Wahiawa Middle School

275 Rose Street, Wahiawa, HI 96797

Submitted by	Date
(signature)	4/19/23

Approved by Robert Davis, Complex Area Superintendent	Date
Robert Davis Robert Davis (Apr 19, 2023 14:39 HST)	Apr 19, 2023

Wahiawa Middle School
Academic Plan - School Year 2023-24

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year 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, Study, Act (PDSA) 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 (page 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 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports
- The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?* Enabling Activities maintain a focus on continuous improvement and the Theory of Action for the complex or school. They identify periodic initiatives that build upon each other to achieve student and staff Measurable Outcomes. They are: • iterative; • aligned to funding; and, • monitored. Enabling Activities can be considered a "recipe" to implement the Academic Plan. SW6 (i)
See school's Comprehensive Needs Assessment	*By employing the focus upon TEAM structures that embody the Middle School Concept, staff and students will feel a sense of belonging that will enhance collaboration leading to increased performance outcomes.*	Enabling activities are embedded below with the measurable outcomes.

WASC Critical Areas of Focus from Fall 2021 Visit: (return to top)	Academic Plan Progress:

Critical Area of Focus #1 (WASC CAF-1): Academic Rigor In order to close the achievement gap for struggling learners, the Administration, faculty, and staff need to have consistent high expectations for all students, and to formally monitor instructional rigor and student achievement with effectiveness and fidelity.	• Tier 1–Disciplinary Literacy • Tier 1–Explicit Instruction • Tier 2–Reading and Math Workshop, (Teaching English to Speakers of Other Languages (TESOL)
Critical Area of Focus #2 (WASC CAF-2): Differentiation Strategies Teachers need to continue to provide consistent, evidence-based interventions and to measure the impact on student learning and achievement for students achieving below grade level in ELA and math. Professional development to increase teacher knowledge and skill in differentiation strategies would support the engagement of all learners.	• Tier 1–Disciplinary Literacy • Tier 1–Explicit Instruction • Tier 2–Reading and Math Workshop, TESOL
Critical Area of Focus #3 (WASC CAF-3): Systems and Effectiveness Administration, Counselors, faculty, and staff need to consistently implement a formalized, structured system to measure and track the impact and effectiveness of interventions, initiatives, and services on student learning, achievement, and well-being using qualitative and quantitative data with fidelity.	• Data Teams (Attendance, Academic, Behavior) • MTSS Academic and PBIS/SEL monitoring • Cycle of Professional learning (CPL)
Critical Area of Focus #4 (WASC CAF-4): MTSS WMS MTSS Cadre needs to develop a formalized consistent, efficient and effective system to monitor school-wide systems that support students academically, behaviorally, socially, and emotionally on a continual basis.	• Plans for schoolwide implementation guided by a Governance Cadre
Critical Area of Focus #5 (WASC CAF-5): Induction & Mentoring The Administration, Instructional Leadership Team (ILT), and Leadership Team needs to establish a systematic process to assess the effectiveness of the induction and mentoring program to ensure new teachers receive support for professional growth, efficacy, and retention.	• Data driven Cycle of Professional learning (CPL) probationary/new teachers • Classroom Management • Effective curriculum, instruction and assessment • Conduct Induction and Mentoring
Critical Area of Focus #6 (WASC CAF-6): Student Voice & Choice Teachers need to increase the opportunities for student voice and choice through more student centered learning that addresses their life and who they are as students with an emphasis on social emotional learning and constructive feedback with consistency.	• Implementation of SEL curriculum (Second Steps) to support students based on identified areas of need as identified on the Panorama SEL Student Survey results. • MTSS PBIS/SEL Cadre will analyze data and develop schoolwide interventions • School will utilize the CPL framework to provide professional development and monitor based on mid-year and end of year Panorama SEL Student Survey results
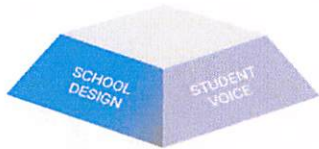
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.
Student Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Sense of Belonging Increase the positive percentage of students responding to the Panorama SEL survey (sense of belonging). Baseline: 49% Spring 2022 Increase the positive percentage of teachers responding on the Panorama teacher & staff well being survey in the following areas: • school climate • school leadership • staff-leadership relationships • well being Panorama Teacher Survey - Spring 2022: • School Climate: 15% • School leadership: 15%	1.1 Establish **middle school team practices** that foster a **sense of belonging** **WASC CAF 4-6** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative team • Quarterly Teacher Panorama + I&M Survey • Develop common, consistent protocols and expectations	Quarterly	
	1.2 Provide **professional development** aligned to a schoolwide framework that incorporates **interdisciplinary concepts** applicable to the middle school level **WASC CAF 3, 4, 6** **SW 6**	Yearlong	CLSD Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative team • Team planning: Meeting agendas and minutes	Quarterly	
	1.3 Establish **student transition processes** from the	Yearlong	CLSD Grant	Lead: Student Success Coach	Quarterly	

Wahiawa Middle School, SY 2023-2024 as of 04/19/23

• Staff-Leadership Relationships: 26% • Well being: 34% **Healthy Habits, Healthy Schools**	• elementary feeder schools to Wahiawa Middle School • Wahiawa Middle School to high school **WASC CAF 3, 4, 6** **SW 6**		Prog ID # WSF Prog ID # Title I Prog ID#	• Tier I: Day 1 just for sixth graders only • Tier II+: Elementary Feeders complete the Transition Form • Monitor Attendance • Pre + Post Surveys		
	1.4 Conduct **Induction and Mentoring processes** for new teachers and staff conducted by WMS personnel to support: • sense of belonging • school environment & routines • curricular planning **WASC CAF 4, 5** **SW 6**	Yearlong	WSF Prog ID # Title I Prog ID#	Lead: • Quarterly Teacher Panorama + I&M SurveyTeacher • Teacher orientation (including team leads)	Quarterly	

	1.5 Create an atmosphere that promotes **student voice and choice** to improve student attendance and a sense of belonging:
	• student sanctuary
	• effective use of technology
	  ○ digital citizenship
	• afterschool enrichment
	  ○ athletics
	  ○ clubs
	  ○ tutoring
	• electives
	  ○ computer science
	  ○ agricultural technology
	  ○ band, etc
	
	WASC CAF 4, 6
	SW 6
		Yearlong	CLSD Grant
			Prog ID #
			
			WSF
			Prog ID #
			
			Title I
			Prog ID#
			
			Uplink
			Prog ID#
			
			GEAR UP
			Prog ID#
				Lead: Student Activities Coordinator
				• Quarterly Student Panorama survey
				• Attendance in each space
				• Team planning: Meeting agendas and minutes
				• Uplink Attendance
					Quarterly	

2. Curriculum, Instruction, & Assessment 100% of students will receive appropriate curriculum, instruction, & assessment in a timely manner to increase their performance to meet or exceed grade level standards. Baselines: SBA SY 21-22 proficiency rates • ELA: 42% • Math: 17% HSA Science SY21-22: 36% Effective Academic Practices Action-Oriented Data Decision-Making	2.1 Establish **teaming practices that incorporate middle school principles** to increase **student achievement** inclusive of: • target setting • disciplinary literacy • data reviews • collaborative sharing & planning • learning walks **WASC CAF 1-6** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative Team + Student Success Coach • Team planning: Meeting agendas and minutes • Student data • Learning Walks results • Develop common, consistent protocols and expectations	Quarterly	
	2.2 Refine **pacing guides** to guide instruction and grading practices which includes: • priority standards • assignments and assessments **WASC CAF 1-4** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative Team + Registrar • Completed pacing guides utilizing standard template	Bi-Weekly (2x per month)	

	2.3 Refine **curriculum maps** to guide instruction and provide alignment and continuity between teams and departments which includes:
	• priority standards
	• targeted skills
	• instructional strategies & resources
	• assessments
	
	WASC CAF 1-4
	SW 6
		Yearlong	CLSD Grant Prog ID #
			
			WSF Prog ID #
			
			Title I Prog ID#
				Lead: Administrative Team + Registrar
				• Data Team
				  ○ Student Work Samples
				  ○ Data Teams Cycle Sheet
				• Growth Monitoring/ Diagnostic Data
				• Completed pacing guides utilizing standard template
					Weekly	

	2.4 Establish an **assessment calendar** to coordinate the preparation, implementation, and review of key	Yearlong	CLSD Grant	Lead: Administrative Team + + Student Success Coach		

	assessments:
	• i-Ready diagnostics
	• common assessments by content
	• statewide testing
	   ○ SBA
	   ○ HSA
	   ○ End of Course Exam
	   ○ NAEP
	   ○ WIDA ACCESS
	   ○ GRADE
	   ○ Placement testing
	
	WASC CAF 1-4
	SW 6
			Prog ID #
			
			WSF
			Prog ID #
			
			Title I
			Prog ID#
				• Completed assessment calendar		

	2.5 Establish **schoolwide expectations** for **instructional strategies** that promote **engagement** and academic **rigor** in all settings.
	• team agreements
	• department agreements
	• schoolwide agreements
	• data and evidence reviews
	• support structures
	• feedback loops
	   ○ teacher to student
	   ○ student to teacher
	   ○ teacher to teacher
	   ○ administration to staff
	   ○ school to parents/families
	
	WASC CAF 1-4, 6
	SW 6
		Yearlong	CLSD Grant Prog ID #
			
			WSF Prog ID #
			
			Title I Prog ID#
				Lead: Administrative Team
				• Develop common, consistent protocols and expectations		

3. Student Intervention 100% of students will receive appropriate and timely	3.1 Provide **skill gap reduction instruction** to help students achieve at/above grade level including: • i-Ready personalized instruction • reading and math workshops	Yearlong	CLSD Grant Prog ID #	Lead: Registrar • iReady Data • Uplink Attendance		

Wahiawa Middle School, SY 2023-2024 as of 04/19/23

interventions to address achievement gaps as measured by schoolwide and state diagnostics.
 	
Baselines:
i-Ready MOY schoolwide proficiency SY22-23
• Reading: 29%
• Math: 21%
 	
Attendance rate SY21-22:
88.29% (LEI Kulia School Report)
 	
Chronic Absenteeism rate SY21-22:
46% (Strive HI)
 	
Panorama SY21-22:
• emotional regulation: 47%
• grit: 55%
• growth mindset: 49%
 	
Effective Academic Practices   **Action-Oriented Data Decision-Making**
	• after school tutoring
	• intercession/summer programs
	  ○ ESY
	  ○ summer HUB
	
	WASC CAF 1-4
	SW 6
			WSF Prog ID #
			
			Title I Prog ID#
			
			GEAR UP Prog ID#
			
			Uplink Prog ID#			

	3.2 Refine reviews for students with **diverse learner needs** inclusive of SPED, EL, 504, SMP/Alternative learning: • compliance of timelines and procedures • effectiveness of evidence-based practices **WASC CAF 1-4** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Student Success Coach + Student Services Coordinator + EL Coordinator • Timeline compliance • Formative data		
	3.3 Develop protocols to ensure that **student attendance** is both tracked and utilized to prevent/decrease chronic absenteeism. **WASC CAF 3, 4, 6** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Registrar + Tech Coordinator • Monitoring attendance data		

Wahiawa Middle School, SY 2023-2024 as of 04/19/23

	3.4 100% of students will receive **SEL instruction** to promote self-awareness, self-regulation, social awareness, and relationship management. **WASC CAF 3, 4, 6** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Counselor ● Monitoring SEL data ● Monitor Student Panorama data		
4. Governance 100% of the faculty and staff will participate in school initiatives that adhere to BOE and HIDOE policies to increase understanding and ownership of implementation. 100% of the school community stakeholders will be informed about school initiatives and be able to engage in and contribute to a positive school relationship. Responsive Capacity Building Action-Oriented Data Decision-Making	4.1 Establish a "School Governance Cadre" that is responsible for supporting the **schoolwide initiatives** that adhere to BOE and HIDOE policy: ● Budget and accounting ● Health and safety ● Schoolwide activities ● Student achievement ● Student and staff SEL ● Community engagement ● Student interventions **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative Team + SASA ●		
	4.2 Refine the **budget and accounting** processes to be fiduciary responsible and collaborative **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative Team + SASA		
	4.3 Refine **health and safety** procedures to maintain a safe and	Yearlong	CLSD Grant	Lead: Administrative Team		

Wahiawa Middle School, SY 2023-2024 as of 04/19/23

	secure learning environment **WASC CAF** **SW 6**		Prog ID # WSF Prog ID # Title I Prog ID#		
	4.4 Refine **school-wide activities** to promote a sense of belonging and positive school culture **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Student Activities Coordinator	
	4.5 Refine **student achievement review** processes to ensure student proficiency for all students. **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Administrative Team	
	4.6 Refine student and staff **social emotional learning** connections that promote a sense of belonging. **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF	Lead: Administrative Team	

			Prog ID # Title I Prog ID#			
	4.7 Refine **community engagement** opportunities that promote a sense of belonging and an informed constituent. **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Student Activities Coordinator + PCNC		
	4.8 Refine **student intervention** approaches to ensure students are making progress towards grade level standards or higher and conform to state and federal guidelines. **WASC CAF** **SW 6**	Yearlong	CLSD Grant Prog ID # WSF Prog ID # Title I Prog ID#	Lead: Student Success Coach + Student Services Coordinator		

Wahiawa Middle School, SY 2023-2024 as of 04/19/23

Title I Schoolwide Program Requirements (ESSA 1114(b))	Component Met
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	☑
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	☑
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	☑
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☑
SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	☑
SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will— (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills	☑

| outside the academic subject areas;
(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; | |