



# One-Year Academic Plan 2021-2022





2420 Kilauea Avenue

Hilo, Hawai'i 96720

Phone: (808) 981-7200

<https://www.waiakeawaena-elementary.com/>

Submitted by: [Kasie Kaleohano]	Date: 04/15/2021
	
Approved by: [Esther Kanehailua]	Date:
	4/31/21

## One-Year Academic Plan SY 2021-2022

<b>Where are we now?</b> <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
<b>Comprehensive Needs Assessment:</b> List root causes and contributing causes	<b>WASC:</b> List WASC Critical Areas of Follow-up
<p>Need: Ensure the effective implementation of Professional Development (PD).</p> <p><u>Root Cause 1:</u> WWES lacks a system to scaffold support to improve implementation of PD.</p> <ul style="list-style-type: none"> <li>-To build understanding</li> <li>-Clear expectations</li> <li>-Assessing effectiveness</li> </ul>	<p><u>WASC Critical Area 1:</u> The Administration, Leadership, ART and teachers develop and implement a consistent schoolwide K-5 process for teaching problem-solving and writing, expanding to other content and skills over time, in order to provide students with a coherent and engaging program.</p>
<p>Need: Ensure the consistent implementation of processes, programs, and initiatives.</p> <p><u>Root Cause 2:</u> WWES currently lacks a system to ensure consistent implementation of processes, programs, and initiatives to monitor schoolwide agreements.</p> <ul style="list-style-type: none"> <li>- New teacher checklist of programs/PDs to review</li> <li>- Check in, refresher for current teachers</li> <li>- Regularly scheduled vertical articulation</li> </ul>	<p><u>WASC Critical Area 2:</u> Administration, Leadership, ART and teachers develop a clear understanding how to evaluate student progress in achieving the GLOs and academic grade level standards, ensuring all stakeholders (including parents and students) understand the rating system.</p>
<p>Need: Ensure authentic and impactful student input, engagement, and support.</p> <p><u>Root Cause 3:</u> WWES lacks a systemized approach to ensure student input, engagement, connection and support.</p> <ul style="list-style-type: none"> <li>-Student transitions into and within the school</li> <li>-Student voice and self assessment</li> </ul>	<p><u>WASC Critical Area 3:</u> Administration, Leadership, ART and teachers strengthen their understanding of grade level standards in order to develop, create or acquire curriculum to supplement the adopted curriculum when needed to address all areas of a standards based K-5 program.</p>
	<p><u>WASC Critical Area 4:</u> Administration, Leadership, ART and teachers identify and employ instructional practices that address higher order thinking skills and hands on projects to promote rigor and student engagement.</p>

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## 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.

Targeted sub groups: Special Education  
Identified need: Reading, writing, and math

Targeted sub group: Disadvantaged  
Identified need: Reading, writing, math, and social emotional learning

Targeted sub group: English Learners  
Identified need: Literacy (complex focus)

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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1.Suzanne Ochi (VP), Kim Takahashi (3-5 Counselor), Taryn Napoleon (K-2 Counselor)	1. Implementation of social emotional learning curriculum and student supports.
2.Christy Masaoka (GLS), Erika Kaneo (GLS), Sandy Fujioka (GLS)	2. Schoolwide implementation of progressfolio.
3.Lorena Soultz (SSC)	3. Increase the number of students receiving their services within an inclusion setting.
4. Kasie Kaleohano (Principal), Suzanne Ochi (VP), Ruby Grace (Title 1)	4. Increase in parent involvement/responses.
5. Ruby Grace (Title I/Data Coordinator), Christy Masaoka (GLS) Erika Kaneo (GLS), Sandy Fujioka (GLS)	5. Facilitation of Data Team, RTI process, and small group instruction
6. Tarah Green (Tech)	6. Increase integration of technology in the classroom.
7. Ruby Grace (Title I/Data Coordinator)	7. Monitor data on SSIP students (SBA, HSA, STAR)
8. Kasie Kaleohano (Principal), Suzanne Ochi (VP)	8. Schoolwide Professional Development Plan, English Language Learner Program
9.	9.
10.	10.

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2021-2022,	Rationale:
<p><b>Achievement/Engagement</b> Establish PD-Walkthrough-Coaching cycle to refine teacher practice in the delivery of core curriculum:</p> <ul style="list-style-type: none"> <li>By the end of SY 21-22, Smarter Balanced Assessment proficiency will increase to 62% in ELA, 55% in Math, and 70% in HSA Science.</li> <li>By the end of SY 21-22 the Achievement Gap will decrease to 17 in ELA and 20 in Math.</li> <li>By the end of SY 21-22, School wide Inclusion rates will increase to 55%.</li> </ul> <p><b>Connectedness</b></p> <ul style="list-style-type: none"> <li>100% of students will be provided with enrichment opportunities to foster the joy of learning</li> </ul> <p><b>Achievement/Connectedness</b></p> <ul style="list-style-type: none"> <li>By the end of SY 21-22, all students will receive Tier 1 RTI-B supports (SEL curriculum delivery and BIESY universal screener)</li> <li>By the end of SY 21-22, all identified students will receive appropriate Tier 2 RTI-B supports</li> </ul>	<p>SSSI #3 - The inclusion setting provides the least restrictive environment for student learning, amongst general education peers.</p> <p>SSSI #4 - Third Grade Literacy: Reading “At or Near” or “Above” grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning.</p> <p>SSSI #6 - Student achievement in the elementary level increases the amount of students on track at the 9th grade level as indicated in the State’s Strategic Plan.</p> <p>SSSI #6 - To provide students with personalized supports and interventions to ensure academic success.</p> <p>SSSI #7 Achievement Gap: Percentage reduction of performance between high-needs students and their peers. Our assessments will be used to track performance of vulnerable student subgroups to ensure they’re catching up and keeping pace.</p> <p><i>Aligned with 2017-2020 State Strategic Plan</i></p>

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<i>By the end of SY 21-22, the STRIVE HI Achievement Gap will decrease to:</i>  <i>ELA - 17</i> <i>Math - 20</i>	<ul style="list-style-type: none"><li>● Develop /administer Common Formative Assessments (CFA)</li><li>● Identify areas of need based on CFA</li><li>● Discuss/share strategies to address areas of need</li><li>● Implement strategies and monitor progress</li><li>● Analyze overall proficiency of quarterly CFA data to identify effectiveness of strategies and inform future instruction.</li></ul>	Q2/3/4	Equity			<ul style="list-style-type: none"><li>● Pre to Post Writing Data will show an increase in overall proficiency each cycle (using common GL rubric and tracking template)</li><li>● STAR High Needs/Non High Needs comparison data will show a decrease in ELA and Math achievement gap each quarter.</li></ul>		
	<p>Increase interventions for Tier 3 students (SSIP).</p> <ul style="list-style-type: none"><li>● Analyze individual STAR data and formative assessment data to identify areas of need.</li><li>● Group students by need areas</li><li>● Small group instruction delivered by PTT based on identified area of need</li></ul>						Ongoing	Equity
	<p>Provide PD on Specially Designed Instruction</p>							

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<p><b>SBA Math proficiency will be at the following percentage at the end of:</b></p> <p><b>SY 21-22: 55%</b></p>	<p><u>Math</u></p> <p>Continue math accuracy component in core instruction:</p> <ul style="list-style-type: none"> <li>based on identified accuracy standards for each GL.</li> </ul> <p>GLS/Data Coordinator will facilitate Data Teams process to help teachers:</p> <ul style="list-style-type: none"> <li>Identify areas of need</li> <li>Discuss/share strategies to address areas of need</li> <li>Implement strategies and monitor progress</li> <li>Analyze post data to identify possible new focus area for following school year</li> </ul> <p>Small group instruction-2x/week</p> <ul style="list-style-type: none"> <li>Target specific skills based on formative assessment and/or STAR assessment.</li> <li>Utilize PPTs to assist</li> </ul> <p>Teachers will provide differentiated instruction in classroom to increase engagement and target student needs</p> <ul style="list-style-type: none"> <li>Target specific skills based on formative assessment.</li> </ul> <p>Provide PD on differentiation of math instruction in the classroom.</p>	<p><b>Quarterly</b></p>	<p><b>School Design</b></p>	<p><b>Christy Masaoka (K-1)</b></p>	<p>X WSF X Title I (Data Coord) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>STAR assessments will be administered 5x/year and scaled scores will show an overall increase in end of year benchmark proficiency from pre to post:             <ul style="list-style-type: none"> <li>SY 21-22: 50%</li> </ul> </li> <li>Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle</li> <li>Pre, Mid, Post Accuracy Data will show an increase in proficiency (based on standard)</li> <li>Pre to Post Problem Solving Data will show an increase in proficiency each cycle (based on GL rubric)</li> </ul>
			<p><b>School Design SW3/6</b></p>	<p><b>Erika Kaneo (2-3)</b></p> <p><b>Sandy Fujioka (4-5)</b></p> <p><b>Ruby Grace (Data)</b></p>		
			<p><b>Equity SW6</b></p> <p><b>Equity SW6</b></p>	<p><b>Kasie Kaleohano/ Suzanne Ochi (PD)</b></p>		



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<p><i>HSA Science (NGSS) proficiency will be at the following percentage at the end of:</i></p> <p>SY 21-22: 70%</p>	<p><u>STEM</u></p> <ul style="list-style-type: none"> <li>Revise Science Pacing Guides to align to NGSS             <ul style="list-style-type: none"> <li>Provide Weekly Grade Level Articulation/ Planning Days</li> </ul> </li> <li>Revise NGSS Grade Level units/lessons             <ul style="list-style-type: none"> <li>Include engineering design process for each unit</li> </ul> </li> <li>Grade level pairings will produce a STEM related project during K.I.D.S. Day</li> <li>Analyze HSA Science (NGSS) Proficiency Data to strategically revise Science pacing guides             <ul style="list-style-type: none"> <li>Movement of units</li> <li>Scaffold to increase overall understanding of NGSS components and inquiry process</li> </ul> </li> <li>Partner with Waiakea High School Science Teachers and Students to enhance units in grade 3.</li> </ul> <p>Assess effectiveness of STEM components within each unit based on:</p> <ul style="list-style-type: none"> <li>Teacher reflection</li> <li>Student proficiency attainment based on rubric</li> <li>Grade Level/Weekly Articulation after each unit             <ul style="list-style-type: none"> <li>Make adjustments to pacing guide to reflect revisions and/or additions.</li> <li>Identify needed resources and</li> </ul> </li> </ul>	<p>Ongoing</p>                       <p>Quarterly</p>	<p>Innovation</p>                       <p>SW5</p> <p>School Design</p>	<p>Tarah Green</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Quarterly review of pacing guides</li> <li>Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle</li> <li>100% of grade level pairings will produce a STEM related project as measured by participation in K.I.D.S. Day.</li> <li>85% of K.I.D.S. Day surveys returned will have a favorable response.</li> </ul>
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	<ul style="list-style-type: none"> <li>supplies.</li> <li>○ Incorporate community partners to facilitate STEM lessons</li> </ul> <p><u>Critical Element to Maintain</u></p> <ul style="list-style-type: none"> <li>• Waiakeawaena K.I.D.S. (Kids Investigating and Discovering Science) Day</li> </ul>	Q3	Empowerment			
<p><i>Schoolwide Inclusion rates will increase to the following percentage at the end of:</i></p> <p>SY 21-22: 55%</p>	<p>Targeted small group instruction based on student needs, supported by PPTs/PTTs</p> <p>Inclusion Cadre</p> <ul style="list-style-type: none"> <li>• Increase the number of students in general education setting (80% of day) and close the proficiency gap for students with IEPs</li> <li>• Identify cadre members</li> <li>• Professional Development</li> <li>• Work Sessions <ul style="list-style-type: none"> <li>○ Analyze current data to determine individual student placements</li> </ul> </li> </ul> <p>Improve core instruction to increase engagement and understanding:</p> <ul style="list-style-type: none"> <li>• Visual learning resources</li> <li>• Manipulatives</li> <li>• Technology (Brightlinks, iPads/laptop)</li> <li>• Kinesthetic learning</li> </ul> <p>PD on reading skills and differentiation strategies</p> <p>PD on specially designed instruction</p>	<p>Q2/3/4</p> <p>Semester</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Equity SW6</p> <p>Equity SW5</p> <p>School Design WASC CA 4</p>	Lorena Soultz		<ul style="list-style-type: none"> <li>• Admin Walkthroughs utilizing</li> <li>• PD-Walkthrough-Coaching cycle</li> <li>• Progress toward meeting IEP goals</li> <li>• Analysis of STAR data:</li> <li>• STAR progress monitoring scores will increase by 25 scaled score points quarterly <b>OR</b> attaining 35 SGP (if did not make 25 SS gain) <ul style="list-style-type: none"> <li>○ Including students identified as high needs</li> </ul> </li> <li>• STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> <li>○ SY 21-22: 35%</li> </ul> </li> </ul>

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<p><b>Objective 2: Whole Child</b></p> <p>By the end of SY 21-22, 100% of students will receive Tier 1 behavior supports- delivery of SEL curriculum and completion of BIESY universal screener.</p> <p>By the end of SY 21-22, 100% of students identified will receive appropriate Tier 2 behavior interventions.</p>	<p>Continue schoolwide implementation of Second Step curriculum</p> <ul style="list-style-type: none"> <li>• Tier 1 all students (homeroom teachers)</li> <li>• Tier 2 small group (counselors)</li> </ul> <p>Teachers will complete BEISY universal screener (pre, mid, post) to identify students in need of supports</p> <p>Implement RTI-B interventions</p> <ul style="list-style-type: none"> <li>• Tier 1 (classroom teacher)</li> <li>• Tier 2 (classroom teachers and counselors)</li> </ul> <p>Counselors to provide additional support to identified students</p> <ul style="list-style-type: none"> <li>• Lunch Bunch</li> <li>• Individual/Group Sessions</li> <li>• Weekly Check-In</li> </ul> <p>PTT to provide support to counselors to enable them to focus on above enabling activities</p> <p>Provide PD on RTI-B, SEL, and BIESY</p>	<p><b>Q1- Pacing guides</b> <b>Q2/3/4- Implementation Checklist</b></p> <p><b>Q1- Pre</b> <b>Q3- Mid</b> <b>Q4- Post</b></p> <p><b>Ongoing</b></p> <p><b>Q1- RTI-B/SEL</b> <b>Q1/Q2/Q3- BIESY</b></p>	<p><b>School Design Equity CNA RC 3 SW1/6</b></p> <p><b>School Design Equity CNA RC 3 SW1 Equity</b></p> <p><b>Equity</b></p>	<p><b>Kim Takahashi</b></p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>• Grade level Second Step pacing guide</li> <li>• Quarterly Second Step implementation checklist</li> <li>• BEISY pre/mid/post data</li> <li>• Communication log (teacher/counselor)</li> <li>• Documentation of counselor intervention strategies</li> </ul>
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<p><b>Objective 3: Well Rounded</b></p> <p>By the end of SY 21-22, 100% of students will be provided with enrichment opportunities to foster the joy of learning</p>	<p><b>Critical Elements to Maintain</b> Hoʻoulu 'Ike (after school program)</p> <p>Articulation classes during the school day (includes articulation resources for students to address whole child development)</p> <p>Kako'o Project</p> <ul style="list-style-type: none"> <li>Monthly Lessons</li> <li>Monthly Ho'olauna</li> <li>Student of the Month</li> <li>Employee of the Month</li> <li>Caught Being Good (CBG) Quarterly Incentive</li> </ul> <p>Use of Technology in core instruction (IPads, laptops)</p>	<p><b>Q2/Q3</b></p>	<p><b>School Design</b> <b>SW6</b></p> <p><b>Hawai'i</b></p>	<p><b>Kasie Kaleohano</b></p>	<p>X WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>Hoʻoulu 'Ike course catalog</li> <li>Hoʻoulu 'Ike evaluation results</li> <li>Articulation Schedule</li> <li>Website Videos</li> <li>CBG Tracking Data</li> <li>Na Leo Newspaper</li> </ul>
<p><b>Objective 4: Prepared and Resilient</b></p> <p>By the end of SY 21-22, 100% of new students to Waiākeawaena will participate in a transition program.</p> <p>By the end of SY 21-22, 100% of students will participate in a grade level transition activity.</p> <p>By the end of SY 21-22, 100% of students will be</p>	<p>Develop and implement transition program for new students</p> <ul style="list-style-type: none"> <li>Identify components of transition program</li> <li>Identify staff/students who will facilitate/participate in program</li> <li>Create system to identify new students</li> <li>Create informational flyers to communicate with new students/parents</li> </ul> <p>Plan and implement transition activity during Q4.</p> <ul style="list-style-type: none"> <li>Provide planning time during articulation</li> <li>Provide time for vertical articulation during faculty meetings</li> </ul> <p>Students will set and reflect on one goal per quarter (Q1,Q2, Q3) in progressfolios</p>	<p><b>Q1- Develop</b> <b>Q2/3/4- Implement</b></p> <p><b>Q1/2- Develop</b> <b>Q4- Implement</b></p> <p><b>Q1/2/3</b></p>	<p><b>Equity</b> <b>School Design</b> <b>CNA RC 3</b> <b>SW1/6</b></p> <p><b>Empowerment</b> <b>CNA RC 3</b> <b>SW1</b></p>	<p><b>Kim Takahashi</b></p> <p><b>Christy Masaoka (K-1)</b></p>	<p>X WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>Transition program survey will show a favorable response</li> <li>Transition program log</li> <li>Transition activity survey will show a favorable response.</li> <li>100% of progressfolios will include student goals and reflection.</li> </ul>

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able to set their own goals using common standards-based grade level rubric criteria and their progressfolios				<p><b>Erika Kaneo (2-3)</b></p> <p><b>Sandy Fujioka (4-5)</b></p>		<ul style="list-style-type: none"> <li>• STAR progress monitoring scores will increase by 25 scaled score points quarterly <b>OR</b> attaining 35 SGP (if did not make 25 SS gain) <ul style="list-style-type: none"> <li>○ Including students identified as high needs</li> </ul> </li> <li>• STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> <li>○ SY 21-22: 35% ELA, 50% Math</li> </ul> </li> </ul>
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**Goal 2: Staff Success.** Waiākeawaena Elementary 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 SY 2021-2022,	Rationale:
<p data-bbox="86 358 1031 394"><b><u>Achievement/Connectedness/Engagement</u></b></p> <ul data-bbox="142 418 1031 803" style="list-style-type: none"><li>• Review/revise schoolwide use of progressfolios to monitor and share student progress, and provide technology PD to increase integration within the classroom.</li><li>• By the end of SY 21-22, 100% of teachers will be able to instruct students to set their own goals using common standards-based grade level rubric criteria and their progressfolios as measured by walkthroughs.</li><li>• By the end of SY 21-22, 100% of teachers will be able to utilize technology to foster student engagement.</li><li>• By end of SY 21-22 schoolwide agreements on GLO indicators will be developed and utilized.</li></ul> <p data-bbox="86 833 1031 868"><b><u>Achievement/Engagement</u></b></p> <ul data-bbox="142 893 1031 1117" style="list-style-type: none"><li>• By the end of SY 21-22, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction.</li><li>• By the end of SY 21-22, 100% of teachers will engage in vertical articulation in identified school focus areas</li><li>• By the end of SY 21-22, 100% of inclusion teachers will create a co-teaching routine for special needs students to increase student growth and achievement.</li></ul>	<p data-bbox="1031 358 1990 500">SSSI #6, 7 - Progressfolios are an effective tool to support teachers in informing and communicating academic achievement to both students and parents. Progressfolios allow for students to set goals. apply feedback, and self monitor/assess to promote student success.</p> <p data-bbox="1031 524 1990 633">SSSI #4, 6, 7 - Common Grade Level standards based rubrics ensure that consistent criteria is being used to analyze student work/identify student exemplars throughout the grade level.</p> <p data-bbox="1031 657 1990 766">Integrating technology into the classroom provides students with skills that prepare them to be 21st century learners and to participate in the global workforce.</p> <p data-bbox="1031 790 1990 899">SSSI #2 &amp; 7- Schoolwide agreements on GLO indicators promote positive school climate and performance for all students by increasing consistency and understanding of GLO expectations.</p> <p data-bbox="1031 924 1990 1032">Increasing effective instruction through collaboration, sharing of best practices, professional development and implementation of CCSS aligned programs will increase student achievement.</p> <p data-bbox="1031 1057 1990 1198">SSSI #3, 6, 7 - Special needs students are entitled to be provided services in the least restrictive environment and the inclusion setting will provide these students the access to services that are delivered in a setting amongst their general education peers, to foster their success.</p> <p data-bbox="1031 1284 1990 1308"><i>Aligned with 2017-2020 State Strategic Plan</i></p>

# One-Year Academic Plan SY 2021-2022

Planning					Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	<b>Indicate:</b> •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	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
<i>By the end of SY 21-22, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction.</i>	Provide professional development for teachers in targeted challenge areas <ul style="list-style-type: none"> <li>• Q1 Writing</li> <li>• Q2 Higher Level Questioning</li> <li>• Q2 Mathematical Reasoning</li> <li>• Q3 Reading skills and differentiation strategies</li> <li>• Q3 Differentiated math instruction</li> <li>• Ongoing - Specially Designed Instruction (SDI)</li> <li>• Q1- RTI-B/SEL</li> <li>• Q1/Q3/Q4- BIESY</li> </ul>	See enabling activity	Innovation Equity SW6	Kasie Kaleohano	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle</li> <li>• STAR progress monitoring scores will increase by 25 scaled score points quarterly <b>OR</b> attaining 35 SGP (if did not make 25 SS gain)               <ul style="list-style-type: none"> <li>◦ Including students identified as high needs</li> </ul> </li> <li>• STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post:               <ul style="list-style-type: none"> <li>◦ SY 21-22: 35% ELA, 50% Math</li> </ul> </li> </ul>
<i>By the end of SY 21-22, 100% of teachers will participate in identified quarterly vertical articulation.</i>	Teachers will utilize <i>School Focus/Agreement Checklist</i> as they convert PD/supports to instructional practice.  Teachers will participate in quarterly vertical articulation in identified school focus areas: <ul style="list-style-type: none"> <li>• Q1 GLO</li> <li>• Q2 Writing- opinion</li> <li>• Q3 Writing- narrative</li> </ul>	Q1- Develop Q2/3/4- Implement  See enabling activity	CNA RC 1/2 WASC CA 1 SW1  CNA RC 2 WASC CA 2 SW1	Suzanne Ochi  Kasie Kaleohano		<ul style="list-style-type: none"> <li>• School Focus Areas/Agreements Checklist</li> <li>• Articulation/Faculty Minutes</li> </ul>

## One-Year Academic Plan SY 2021-2022

<p><i>By the end of SY 21-22, 100% of teachers will identify and utilize GLO indicators to rate students.</i></p>	<ul style="list-style-type: none"> <li>Q4 Academic grading</li> </ul> <p>Develop GLO indicators for each grade level to support consistency in GLO indicators and ratings</p> <ul style="list-style-type: none"> <li>Q1: Provide planning time during articulation</li> <li>Q1: Provide time for vertical articulation during faculty meetings</li> <li>Q2: Create scaffolded kid-friendly GLO indicators</li> <li>Q3: Determine school processes for communicating GLO expectations with students, parents, and community stakeholders.</li> </ul>	<p><b>See enabling activity</b></p>	<p><b>WASC CA 2</b></p>	<p><b>Christy Masaoka (K-1)</b></p> <p><b>Erika Kaneo (2-3)</b></p> <p><b>Sandy Fujioka (4-5)</b></p>		<ul style="list-style-type: none"> <li>GLO grade level indicators</li> <li>Waiakeawaena Parent Survey of Family and School Partnerships</li> </ul>
<p><i>By the end of SY 21-22, 100% of inclusion teachers will create a co-teaching routine for special needs students to increase student growth and achievement.</i></p>	<p>Provide practicing inclusion teachers with quarterly planning and collaboration time</p> <ul style="list-style-type: none"> <li>Schedules</li> <li>Curriculum</li> <li>Delivery of instruction</li> <li>Small groups</li> <li>Grading</li> </ul> <p>Provide PD to refine co-teaching instruction based on identified needs from teacher feedback and schoolwide data (Inclusion Cadre)</p>	<p><b>Quarterly</b></p> <p><b>Semester</b></p>	<p><b>School Design Equity</b></p> <p><b>CNA CA 1</b></p>	<p><b>Lorena Soultz</b></p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>STAR growth report for inclusion students will indicate a scaled score gain of 100 or a minimum SGP of 35 or higher.</li> <li>Admin Walkthroughs utilizing PD, Walkthrough, Coaching cycle</li> <li>Classroom Schedule</li> </ul>



## One-Year Academic Plan SY 2021-2022

<p><i>By the end of SY 21-22, 100% of teachers will be able to instruct students to set their own goals using common standards-based grade level rubric criteria and their progressfolios</i></p>	<p>Grade levels will review/revise progressfolio components and share strategies for student goal setting</p>	<p><b>Q1/2/3</b></p>	<p><b>Empowerment</b> <b>CNA RC 2/3</b> <b>SW1</b></p>	<p><b>Suzanne Ochi</b></p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>• 100% of progressfolios will include student goals and reflection.</li> <li>• STAR progress monitoring scores will increase by 25 scaled score points quarterly <b>OR</b> attaining 35 SGP (if did not make 25 SS gain) <ul style="list-style-type: none"> <li>◦ Including students identified as high needs</li> </ul> </li> <li>• STAR assessments will be administered 5x/year and scaled scores will show an <u>increase</u> in overall end of year benchmark proficiency from pre to post: <ul style="list-style-type: none"> <li>◦ SY 21-22: 35% ELA, 50% Math</li> </ul> </li> </ul>
<p><i>By the end of SY 21-22, 100% of teachers will effectively use technology in the classroom to foster student engagement and differentiate learning opportunities for all students.</i></p>	<p>Teachers will provide feedback through articulation to identify technology for continued implementation for the following school year.</p> <p><u>Critical Elements to Maintain</u></p> <ul style="list-style-type: none"> <li>• Kaiao (to enlighten) - sharing of best practices</li> <li>• GL Tech lead share out during grade level articulation</li> <li>• Progressfolios</li> </ul>	<p><b>Q4</b></p>	<p><b>School Design</b> <b>CNA RC 1</b></p>	<p><b>Christy Masaoka (K-1)</b></p> <p><b>Erika Kaneo (2-3)</b></p> <p><b>Sandy Fujioka (4-5)</b></p> <p><b>Kasie Kaleohano</b></p> <p><b>Tarah Green</b></p>	<p>X WSF  X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>• Technology Scope and Sequence</li> <li>• Technology Committee Minutes</li> <li>• Word Processing Agreements</li> <li>• SBA proficiency levels <ul style="list-style-type: none"> <li>◦ ELA 62%</li> <li>◦ Math 55%</li> <li>◦ Science 70%</li> </ul> </li> </ul>

# One-Year Academic Plan SY 2021-2022

**Goal 3: Successful Systems of Support.** The system and culture of **Waiākeawaena Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2021-2022,	Rationale:
<p><b><u>Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Develop school system to support consistent implementation of school processes/programs/agreements</li> <li>• Systemize process for identifying, providing, and evaluating professional development</li> </ul> <p><b><u>Achievement/Connectedness/Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Develop school system to promote, student input, engagement, connection, and support</li> </ul> <p><b><u>Achievement/Equity</u></b></p> <ul style="list-style-type: none"> <li>• In collaboration with ELL teacher, further develop and implement school English Language Learner program.</li> </ul> <p><b><u>Connectedness</u></b></p> <ul style="list-style-type: none"> <li>• Continue the explicit communication protocol to enhance flow of information to all stakeholders and to increase parent involvement:               <ul style="list-style-type: none"> <li>◦ Flow of information</li> <li>◦ Common Meeting Template</li> <li>◦ School Matrix</li> <li>◦ Staff usage of Google Drive</li> <li>◦ Staff Google Classroom</li> </ul> </li> <li>• By the end of SY 21-22, there will be an increase in parent participation in school activities (i.e. Open House, SCC, etc.).</li> <li>• By the end of SY 21-22, Waiakeawaena will offer social/academic quarterly family events to engage and build relationships with parents.</li> </ul>	<p>Increasing effective instruction through collaboration, sharing of best practices, professional development and implementation of CCSS aligned programs will increase student achievement.</p> <p>SSSI #6 - To provide students with personalized supports and interventions to ensure academic success.</p> <p>G.1, Obj. 3a: Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.</p> <p>G.3e - Effective communication is essential to promoting understanding and engagement of stakeholders.</p> <p>SSSI #1, 6, 14 - Parent Involvement leads to academic achievement, motivation for learning, regular attendance, and positive behavior of students.</p> <p>SSSI #14 - Positive relationships between the school and parents will increase parent involvement and support student success.</p> <p><i>Aligned with 2017-2020 State Strategic Plan</i></p>

# One-Year Academic Plan SY 2021-2022

Planning					Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	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
By the end of SY 21-22, Waiakeawaena will improve consistency in schoolwide implementation of identified focus areas/priorities	<p>Develop system to ensure consistent implementation of processes, programs, and initiatives to monitor schoolwide agreements</p> <ul style="list-style-type: none"> <li>Teachers complete <i>School Focus Areas/Agreements Checklist</i> (Goal 2) <ul style="list-style-type: none"> <li>Ensure communication of school agreements</li> <li>Identify areas of need for support/PD</li> </ul> </li> <li>Provide opportunities for school wide vertical articulation (Goal 2) <ul style="list-style-type: none"> <li>Identify quarterly schoolwide focus for vertical articulation</li> </ul> </li> </ul> <p><u>Critical elements to maintain:</u></p> <ul style="list-style-type: none"> <li>Articulation process</li> <li>Data cycle process</li> <li>School communication system (Matrix, meeting minutes)</li> </ul>	<p>Q1- Develop survey Q2- Fall survey Q3- Spring survey</p> <p>Q1- GLO Q2- Writing (opinion) Q3- Writing (narrative) Q4- Academic Grading</p>	<p>School Design CNA RC 2 WASC CA 3/4 SW1</p> <p>School Design CNA RC 2 WASC CA 3/4 SW1</p>	Kasie Kaleohano	<p>X WSF</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>School Focus Areas/Agreements Checklist results and corresponding PD</li> <li>Faculty/Articulation minutes</li> <li>Vertical articulation minutes/outcomes</li> </ul>

## One-Year Academic Plan SY 2021-2022

By the end of SY 21-22, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction.	Systemize process for identifying/providing/evaluating PD and determining schoolwide focus for Data Team Process <ul style="list-style-type: none"> <li>Plan, Do, Check, Act (PDCA) process</li> <li>Review teacher feedback, SBA, STAR, Admin walkthrough data</li> </ul>	Ongoing	School Design CNA RC 1 WASC CA 1/2 SW1/3	Kasie Kaleohano	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>ART/Articulation/Faculty minutes</li> <li>PD walkthrough data</li> </ul>
By the end of SY 21-22, Waiakeawaena will develop a system to promote input, engagement, connection, and support.	Develop system to promote student input, engagement, connection and support <ul style="list-style-type: none"> <li>Student transition program (Goal 1)</li> <li>Student goal setting/reflection through progressfolios (Goal 1/2)</li> <li>SEL instruction and supports (Goal 1/2)</li> </ul> <u>Critical elements to maintain:</u> Kako'o Project <ul style="list-style-type: none"> <li>Monthly Lessons</li> <li>Monthly Ho'olauna</li> <li>Student of the Month</li> <li>Employee of the Month</li> <li>Caught Being Good (CBG) Quarterly Incentive</li> </ul>	Q1- Plan/PD Q2/3/4- Implement Transition (Q4) Progressfolio (Quarterly) SEL (Ongoing)	School Design CNA RC 3 SW1/6	Kasie Kaleohano	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Transition program survey will show a favorable response</li> <li>Transition program log</li> <li>Transition activity survey will show a favorable response</li> <li>100% of progressfolios will include student goals and reflection.</li> <li>BIESY pre/mid/post</li> </ul>
By the end of SY 21-22, Waiakeawaena will develop and implement a system to support English Language Learners.	Develop and implement school's English Language Learner program: <ul style="list-style-type: none"> <li>Identify school team</li> <li>Identify/develop components of school ELL program</li> <li>Identify PD/staff supports required</li> <li>Implement ELL program</li> <li>Monitor program</li> </ul>	Q1/Q2- Develop Q3/4- Implement/ Monitor	School Design Equity Complex SW6	Kasie Kaleohano	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Student WIDA data</li> <li>WWES English Language Learner Plan</li> </ul>

## One-Year Academic Plan SY 2021-2022

<p><i>By the end of SY 21-22, there will be an increase in parent participation in school activities (i.e. Open House, SCC, etc.)</i></p> <p><i>By the end of SY 21-22, Waiakeawaena will increase parent engagement in student learning by 10% each year, through the use of progressfolios</i></p>	<p>Continue system for engaging families in student learning and school decision making: Administer Parent/Family Involvement Survey</p> <ul style="list-style-type: none"> <li>Identify specific feedback want to obtain through survey</li> <li>Revise survey (if needed)</li> <li>Plan/revise activities based on feedback</li> </ul>	<p><b>Q1- Revise survey</b> <b>Q2- Fall survey</b> <b>Q4- Spring survey</b></p>	<p><b>School Design</b> <b>Empowerment</b> <b>Innovation</b> <b>WASC CA 3</b> <b>SW4/5/7</b></p>	<p><b>Ruby Grace</b></p> <p><input type="checkbox"/> WSF X Title I (PCNC supplies), Website) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Increase of 5% parent attendance each year (Open House and SCC)</li> <li>SQS return rate will increase by 5% each year</li> <li>Sign-in sheets</li> <li>85% of evaluation forms submitted will elicit a favorable response.</li> <li>Progressfolio acknowledgement will be signed and response activities will be completed: <ul style="list-style-type: none"> <li>SY 21-22: 70%</li> </ul> </li> </ul>
	<p>Continue Semester 'Ohana Nights</p> <ul style="list-style-type: none"> <li>Incorporate parent workshops and family learning opportunities <ul style="list-style-type: none"> <li>Technology</li> <li>Collaborative Learning (STEM)</li> </ul> </li> </ul>	<p><b>Semester</b></p>	<p><b>Empowerment</b></p>		
	<p>Parent engagement with student progressfolio</p> <ul style="list-style-type: none"> <li>Parents will sign acknowledgement of quarterly progressfolio</li> <li>Parents will complete reflection sheet</li> </ul>	<p><b>Q1/2/3</b></p>	<p><b>Empowerment</b> <b>School Design</b></p>		
	<p>Share SCC agenda and minutes through REMIND</p> <p><u>Critical Elements to Maintain</u></p> <ul style="list-style-type: none"> <li>Use a variety of technology (social media, Na Leo, school website, Remind App) to increase parent involvement.</li> </ul>	<p><b>Semester</b></p> <p><b>Ongoing</b></p>	<p><b>Empowerment</b> <b>Equity</b> <b>SW2</b></p> <p><b>Empowerment</b> <b>School Design</b></p>	<p><b>Tarah Green</b></p>	<ul style="list-style-type: none"> <li>SCC Minutes/Agenda</li> <li>Parent feedback received</li> </ul>