

Waimea Canyon Middle School

Academic Plan School Year 2020-21

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

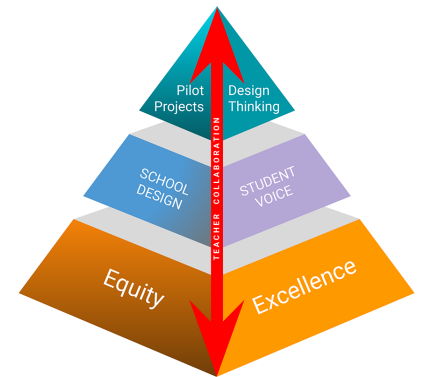
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

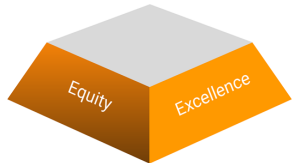
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 through 4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 1).



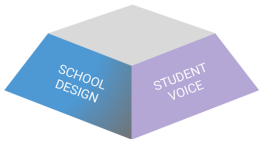


Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gap	Theory of Action	Enabling Activity
<p>High Needs Achievement Gap The High Needs group includes students who are Low Socio Economic Status (Low SES), English Language Learners (ELL), and students who receive Special Education Services (SpEd). According to our 2018-19 Strive HI results, our High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> ● ELA - 33pts. ● Math - 27pts. ● Science - 19 pts. (HSA-LDS) <p>Low SES Subgroup - Low Socio-Economic Students currently make up 58% of our student population. Our low SES students are not performing as well as our students who are not Low SES, as indicated by our 2018-19 SBA Strive HI results. (SW1)</p> <ul style="list-style-type: none"> ● <u>ELA</u> Our Low SES ELA achievement gap was 30% in 2018-19. ● <u>Math</u> Our Low SES Math achievement gap was 25% in 2018-19. ● <u>Science</u> Our low SES Science achievement gap was 18% in 2018-19. <p>ELL Subgroup - English Learner</p>	<p>If we provide professional development and support (e.g, BERL Learning Walks, pbl works Gold Standard), then teachers will use evidence-based instructional strategies and practices while differentiating instruction, and our Low SES and ELL students will develop the skills, mindset, and critical thinking ability to achieve academically and the achievement gap will decrease.</p>	<p>Initiative 1: HAWAII</p> <p>1. Na Hopena A’o (HA)</p> <ul style="list-style-type: none"> ● HA outcomes will be reviewed for understanding and implemented throughout the school year. <p>Action Steps:</p> <ul style="list-style-type: none"> ○ We will provide an overview/review of the HA framework and components. ○ Counselors will create mini lessons that integrate HA with Tribes. ○ Teachers/staff will implement the HA/Tribes mini lessons in their Advisory classes . ○ Students will participate in HA/Tribes mini lessons during their Advisory classes. ○ Students will respond favorably to questions on the Panorama student survey, indicating growth. <p>2. Core Values</p> <ul style="list-style-type: none"> ● WCMS will develop a school-wide understanding of the profile and attributes of middle level students, with a focus on building adult-student relationships. <p>Action Steps:</p> <ul style="list-style-type: none"> ○ We will provide PD to develop/strengthen understanding of the profile and attributes of middle level students. ○ Teachers will discuss questions on the Panorama student survey at the beginning of the school year, and develop a plan to strengthen elements within their classrooms. ○ Teachers will reflect upon their data in semester 2. ○ Students will respond favorably to questions on the Panorama student survey, indicating growth. <p>Initiative 2: EQUITY</p> <p>3. Best Instructional Practices</p> <ul style="list-style-type: none"> ● WCMS will implement high-impact instructional strategies to increase student proficiency and growth, while reducing the achievement gap. <p>Action Steps:</p> <ul style="list-style-type: none"> ○ We will provide PD/support to strengthen the use of curriculum, instruction, and assessment (e.g. choice in book study w/ structured conversations). ○ Teachers will implement a variety of instructional strategies learned through PD/support. ○ Teachers will participate in BERL Learning Walks.

<p>Students currently make up 8% of our student population. Our IELL students are not performing as well as our students who are not ELL, as indicated by our 2018-19 SBA Strive HI results.</p> <ul style="list-style-type: none"> ● <u>ELA</u> Our ELL ELA achievement gap was 31% in 2018-19. ● <u>Math</u> Our ELL Math achievement gap was 15% in 2018-19. ● <u>Science</u> Our ELL Science achievement gap was 28% in 2018-19. <p>29% of students learning English are on track to EL proficiency. (Strive HI Growth to Target 2018-19).</p>		<ul style="list-style-type: none"> ○ Students will demonstrate academic growth (e.g. data teams, STAR, SBA median growth percentile). <p>4. Data Teams</p> <ul style="list-style-type: none"> ● Data Teams will be utilized to plan differentiated instruction in order to increase proficiency and decrease the achievement gap. (WASC CA #1) (SW3) (SW 6) <p>Action Steps:</p> <ul style="list-style-type: none"> ○ We will define and outline our data team process at the beginning of the school year and will allocate time for data teams to occur throughout the school year. ○ DHs will provide leadership in the data team process. ○ Teachers will work together in data teams, which include a review of student work/outcomes and a determination of how those outcomes will impact teacher instruction and student learning. ○ Students will demonstrate academic growth (e.g. data teams, STAR, SBA median growth percentile). <p>Initiative 3: EMPOWERMENT & INNOVATION</p> <p>5. 21st Century Learning</p> <ul style="list-style-type: none"> ● Students will have multiple opportunities to express their voice, utilize choice, and practice agency while engaging in unique inquiry and innovation. <p>Action Steps:</p> <ul style="list-style-type: none"> ○ We will provide PD on Gold Standard project based learning (PBL). (WASC CA #3) ○ Teachers will provide Gold Standard project based instruction in all content areas.. ○ Students will engage in hands-on project based learning, which includes community partnerships, completion of a project, authentic Presentations of Learning (POL), and Exhibition. (WASC CA #2) (SW7) ○ Students will have an opportunity to engage in unique inquiry, which will include community partnerships linked to Global Goals or a Genius Hour. Both will integrate-GLO #6.
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Innovation in Support of the Core: School Design and Student Voice

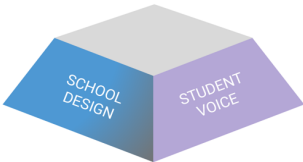
School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

Initiatives	Context	Conditions for Success
<p>Initiative 1: HAWAII</p> <p>Under the overarching 2030 student promise of School Design, WCMS' Initiative #1 addresses the student promise of Hawaii, through intentional integration of NaHopena A'o (HA), cultural context, and safety and total well-being.</p> <p>We will integrate our core values, Tribes agreements, the profile of a middle level student, and HA to build understanding and implementation of what is best for the social and emotional well-being of all our learners.</p> <p>Relationships are the core value we are emphasizing with this initiative.</p>	<p>We have been a Tribes school since 2013, and our teachers and students have a good understanding of the Tribes agreements and how to demonstrate them. However, we currently have a lack of understanding and implementation of the HA framework and outcomes. We also have varied levels of understanding of the profile and attributes of middle level students. The enabling activities in this initiative are designed to address these areas, while strengthening our core value of relationships.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● Student Learning Need #6 (Social/Emotional Learning) ● Contributing Causes #1-2 ● Panorama Student Survey Results ● Student Voice ● Hawaii Promise 3: School Design 	<ul style="list-style-type: none"> ● We need support from the State of Hawaii - Office of Hawaiian Studies. ● We need dedicated time for counselor collaboration to build Advisory lessons and activities that integrate HA. ● We need staff professional development on HA. ● We need more means and time to continuously incorporate more student voices. ● We need capacity to build the strong foundation of both HA and TRIBES in our new staff.
<p>Initiative 2: EQUITY</p> <p>Under the overarching 2030 student promise of School Design, WCMS' Initiative #2 addresses the student promise of Equity through access for all students, closing achievement gaps, and quality teaching.</p> <p>Driven by teacher recommendation, BERC Learning Walks will increase the quality of teaching through reflection and planning.</p> <p>Our data team process will be refined to insure that every student's progress is being monitored towards success.</p>	<p>Although we have been implementing Data Teams for many years, we have varied levels of understanding and implementation of best instructional practices in relation to the data teams process.</p> <p>There is a lack of understanding that fulfillment of the Data Teams process needs to result in teaching strategies that reflect the needs of all learners, followed by implementation for student success. The enabling activities in this initiative are designed to address these areas, while strengthening our core values of equity of access and quality teaching.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area #1 (Data Analysis) ● WASC Critical Area #3 (Reducing achievement Gap) 	<ul style="list-style-type: none"> ● We need development of increased leadership in our Department Heads. ● We need dedicated time to continue or revise how data teams will be structured, what data teams will use multiple means of data for review, and reflection every time on how has this data teams meeting improved my teaching? ● We need additional time for the consistent review of school-wide data. ● We need build capacity so that our new teaching staff understands and can implement data teams.

<p>Equity of access and quality teaching are the core values emphasized with this Initiative.</p>	<ul style="list-style-type: none"> ● Contributing Causes #3-4 ● Achievement Gap (High Needs Students) ● Hawaii Promise 3: School Design 	
<p>Initiative 3: EMPOWERMENT AND INNOVATION</p> <p>Under the overarching 2030 student promise of School Design, WCMS' Initiative #3 addresses the student promise of Empowerment and Innovation by offering discovery, choice, and authentic voice school wide through the implementation of design thinking, project based learning (PBL) and creativity. As we continue to work on Gold Standard PBL with pbworks consultants, we will increase students' engagement, build community/parental partnerships, and empower student voice and choice. (SW7)</p> <p>Student agency and community partnerships are the core values we are incorporating in this initiative.</p>	<p>Project based learning has become a focus of our school, which engages students and community partnerships. There is a need to have students' voice, choice and agency become a more vital part of WCMS. This includes providing students with frequent opportunities to express voice and utilize choice in the classroom and school, as well as helping students to become a more active participant in the decisions made at the school. The enabling activities in this initiative are designed to address these areas, as we strengthen our core values of student agency and community partnerships.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area #2 (Unique Inquiry Time) ● Contributing Cause #5 ● Achievement Gap (High Needs Students) ● Student Voice, Choice, Collaboration, and Agency ● Hawaii Promise 3: School Design 	<ul style="list-style-type: none"> ● We need community engagement in offering real world experience and extended opportunities for our students. ● We need to ensure that teachers have extended time for collaboration centered around pbl and integration of content to make pbl more interdisciplinary. ● We need parent and community support in both Presentation of Learning events (panel) and celebrations such as Exhibition. ● We need to build capacity so that our new teaching staff understands and can implement Gold Standard pbl projects.

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students are listed in Section 4. <p>Strive HI Goals for <u>2020-21</u>: (2018-19 baseline)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase from 38% to 43%, as measured by SBA. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease from 33 pts. to 30 pts. ○ ELA Median Growth Percentile (MGP) will increase from 40 to 45. ○ 8th Graders Reading Near, At, or Above Grade Level will increase from 57% to 62%. <input type="checkbox"/> Math proficiency will increase from 26% to 31%, as measured by SBA. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease from 27pts. to 24 pts. ○ Math Median Growth Percentile (MGP) will increase from 32 to 37. <input type="checkbox"/> Science proficiency will increase from 26% to 31%, as measured by HSA. <input type="checkbox"/> ELL Growth to Target rate will increase from 29% to 33%, as measured by WIDA. <input type="checkbox"/> Chronic Absenteeism will decrease from 14% in to 13%, as measured by 15 absences or more. <input type="checkbox"/> School Climate will increase from 71% to 74%, as measured by the Panorama student survey. <input type="checkbox"/> Inclusion Rate will increase from 66% to 67%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2021-22</u>: (projected 2020-21 baseline)</p> <p>If we meet our goal in 2020-21...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 48%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 27 pts. ○ ELA MGP will increase to 50. ○ 8th Graders Reading Near, At, or Above Grade Level will increase to 67%. <input type="checkbox"/> Math proficiency will increase to 36%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 21 pts. ○ Math MGP will increase to 642. <input type="checkbox"/> Science proficiency will increase to 36%. <input type="checkbox"/> ELL Growth to Target rate will increase to 37%. <input type="checkbox"/> Chronic Absenteeism will decrease to 12%. <input type="checkbox"/> School Climate will increase to 77%. <input type="checkbox"/> Inclusion Rate will increase to 68%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2022-23</u>: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 53%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 24 pts. ○ ELA MGP will increase to 55. ○ 8th Graders Reading Near, At, or Above Grade Level will increase to 72%. <input type="checkbox"/> Math proficiency will increase to 42%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 18 pts. ○ Math MGP will increase to 47. <input type="checkbox"/> Science proficiency will increase to 41%. <input type="checkbox"/> ELL Growth to Target rate will increase to 41%. <input type="checkbox"/> Chronic Absenteeism will decrease to 11%. <input type="checkbox"/> School Climate will increase to 80%. <input type="checkbox"/> Inclusion Rate will increase to 69%.



Innovation in Support of the Core: **School Design and Student Voice**

FOCUS ON SY 2020-21: Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2020-21 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 38% <ul style="list-style-type: none"> ○ ELA Gap - 33 pts. ○ ELA MGP - 40% ○ 8th Gr. Reading (Near, At, or Above GL) - 57% ● SBA Math - 26% <ul style="list-style-type: none"> ○ Math Gap - 27 pts. ○ Math MGP - 32% ● HSA Science - 26% ● ELL Growth to Target - 29% ● Chronic Absenteeism 14% ● School Climate - 71% ● Inclusion Rate - 66% <p>2019-20 Panorama Student Survey Data:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 52% ● School Safety - 48% ● School Belonging - 50% 	<ul style="list-style-type: none"> <input type="checkbox"/> Data Teams Results <input type="checkbox"/> STAR Universal Screener Data <input type="checkbox"/> GLO #6 Data <input type="checkbox"/> Panorama Student Survey Results 	<p>2020-21 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 43% <ul style="list-style-type: none"> ○ ELA Gap - 30 pts. ○ ELA MGP - 45% ○ 8th Gr. Reading (Near, At, or Above GL) - 62% ● SBA Math - 31% <ul style="list-style-type: none"> ○ Math Gap - 24 pts. ○ Math MGP - 37% ● HSA Science - 31% ● ELL Growth to Target - 33% ● Chronic Absenteeism 13% ● School Climate - 74% ● Inclusion Rate - 67% <p>2020-21 Panorama Student Survey Goals:</p> <ul style="list-style-type: none"> ● Classroom Engagement -57% ● School Safety - 53% ● School Belonging - 55%

Initiative 1: HAWAII (HIDOE Promise #1)					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds	
<p>EA 1. Na Hopena A'o (HA)</p> <p>HA outcomes will be reviewed for understanding and implemented throughout the school year. (SW5) (SW6)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> We will provide an overview/review of the HA framework and components. Counselors will create mini lessons that integrate HA with Tribes. Teachers/staff will implement the HA/Tribes mini lessons in their Advisory classes. Students will participate in HA/Tribes mini lessons during their Advisory classes. Students will respond favorably on the Panorama survey indicating growth. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> Counselors will create at least eight (8) mini lessons that integrate HA with Tribes. All teachers will implement at least eight (8) HA/Tribes integrated mini lessons in their Advisory classes. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will participate in at least eight (8) HA/Tribes integrated mini lessons during their Advisory classes. Students will respond favorably on the Panorama survey indicating growth: <ul style="list-style-type: none"> School Safety - 48% School Belonging - 50% Classroom Engagement - 52% <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 71% to 74%, as measured by the Panorama student survey and reported by Strive HI. 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence, when available.</p> <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama student survey data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the schoolwide Panorama student survey data, and will collaborate with school leadership to determine what types of support are needed.</p>	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 2. Core Values</p> <p>WCMS will develop a school-wide understanding of the profile and attributes of middle level students, with a focus on building adult-student relationships.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> We will provide PD to develop/strengthen 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will discuss questions on the Panorama student survey at the beginning of the school year, and will develop a plan to strengthen elements within their classrooms. All teachers will reflect upon their data in semester 2. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<input checked="" type="checkbox"/> WSF 42108 A1 - 2802 New Teacher Stipend 30 days + Math Pre Days = 37 days x \$178.42 days \$6,602	<input type="checkbox"/> Title I

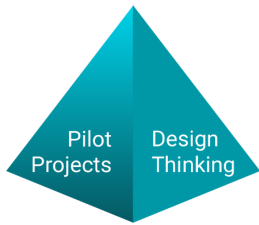
<p>understanding of the profile and attributes of middle level students.</p> <p>b. Teachers will discuss questions on the Panorama student survey at the beginning of the school year, and develop a plan to strengthen elements within their classrooms.</p> <p>c. Teachers will reflect upon their data in semester 2.</p> <p>d. Students will respond favorably on the Panorama survey indicating growth.</p>	<p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> ● Students will respond favorably on the Panorama survey indicating growth: <ul style="list-style-type: none"> ○ School Safety - 48% ○ School Belonging - 50% ○ Classroom Engagement - 52% <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> ● School Climate will increase from 71% to 74%, as measured by the Panorama student survey and reported by Strive HI. 			
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Initiative 2: EQUITY (HIDOE Promise #2)				
Initiative 2 Enabling Activity 3 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds

<p>3. Best Instructional Practices</p> <p>WCMS will implement high-impact instructional strategies to increase student proficiency and growth, while reducing the achievement gap. (SW6)</p> <p>Action Steps:</p> <p>a. We will provide PD/support to strengthen the use of curriculum, instruction, and assessment (e.g. choice in book study with structured conversations).</p> <p>b. Teachers will implement a variety of instructional strategies learned through PD/support.</p> <p>c. Teachers will participate in BERC Learning Walks.</p> <p>d. Students will demonstrate academic growth (e.g. data teams, STAR, SBA median growth percentile).</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will participate in at least three (3) BERC Learning Walks. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will demonstrate growth on data teams assessments. All students will demonstrate growth on the STAR universal screener. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> SBA ELA proficiency will increase to 43%, as reported by Strive HI. SBA ELA MGP will increase from 40 to 45, as reported by Strive HI. SBA Math proficiency will increase to 31%, as reported by Strive HI. SBA Math MGP will increase from 32 to 37, as reported by Strive HI. HSA Science proficiency will increase from to 31%, as reported by Strive HI. 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. data teams results, STAR universal screener data), and the review of qualitative evidence, when available.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data (e.g. data teams results, STAR universal screener data) and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the schoolwide Panorama student survey data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42102 A1 - 2741 ELL PPT 19 hrs per wk x 40 wk \$10,549 A1- 2769 3 sub days to attend KCA workshops \$535 A1 - 2744 Interpreters for 10 NEP students x 4 days per student \$897</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 BERC sub days \$178.42 x 75 days \$13,382</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3006 ELA Curriculum - Springboard \$11,966 B - 3006 Math Curriculum - Kendall Illustrative \$18,050 B - 3006 Student Planners \$4,532 B - 7104/07 Wes Yuu \$21,885 B - 3502 Science Curriculum - AMPLIFY \$13,875 B - 3502 NEWSELA \$9,360 B - 3502 STAR \$6,448 B - 3501 AVID membership \$2,699 B - 3502 AVID weekly \$595 B - 7104/07 BERC Learning Walk \$24,000</p>
<p>Initiative 2 Enabling Activity 4</p>	<p>Staff and Student Outcomes</p>	<p>School Monitoring (con't.)</p>	<p>Complex Monitoring (con't.)</p>	<p>Source of Funds</p>	
<p>4. Data Teams</p>	<p><u>Staff Outcome</u></p>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p>	<p><input type="checkbox"/> Title I</p>

<p>Data Teams will be utilized to plan differentiated instruction in order to increase proficiency and decrease the achievement gap. (WASC CA #1) (SW3)</p> <p>Action Steps:</p> <p>a. We will define and outline our data team process at the beginning of the school year and will allocate time for data teams to occur throughout the school year.</p> <p>b. DHs will provide leadership in the data team process.</p> <p>c. Teachers will work together in data teams, which include a review of student work/outcomes and a determination of how those outcomes will impact teacher instruction and student learning.</p> <p>d. Students will demonstrate academic growth (e.g., data teams, STAR, SBA median growth percentile).</p>	<ul style="list-style-type: none"> • All teachers will work together to complete at least eight (8) data team cycles. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> • All students will demonstrate growth on data teams assessments. • All students will demonstrate growth on the STAR universal screener. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> • SBA ELA proficiency will increase to 43%, as reported by Strive HI. • SBA ELA MGP will increase from 40 to 45, as reported by Strive HI. • SBA Math proficiency will increase to 31%, as reported by Strive HI. • SBA Math MGP will increase from 32 to 37, as reported by Strive HI. • HSA Science proficiency will increase from to 31%, as reported by Strive HI. 			
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Initiative 3: EMPOWERMENT & INNOVATION (HIDOE Promise #4-5)				
Initiative 3 Enabling Activity 5 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds
<p>5. 21st Century Learning</p> <p>Students will have multiple opportunities to express their voice, utilize choice, and practice agency while engaging in unique inquiry and innovation. (SW5) (SW7)</p> <p>Action Steps:</p> <p>a. We will provide PD on Gold Standard project based learning (PBL). (WASC CA #3)</p> <p>b. Teachers will provide Gold Standard project based instruction in all content areas.</p> <p>c. Students will engage in hands on project based learning, which includes community partnerships, completion of a project, authentic Presentations of Learning (POL), and Exhibition. (WASC CA #2)</p> <p>d. Students will have an opportunity to engage in unique inquiry, which will include community partnerships linked to Global Goals, Design Thinking, or a Genius Hour, and the integration of GLO #6.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will provide Gold Standard project based instruction in all content areas. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will complete at least four (4) PBL projects, at least two (2) authentic Presentations of Learning, and at least one (1) Exhibition. Students will respond favorably on the Panorama survey indicating growth: <ul style="list-style-type: none"> Classroom Engagement - 52% <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 71% to 74%, as measured by the Panorama student survey and reported by Strive HI. SBA ELA proficiency will increase to 43%, as reported by Strive HI. SBA Math proficiency will increase to 31%, as reported by Strive HI. HSA Science proficiency will increase from to 31%, as reported by Strive HI. 	<p>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. GLO #6 data), and the review of qualitative evidence, when available.</p> <p>Leadership will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data (e.g. GLO #6 data), and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the schoolwide Panorama student survey data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 PCNC 8 hrs per wk x 40 wk \$6,614</p> <p>42106 A1 - 2769/2802 Stipends/ Sub days for Professional Development 43 x \$178.42 \$7,672</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 PBL Works - Gold Standard PBL 101 (3 days) new & self-selecting returning \$13,500 + PBL Project Slice - returning teachers who completed PBL 101 \$8,100 = \$21,600</p> <p>B - 3502 Edlio \$3,750</p> <p>C - 7708 Student Chromebooks \$31,040</p> <p><input checked="" type="checkbox"/> Title I 18935 B - 3301 Food/ refreshments for family engagement activities 4 x \$300 = \$1,200</p> <p>B - 3006 Supplies for family engagement activities \$498</p>



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
To provide our students with authentic learning experiences, we would like to hold classes off campus at actual work sites or local environments. These experiences will allow our students to practice 21st learning skills (collaboration, communication, creativity, critical thinking), while incorporating community and culture. By adopting a philosophy of here, near, and far, our students’ authentic experiences could become a global perspective.	<ul style="list-style-type: none"> • We would need community partnerships to accommodate our authentic learning experiences. • We would need extended PLC time for teachers to collaborate on ideas, plans, and actual implementation, • We would need to have the flexibility within our master schedule to make considerations for innovative ways to offer elective courses. • We would need monetary support for transportation for our students and teachers to and from the off-site learning experiences. Supplies and materials would be included in monetary requests.
To provide West side of Kauai students with a seamless preK-12 educational experience, elementary, middle, and secondary schools will articulate the profiles of graduates and develop next steps.	<ul style="list-style-type: none"> • To do this, we would need continuous dedicated articulation time for all schools to vertically align. • We would need PD for facilitation of this collaboration.



Carrie Sato Leoiki <10014628@k12.hi.us>

Re: Waimea Canyon AcFinPlan Ready for CAS Approval

Bill Arakaki <bill.arakaki@k12.hi.us>

Fri, Jun 5, 2020 at 6:07 AM

To: Gail Nakaahiki <gail.nakaahiki@k12.hi.us>

Cc: Carrie Sato Leoiki <carrie.leoiki@k12.hi.us>, Melissa Speetjens <Melissa.Speetjens@k12.hi.us>

Aloha All,

Upon review of the SY 20-21 Academic Plan for Waimea Canyon Middle School, I am approving the plan as of Friday, June 5. Mahalo!

On Thu, Jun 4, 2020 at 10:55 PM Gail Nakaahiki <gail.nakaahiki@k12.hi.us> wrote:

Hi ... attaching Waimea Canyon Middle Academic Plan for your review. Please log into eHR to approve their FinPlan. Carrie will send you FRF to approve. Thank you.

Gail Nakaahiki
Kauai Complex Area Business Manager
3060 Eiwa Street Room 301
Lihue, Hawaii 96766
808-274-3500
gail.nakaahiki@k12.hi.us

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to phishing-report@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

--
William N. Arakaki
Kauai Complex Area Superintendent

Office: 808-274-3502
FAX: 808-275-3508
3060 Eiwa Street, Rm 305
Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile."
Albert Einstein

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