/5&6/18. We continue to work on Critical Areas of follow up and Major Student Learner Needs from the Mid Cycle Report.

**Addressing Equity: Sub Group Identification**

**In order to address equity, list the targeted sub group(s) and their identified needs.** \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Sub Group	Identified Need(s)	Enabling Activiti(es)
EL – 21.56%	Support for EL is needed to help increase achievement and is monitored through WIDA and iReady scores.	EA#2

	Sped - TSI-CU – 14.74\$	Support for Sped Students is needed to help increase achievement and is monitored through iReady scores.	EA #3
	SES – 55.3%	Support for low SES students is needed to help increase achievement and is monitored through iReady scores.	EA #3

**ORGANIZE:** Identify your Accountable Leads.

<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
1. Kris Kosa-Correia, Principal	1. EA#4: WASC, EA #6: Technology, EA #7: Parent Involvement & Stakeholder Communication, EA #3 ILT
2. Maegan MacGregor, VP	2. EA #2: EL
3. Jeffrey Freeman, VP	3. EA #1: SEL
4. Patricia Farren, VP	4. EA #3: RTI, EA#4: WASC
5. Tonya Duncan, SSC	5. EA #3: RTI
6. Shannon Lumanlan	6. EA #3: ELA, EA#4: WASC, EA#5: Math
7. Cindy Manoske	7.EA#2: EL

**Goal 1: Student Success:** All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

<b>Outcome:</b> By the end of sy20-21	<b>Rationale:</b>
<p>Our mission is to prepare students with essential skills for success in life. Our students are committed to producing quality work by utilizing: critical thinking skills, creativity, positive self-directed responsible behaviors, technology, and effective communication. Through values such as kindness, respect, honesty, and responsibility, our students will navigate the world on their life-long voyages empowering themselves and their `ohana.</p> <ul style="list-style-type: none"><li>● Decrease Chronic Absenteeism</li><li>● Increase E/LA proficiency</li><li>● Increase Math proficiency</li><li>● Increase Science proficiency</li><li>● Decrease the E/LA Gap</li><li>● Decrease the Math Gap</li><li>● Decrease the Science Gap</li><li>● Maintain 96% of more students at low risk on GLOS</li><li>● Increase technology for distance learning</li></ul>	<p>We, the Waikoloa Navigators, are a village of life-long learners preparing to be responsible members of a global society.</p> <ul style="list-style-type: none"><li>● Students are engaged and motivated because learning is relevant and builds on their strengths.</li><li>● Student voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to the community.</li><li>● Students’ physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood.</li><li>● Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.</li><li>● Students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas.</li><li>● Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a “breadth of knowledge that leads to joy in learning, respect for others and a lifelong spirit</li></ul>

of inquiry...”

- Students who feel connected to school are more likely to engage and learn.
- Intentional planning to support students’ transitions can make the critical difference for student success.
- Due to the recent extended school closures students more than ever need to be independent learners in a technology driven format.

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**Goal 2: Staff Success:** Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of sy20-21	Rationale:
<p>We will see improvement in the Tier 1 instruction and improvement of teacher's teaching as a result of multiple PD opportunities in these areas:</p> <ul style="list-style-type: none"> <li>● Continue to provide PD in curriculum, data analysis, RTI process and implementation, differentiation, formative assessment, grading policies and practices, reviewing data, Tier 1 instruction, MTSS, SEL and best practices.</li> <li>● Provide all teachers with evaluation and feedback based on student growth and teaching practice</li> <li>● Fully implement beginning teacher induction and mentoring standards</li> <li>● Make sure all teachers have equal access to leadership roles, i.e. ILT, GLC, SW Data Team (RTI)</li> <li>● Give teachers opportunities for cross-grade level activities</li> </ul>	<p>RTI research shows us that 80% of students' academic needs should be met in Tier 1 instruction. Generally less than 50% of Waikoloa students are proficient in reading and math as measured by STAR, DIBELS and SBA, far below the 80% threshold.</p>

through the TCT/ILT process.

- Continue to involve the staff in the CNA through grade level representation on the SW Data Team (RTI) as well as feedback from sharing the CNA at staff meetings.
- Continuing to share a hard copy of the AcPlan with all staff as well as posting it on our web site.
- Supporting teachers to reflect and improve their teaching practices to better support all students in reaching their goals.
  - Continuing pd in tech to improve their ability to lead distance learning

**Goal 3: Successful Systems of Support:** Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

<b>Outcome:</b> By the end of sy20-21	<b>Rationale:</b>
<p>We want to effectively identify our priorities of need in order to financially support those areas as well as support all operations of the school.</p> <ul style="list-style-type: none"><li>● Improve communication with parents and community.</li><li>● Provide more opportunities for parents to participate in school related activities.</li><li>● Utilize technology to support student learning.</li><li>● Utilize the ILT process to support the implementation of the complex K-12 literacy framework</li><li>● Utilize the WASC process to strengthen our systems for school improvement.</li></ul>	<p>We need to use our resources effectively to support student success.</p> <p>Meeting the challenges of our students, communities, and the world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving.</p>

Planning				Funding Source(s)		How will you measure this enabling activity?			
Desired Outcome	Promise	Enabling Activity		Lead(s)					
<i>To create an atmosphere that addresses the needs and mental well being of the whole child.</i>		Hawai'i	<b>1. SEL</b> a. The school will continue their focus on Social Emotional Learning b. Using SEL to make sure all the components support the whole child i. Creating an alternative resource area (Wellness center) SY 2020-2021 ii. MTSS iii. Positive Action in Elementary and Clipshout in MS		x	WSF	<ul style="list-style-type: none"> <li>● <b>SEL</b> <ul style="list-style-type: none"> <li>a. *Measure of Referrals</li> <li>b. *Survey (panorama, SQS)</li> <li>c. *Student rating sheets for wellness center</li> </ul> </li> </ul>		
		Equity						Title I	
	x	School Design							Title II
		Empowerment							IDEA
	x	Innovation		Student Success					Other
	Hawai'i	Staff Success	<ul style="list-style-type: none"> <li>● Using <b>SEL</b> to make sure all the components support the whole child               <ul style="list-style-type: none"> <li>○ Creating an alternative resource area (Wellness center) SY 2020-2021</li> <li>○ Professional Development on:                   <ul style="list-style-type: none"> <li>i. De-escalation</li> <li>ii. MTSS tier one</li> </ul> </li> </ul> </li> </ul>		x	WSF	<ul style="list-style-type: none"> <li>● <b>SEL</b> <ul style="list-style-type: none"> <li>○ *100% of teachers will receive Prof. Development on SEL practices to make sure the whole child is supported.</li> </ul> </li> </ul>		
	Equity					x			Title I \$1000
x	School Design								Title II
	Empowerment								IDEA

	x	Innovation					Other	
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		Hawai'i	Systems of Support	Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior  Continue utilizing the SEL team to support the implementation of MTSS and develop the plan.		x	WSF	100% of SEL team agenda and meeting notes will address MTSS priorities
		Equity				x	Title I \$1000	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
CNA Crosswalk p.38 & 48  FRF Line # 16 WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW #1, 6								

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)				
<i>To create an atmosphere of inclusion and to differentiate education in order for students to realize their potential.</i>		Hawai'i	<b>2. EL</b> a. Because all of our teachers are GLAD trained, our teachers know EL learning strategies to use for our EL students. While many EL students remain in their regular classroom, their teachers use these strategies to help them learn academic language and content. Two elementary EL teachers will conduct EL pull out for the NEP 1s & 2s and some 3s and the Middle		x	WSF	<b>EL</b> <ul style="list-style-type: none"> <li>*100% of NEPs will receive EL pull out support in K- 5, 7 &amp; 8</li> <li>100% of 6th grade NEP will be push in.</li> </ul>	
	x	Equity				Title I		
		School Design				Title II		
		Empowerment				IDEA		
		Innovation			x	Other MEP Title III \$30K		

			School will conduct 2 sections for LEPs and NEPs. SY 2020-2021. Support staff will assist teachers.				
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Planning				Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)			
<p><i>To ensure that all of our students graduate from high school College and Career Ready by creating a set of common learning expectations for English Language Arts and Literacy and to assure the timely and direct delivery of preventive and developmental services, as well as intervention and corrective services, to address the primary, secondary, and tertiary needs of</i></p>		Hawai'i	<p><b>3. LITERACY</b> - Implement high impact <b>literacy</b> strategies to improve reading and writing. Classroom Tier 1 instruction and supports will be provided for all students.</p> <p>a. MTSS and data collecting to determine our Tier I support in the classroom</p> <p>b. Curriculum mapping and standards alignment to ensure students are receiving instruction on all priority standards</p> <p>c. Every teacher will have access to quality educational materials to support rigor and relevance in the classroom.</p> <p>d. RTI for literacy instruction.</p>		x	WSF	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• *(Tier I) 80% of students will be above the 40th percentile on universal screeners and SBA</li> <li>• *100% of students will receive instruction on all priority standards as shared in weekly PLC agendas including Curriculum Mapping and Priority Standards discussions.</li> <li>• *Data teams will create minutes/agendas to be reviewed for discussion on using data for grouping students. Administration will monitor weekly.</li> <li>• *Students achieving 80% on Pre and post tests on the targeted intervention will be assessed to determine a new skills group</li> </ul>
	x	Equity			x	Title I \$133K	
	x	School Design				Title II	
		Empowerment				IDEA	
		Innovation		Student Success		Other	

*all students.*

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		Hawai'i	Staff Success	<ul style="list-style-type: none"> <li>Teachers will be trained not only in the content and instructional practices, but also in differentiated instruction, innovation and engagement, trauma-informed care, and social-emotional learning to ensure all students receive a high-quality <b>literacy</b> education.</li> <li>Teachers will receive Professional Development on RTI components, Data analysis and data teams</li> <li>Teachers will receive PD in Visible learning strategies, BERCC observation protocols, Differentiation and other best practices to strengthen RTI. SY 2020-2021</li> <li>Grade level representatives meet as a RTI data team to review the RTI process and discuss with their grade levels how to strengthen the RTI process (Tier 1, 2 &amp; 3)</li> <li>Teachers will be committed to working as collaborative school teams, ensuring that all students can succeed. Teachers meet in data teams and with the support of the grade level curriculum maps and create common formative assessments to strengthen Tier 1.</li> </ul>			
x	Equity				x	WSF	<ul style="list-style-type: none"> <li>100% of teachers will receive Professional Development on Data analysis and data teams</li> <li>The RTI Data Team will share all their minutes on the shared Google Drive</li> <li>Data teams will create minutes/agendas to be reviewed for discussion on using data for grouping students. Administration will monitor weekly.</li> <li>100% of teachers will utilize curriculum aligned to the standards in all contents.</li> </ul>
x	School Design				x	Title I \$8000	
	Empowerment					Title II	
	Innovation					IDEA	
				Other			

			<ul style="list-style-type: none"><li>• Curriculum Coordinator will assist teachers with curriculum development, providing professional development and vertical alignment of standards</li></ul>				
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		Hawai'i	Systems of Support	<p>Utilize Grade level data teams to drive Collaboration and Targeted Support For high impact <b>literacy</b> education :</p> <ul style="list-style-type: none"> <li>group students including low SES, Sped, EL and Migrant by need/skills using data from the Universal screener, diagnostic assessment, CBAs (Curriculum Based Assessment). With tutor support, teachers will provide targeted intervention to students including EL and Migrant using evidence-based strategies, progress monitor (lowest 40%) with pre and post tests, Assess growth, and analyze data to drive instruction and ensure continuous improvement.</li> </ul> <p>Utilize the ILT process to support the implementation of the complex K-12 <b>literacy framework</b> that includes</p> <ul style="list-style-type: none"> <li>identified priority standards by grade level</li> <li>coherency in curricular programs</li> <li>differentiated supports</li> <li>Utilize the ILT process to support the implementation of the BERC program including their STAR Protocol to develop effective instructional habits in Tier 1, and</li> </ul>		WSF	100% of teachers will participate in STAR learning walks at least once a quarter.
	x	Equity			x	Title I \$5000	
	x	School Design				Title II	
CNA Crosswalk p. 44, 48, 49, 101, 102, FRF Line #10, 12 &13 WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW #1, 2, 3, 6		Empowerment				IDEA	
		Innovation				Other	

			analyze our systems of support to ensure that it changes student outcomes. SY 2020-2021				
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Planning					Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity		Lead(s)			
<i>To build a cohesive staff across all grade levels K - 8</i>		Hawai'i	Student Success	<p>4. <b>WASC</b> process</p> <p>a. The fall 2021 self study and FOL committees will help support improvement instruction.</p> <p>b. Provides support for student personal and academic growth</p>		WSF	<ul style="list-style-type: none"> <li>• <b>WASC</b> <ul style="list-style-type: none"> <li>a. *100% of staff will have input on Category C (Instruction) and Category E</li> </ul> </li> </ul>
		Equity				Title I	
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawai'i	Staff Success	<ul style="list-style-type: none"> <li>• WASC process <ul style="list-style-type: none"> <li>○ Gives teachers/staff/community time, a process and a platform to look at the study of the school</li> </ul> </li> </ul>		WSF	<ul style="list-style-type: none"> <li>• <b>WASC</b> <ul style="list-style-type: none"> <li>○ *Self-study Categories A-E</li> </ul> </li> </ul>
		Equity			x	Title I \$1000	
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawai'i		<ul style="list-style-type: none"> <li>• WASC process <ul style="list-style-type: none"> <li>a. Supports one on going school improvement process</li> <li>b. Time and support for all FOL committee chairs</li> </ul> </li> </ul>		WSF	*Waikoloa WASC Self Study
		Equity			x	Title I \$10K	
	x	School Design				Title II	
		Empowerment				IDEA	
	CNA Crosswalk p. 49 FRF Line #10 & 16 WASC Critical Area	x	Empowerment				

for Follow up # Title 1 Addendum Crosswalk SW #1, 2, 3		Innovation	Systems of Support				Other	
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Planning				Fundin g Source( s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity	Lead(s)				
<p><i>To ensure that all of our students graduate from high school College and Career Ready by creating a set of common learning expectations for mathematics in Science and Technical Subjects.</i></p>		Hawai'i	<b>5. MATH</b> Implement high impact strategies to improve math instruction  Students are routinely given opportunities to make connections and apply mathematics to real world situations.  Conceptual understanding, procedural & fluency skills & applications are taught with equal intensity (rigor).  Use evidence based curriculum to cover Common Core Standards		x	WSF	Universal screener scores will show an increase in student proficiency.
	x	Equity			x	Title I \$1000	
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawai'i	Provide supports to ensure teacher confidence and ability to apply effective instructional <b>math</b> strategies <ul style="list-style-type: none"> <li>● professional development</li> <li>● training on curriculum</li> <li>● Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)</li> </ul>		x	WSF	<ul style="list-style-type: none"> <li>● 100% of teachers will receive Professional Development on Data analysis and data teams</li> <li>● The RTI Data Team will share all their minutes on the shared Google Drive</li> <li>● Data teams will create minutes/agendas to be reviewed for discussion on using data for grouping</li> </ul>
	x	Equity			x	Title I \$1000	
	x	School Design				Title II	
	x	Empowerment				IDEA	

		Innovation				Other	students. Administration will monitor weekly. <ul style="list-style-type: none"><li>• 100% of teachers will utilize curriculum aligned to the standards in all contents.</li></ul>
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		Hawai'i	Systems of Support	<ul style="list-style-type: none"> <li>Utilize the complex <b>math framework</b> to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.</li> </ul>		WSF	100% of teachers will participate in STAR learning walks at least once a quarter.
	x	Equity			Title I		
	x	School Design			Title II		
CNA Crosswalk p. 102 FRF Line #16	x	Empowerment			IDEA		
WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW #1, 6		Innovation			Other		

Planning				Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity		Lead(s)			
<i>To engage students in rigorous, problem solving curriculum that will prepare them for college and career readiness and provide the flexibility for innovation.</i>		Hawai'i	<b>6. TECHNOLOGY</b> (need enabling activity to pay for devices and carts with Title 1) <ul style="list-style-type: none"> <li>Utilizing technology for students to enhance their learning and create products to demonstrate acquired knowledge.</li> <li>Create curriculum and learning designs including distance learning to support all learners including those who need identified differentiated support for learners with disabilities and who speak a language other than English. (*Promise Plan - School</li> </ul>		x	WSF	
		Equity			x	Title I \$20K	
	x	School Design				Title II	
		Empowerment				IDEA	

	x	Innovation		Design)			Other	
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		Hawai'i	Staff Success	<p>Establish alternative learning programs within schools' designs to support learners in smaller, more personalized contexts.</p> <p>Continuing to keep teachers updated on <b>technology</b> especially for distance learning.</p> <ul style="list-style-type: none"> <li>Professional Development to help teachers in teaching via distance learning.</li> </ul>		WSF	
		Equity			Title I		
		School Design			Title II		
		Empowerment			IDEA		
	x	Innovation			Other		
		Hawai'i		<p>Establish alternative learning programs within schools' designs to support learners in smaller, more personalized contexts using <b>technology</b>:</p> <ul style="list-style-type: none"> <li>If the budget allows to pursue continued improvement and upkeep of existing technology.</li> </ul>		WSF	
		Equity			x	Title I \$20K	
		School Design			Title II		
		Empowerment			IDEA		
	x	Innovation			Other		
CNA Crosswalk p.101 & 102 FRF Line #15 & 20 WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW #1, 2, 6							
<b>Planning</b>							
<b>Desired Outcome</b>	<b>Promise</b>	<b>Enabling Activity</b>		<b>Lead(s)</b>	<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>	
<i>WEMS will improve their communication with parents and all other stakeholders</i>		Hawai'i		7. Students and teachers will continually plan activities to promote <b>PARENT INVOLVEMENT</b> .		WSF	Teachers calendar activities for community and parent involvement.
		Equity			Title I		
		School Design			Title II		

<i>using various tools and media.</i>	x	Empowerment	Student Success				IDEA	
		Innovation					Other	



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Parent Nights