



Academic Plan SY 2022-2023

Waialua High and Intermediate School

67-160 Farrington Hwy, 307-2400, whis.k12.hi.us

Submitted by Christine Alexander	6 April 2022
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Approved by Robert Davis	Date
<u><i>Robert Davis</i></u> <small>Robert Davis (Apr 13, 2022 15:39 HST)</small>	Apr 13, 2022

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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. Need:
Social Emotional Learning (SEL)

Panorama SEL Survey (School Wide Results): Student SEL

Topic	Fall 2020	Spring 2021	Fall 2021	Winter 2022
Self-Management	72%	71%	69%	71%
Social Awareness	64%	65%	60%	63%
Grit	62%	57%	59%	61%
Growth Mindset	55%	55%	53%	54%
Emotional Regulation	51%	54%	52%	57%
Self-Efficacy	47%	46%	47%	53%
Sense of Belonging	47%	48%	45%	49%

Panorama SEL Survey (School-Wide Results): Student Supports

Topic	Fall 2020	Spring 2021	Fall 2021	Winter 2022
Teacher-Student Relationships	63%	62%	56%	60%

StriveHI Data: How do students feel about their school?

SY 2017-2018	SY 2018-2019	SY 2019-2020	SY 2020-2021
81%	76%	N/A	65%

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Teachers responses to SQS Survey:

Dimension	SY 2018-2019	SY 2019-2020	SY 2020-2021
Safety	91%	81%	71%
Well-Being	84%	71%	69%
Satisfaction	66%	63%	60%
Involvement/Engagement	81%	74%	66%

**Percentage of Positive Response

2. Need:

Math

SBAC (School-Wide) Proficiency Rate

2017-2018	2018-2019	2019-2020	2020-2021
31%	35%	N/A	30%

iReady (School-Wide) Proficiency Rate

2019-2020	2020-2021	2021-2022 (current winter results)
35%	42%	40%

3. Need:

Attendance

Average Attendance

Average percent of students in school on any given school day. (Attendance Rate: LDS)

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School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Attendance	93.7%	93.2%	93.9%	93.1%	90.8%

Chronic Absenteeism Rate

How many students missed 15 or more days of school. (Chronic Absenteeism: LDS, StriveHI Report)

SY 2017-18		SY 2018-19		SY 2019-2020		SY 2020-2021	
WHIS 18%	STATE 17%	WHIS 16%	STATE 17%	WHIS 11%	STATE 14%	WHIS 17%	STATE 19%

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.

ELL English Proficiency (LDS Database)

SchoolYear	Not English Proficient (NEP)	Limited English Proficient (LEP)	Fully English Proficient (FEP)
2020-2021	1%	2.3%	.16%
2019-2020	1.08%	3.4%	.46%
2018-2019	1.20%	2.85%	.15%
2017-2018	.89%	2.82%	0%

SPED:

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MATH	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
SPED % Proficient	5	0	4	N/A	0
Non-SPED % Proficient	32	30	37	N/A	39
Achievement Gap	28	30	33	N/A	17

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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. Christine Alexander (Principal)	All
2. Neal Okamoto (Vice Principal)	All
3. RodneySanbei (Vice Principal)	All
4. Darnell Arceneaux (Athletic Director)	All
5. Brittney Driggs (High School Curriculum Coordinator)	All
6. Danette Holdren (Intermediate School Curriculum Coordinator)	All
7. Kelly Victor (English Department Head)	Goal #1, Outcomes 1 & 2 Goal # 2,Outcomes 1 & 2 Goal # 3, Outcome 1
8. Michelle Cazimero (Math Department Head)	Goal #1, Outcomes 1 & 2 Goal # 2,Outcomes 1 & 2 Goal # 3, Outcome 1
9. Russell Kusaka (Social Studies Department Head)	Goal #1, Outcomes 1 & 2 Goal # 2,Outcomes 1 & 2 Goal # 3, Outcome 1
10. Sienna Smoot (Science Department Head)	Goal #1, Outcomes 1 & 2 Goal # 2,Outcomes 1 & 2 Goal # 3, Outcome 1
11. Noelani Green (SPED Department Head)	Goal #1, Outcomes 1 & 2 Goal # 2,Outcomes 1 & 2 Goal # 3, Outcome 1

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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 engaged 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 three years,	Rationale:
<p><u>Social Emotional Learning (SEL)</u></p> <ul style="list-style-type: none"> ● Data from either Strive HI or another SEL student survey will show a 7% increase (from 65% to 72%) <p><u>Math</u></p> <ul style="list-style-type: none"> ● Our proficiency rate in Math will increase from 30% to 38%. ● Our Math achievement gap will reduce from 17 to 12 points <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> ● WHIS' chronic absenteeism rate will decrease from 17% to 13%. 	<p><u>Social-Emotional Learning (SEL)</u></p> <p>In order for our students to feel safe attending school, we need to address their well-being. By addressing the needs of the whole child, we will continue to implement an SEL curriculum and professional development to address our school design initiatives that are related to character education and Social-Emotional Learning.</p> <p><u>Math</u></p> <p>In order to support our students with meeting math proficiency, we will demonstrate increased Math SBAC proficiency by providing targeted intervention opportunities to our Tier 2&3 students through math workshops, after-school tutoring, and Saturday interventions. We anticipate the change in math sequence to positively affect student math performance.</p> <p><u>Chronic Absenteeism</u></p> <p>We will reduce the percentage of chronic absenteeism by continuing to implement the Weekly Tardy Trackers System in order to collect data on student absences and tardies. This data will provide current and accurate information to our Weekly ABC meetings, in which the team can make informed decisions on how to address and support our “at-risk” students. Reinstitute the perfect Attendance awards.</p>

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Goal #1: Student Success

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Desired Outcome #1: Data from either Strive HI or another SEL student survey will show a 7% increase (from 65% to 72%)	2022-2023 <ul style="list-style-type: none"> ● Continue Bulldog recognitions for students and add Quarterly Scholars awards ● Continue with student spirit weeks ● Continue intermediate incentive activities ● Student Advisory Representative Meetings ● Increase Afterschool All-Star Participation ● Implement SEL curriculum <ul style="list-style-type: none"> ○ IS- Choose Love ○ HS- School Connect (New) 	2022-2023	Principal Alexander	<input type="checkbox"/> 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	Evidence of Progress: <ul style="list-style-type: none"> ● Panorama SEL Survey ● ABC Meeting (Grades, Attendance, and Referrals) Evidence of Implementation: <ul style="list-style-type: none"> ● Participation in school events ● Bulldog Recognition
	2023-2024 Revise and continue implementation	2023-2024			
	2024-2025 Evaluate and refine as needed.	2024-2025			

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<p>Desired Outcome #2: Our math proficiency rate will increase from 30% to 40%. Our achievement gap will reduce from 17% to 12% in three years.</p>	<p>2022-2023</p> <ul style="list-style-type: none"> ● Adjust math sequence for high school ● Continue to implement iReady, a universal screener and progress monitoring tool for math ● Implement the RTI process by creating math workshops based on student needs. ● Financial Literacy Class ● Implement Quarterly Saturday Intervention Days 	<p>2022-2023</p>	<p>Principal Alexander</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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>Evidence of Progress:</p> <ul style="list-style-type: none"> ● Tri-annually progress monitoring as measured by iReady assessments. ● Students Math grades ● SBA proficiency scores ● ACT Math scores <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Math Department Meeting Minutes ● Intermediate Team Minutes ● Program Usage Report ● After school and Saturday sign-in sheets
	<p>2023-2024</p> <ul style="list-style-type: none"> ● Continue to implement iReady universal screener and progress monitoring in all math classes 	<p>2023-2024</p>			
	<p>2024-2025</p> <ul style="list-style-type: none"> ● Evaluate and refine as needed. 	<p>2024-2025</p>			

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<p>Desired Outcome #3</p> <p>Our chronic absenteeism rate will decrease from 17% to 13%.</p>	<p>2022-2023</p> <ul style="list-style-type: none"> ● Continue to utilize our tardy tracker system ● Perfect Attendance Recognition ● “Most Improved” Bulldog Recognition ● ABC Meetings (Home Visits) ● Personal Pick up with our school bus ● Continue to offer courses of students’ interest ● Saturday School 	<p>2022-2023</p>	<p>Principal Alexander</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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>Evidence of Progress:</p> <ul style="list-style-type: none"> ● Decreased tardies ● Increase attendance rate ● Improvement in grades <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Data from tardy tracker ● Saturday School Referrals ● ABC meeting minutes ● Attendance Infinite campus
	<p>2023-2024</p> <ul style="list-style-type: none"> ● Revise and continue implementation 	<p>2023-2024</p>			
	<p>2024-2025</p> <ul style="list-style-type: none"> ● Evaluate and refine as needed. 	<p>2024-2025</p>			

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Goal 2: Staff Success. [Waiialua High and Intermediate School] 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 three years,	Rationale:
<p><u>Staff (SEL)</u></p> <p>Waiialua High and Intermediate School Staff will express positive professional relationships amongst staff members by increasing staff involvement/engagement from 66% to 74%.</p> <p>Waiialua High and Intermediate School Staff will express positive professional relationships amongst staff members by increasing staff well-being from 69% to 75%.</p>	<p>In order to build morale amongst staff and for staff to be proud of the events and meetings the school provides, as well as to support our staff's engagement. Through various SEL and staff bonding opportunities, we hope to encourage staff to feel comfortable offering their opinions freely, speaking with administration openly, and feeling that they are an integral part of our school community.</p> <p>In order to nurture positive and professional relationships among all staff members so feel that they are being treated fairly and supported as needed.</p>
<p><u>Math</u></p> <p>At the end of the year, Math teachers will increase rigor and relevance in their curriculum and instruction which will greatly impact students' math success.</p>	<p>In order for students to increase their Math proficiency, teachers will engage in professional development opportunities that support all students.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Desired Outcome #1: Staff SEL	2022-2023 <ul style="list-style-type: none"> ● Continue Staff Bulldog Recognition ● Implement staff Bulldog of the Month ● Continue Staff Bonding Activities ● Create a Staff Social Committee ● Provide afterschool health and wellness activities ● Staff Attendance Recognition ● Student vs. Staff Competitions 	2022-2023		<input type="checkbox"/> 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	Evidence of Progress: <ul style="list-style-type: none"> ● Increased positive morale ● Improvement on SQS Teacher Survey results ● Increased teacher attendance Evidence of Implementation: <ul style="list-style-type: none"> ● Attendance in staff bonding activities ● Staff Bulldog Recognition ● Various Staff (SEL) activities
	2023-2024 <ul style="list-style-type: none"> ● Revise and continue implementation 	2023-2024			
	2024-2025	2024-2025			

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	<ul style="list-style-type: none"> Evaluate and refine as needed. 				
Desired Outcome #2: Math	<p>2022-2023</p> <ul style="list-style-type: none"> Provide teacher PD for math workshops iReady PD on analyzing data Restructuring the Math Sequence of classes (Geo, Alg 1, Alg 2) Utilize more test prep opportunities Financial Literacy Class Ignite Sessions Identification of RTI students semesterly 	2022-2023		<input type="checkbox"/> 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>Evidence of Progress:</p> <ul style="list-style-type: none"> Increased math proficiency on SBA, iReady, and ACT Increased student grades <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> Teacher participation Math department meeting minutes
	<p>2023-2024</p> <ul style="list-style-type: none"> Revise and continue implementation 	2023-2024			
	<p>2024-2025</p> <ul style="list-style-type: none"> Evaluate and refine as needed. 	2024-2025			

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Goal 3: Successful Systems of Support. The system and culture of [Insert school name] work to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>WHIS will implement a system that utilizes data analysis to drive instruction and lead planning.</p> <p>Increasing parent and community involvement.</p>	<p>Our focus will be on identifying a baseline and analyzing student performance to be more intentional with our instructional practices. Deliberately and purposefully using the data as a part of the curriculum and planning process.</p> <p>Our School Quality Survey indicates that school climate and culture is an area that requires focus for the overall improvement of communication and partnerships. Therefore, WHIS will seek methods and ideas to increase parent and community involvement in order to promote a positive school climate and culture.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Desired Outcome #1 Data Systems	2022-2023 <ul style="list-style-type: none"> Continued use of universal screener, iReady Move to school-wide Data Chats focusing on iReady results Analyzing teacher's data tracker for three periods on a quarterly basis 	2022-2023		<input type="checkbox"/> 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	Evidence of progress <ul style="list-style-type: none"> Data from IReady Diagnostics Improved student data from trackers Evidence of Implementation <ul style="list-style-type: none"> Data Trackers Data Chats LTs Minutes
	2023-2024 <ul style="list-style-type: none"> Revise and continue implementation 	2023-2024			
	2024-2025 <ul style="list-style-type: none"> Evaluate and refine as needed. 	2024-2025			

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Desired Outcome #2 Community Involvement	2022-2023 <ul style="list-style-type: none"> ● More community events to include our WHIS staff ● Opportunities for participation from our community partnerships ● Family and Cultural Nights to showcase student accomplishments- ● Literacy Grant Family and Community/Cultural Implementation 	2022-2023	<input type="checkbox"/> 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	Evidence of progress <ul style="list-style-type: none"> ● More community involvement ● Increased Attendance Parents ● Parent SQS survey results
	2023-2024 <ul style="list-style-type: none"> ● Revise and continue implementation 	2023-2024		Evidence of Implementation <ul style="list-style-type: none"> ● Parent Nights (attendance) ● Community Partnerships and Events ● Cultural and Family Literacy Events
	2024-2025 <ul style="list-style-type: none"> ● Evaluate and refine as needed. 	2024-2025		