




One-Year Academic Plan 2021-2022

**Waiakea High School
155 W. Kawili Street
Hilo, HI 96720**

<http://waiakeahigh.k12.hi.us>

Submitted By: <u>Kelcy Koga</u> , Principal	Date
	4/28/21

Approved By: Esther <u>Kanehailua</u> , CAS	Date
	4/30/21

One-Year Academic Plan SY 2021-2022

Where are we now? <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
<p>Comprehensive Needs Assessment: List root causes and contributing causes</p> <p>Please see WHS CNA Root Cause Analysis for details.</p>	<p>WASC: List WASC Critical Areas of Follow-up</p> <p>Please see WASC Visiting Committee Mid-Cycle report for details.</p>
<p>We do not have a College and Career Continuum of experiences that 100% of students receive at each grade level.</p> <ul style="list-style-type: none"> • Outcome 7: Continue working on both the College Continuum and Career Continuum (drafted summer of 2019) to designate experiences that 100% of WHS students experience at each grade level. 	<p>Deepen teacher efficacy and high yield practices</p> <ul style="list-style-type: none"> • Outcome 2: Continue using technology to leverage learning. • Outcome 5: Provide training around Project Based Learning and consider teacher participation in externships.
<p>We do not have a shared WHS definition of what classroom engagement means and looks like that includes student input and addresses students' learning styles, values and goals.</p> <ul style="list-style-type: none"> • Outcome 6: Create a shared definition of what classroom engagement looks like that includes student input and addresses students' learning styles, values and goals. 	<p>Strengthen student support efforts</p> <ul style="list-style-type: none"> • Outcome 3: Continue to support high needs and struggling students with supplemental learning and tutoring opportunities. • Outcome 4: Promote meaningful teaching and active engagement in learning through ongoing focus on Na Hopena A'o (HĀ). • Outcome 8: Support academies preparing for review next year.
	<p>Address achievement gaps</p> <ul style="list-style-type: none"> • Outcome 1: Identify and address needs of students who have not been successful this year due to academic and/or behavior challenges.

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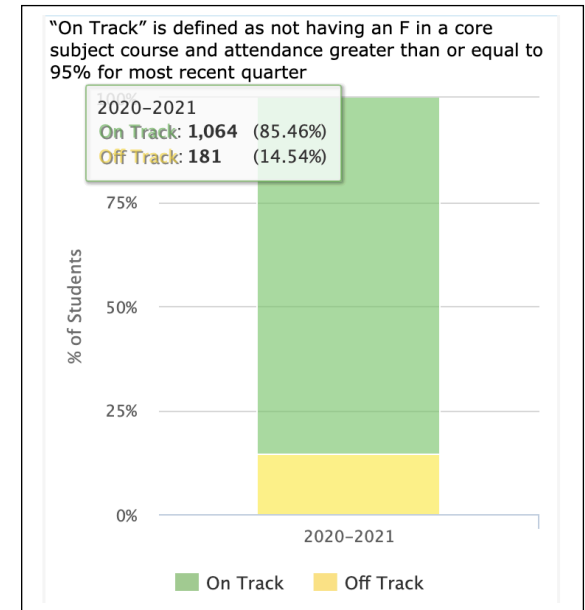
Addressing Equity: Sub Group Identification

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.

The targeted subgroups are struggling students (identified in LDS as off track. Data pulled 4/23/2021)

and high needs students (identified in LDS as low-SES, ELL, and IDEA. Data pulled 4/23/2021)

# Low-SES Students	# ELL Status (WIDA) Students	# IDEA Students
556	<ul style="list-style-type: none"> 2. Emerging 4 3. Developing 9 4. Expanding 6 Alt ACCESS 1 	<ul style="list-style-type: none"> Specific Learning Disability 51 Autism Spectrum Disorder 11 Emotional Disability 1 Deaf-Blindness 1 Intellectual Disability 8 NA Hard of Hearing 2 Other Health Disability 10



The primary identified need of all these subgroups is to graduate from high school.

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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. Kelcy Koga, Principal	Lead for all initiatives
2. Vincent Venzon, Vice Principal	Outcome 1: Identify and address needs of students who have not been successful this year due to academic and/or behavior challenges. Outcome 2: Continue using technology to leverage learning. Outcome 8: Support academies preparing for review next year.
3. Travis Toriano, Vice Principal	Outcome 2: Continue using technology to leverage learning. Outcome 8: Support academies preparing for review next year.
4. Yannabah Weiss, Curriculum Coordinator	Outcome 4: Promote meaningful teaching and active engagement in learning through ongoing focus on Na Hopena A'o (HĀ). Outcome 7: Continue working on both the College Continuum and Career Continuum (drafted summer of 2019) to designate experiences that 100% of WHS students experience at each grade level.
5. Elizabeth Andrade, Resource/Testing Coordinator	Outcome 3: Continue to support high needs and struggling students with supplemental learning and tutoring opportunities.
6. Liane Martin, Registrar	Outcome 6: Create a shared definition of what classroom engagement looks like that includes student input and addresses students' learning styles, values and goals.
7. Heather Fomenko, SCC; Reid Shikuma SpEd DH	Outcome 3: Continue to support high needs and struggling students with supplemental learning and tutoring opportunities.
8. Patti Nishimoto, SAC	Outcome 4: Promote meaningful teaching and active engagement in learning through ongoing focus on Na Hopena A'o (HĀ). Outcome 6: Create a shared definition of what classroom engagement looks like that includes student input and addresses students' learning styles, values and goals.
9. Lisa Morikawa, Math DH; Sarah Polloi, ELA DH; Joel Wagner-Wright SS DH; Layne Takahashi, Sci DH	Outcome 1: Identify and address needs of students who have not been successful this year due to academic and/or behavior challenges. Outcome 2: Continue using technology to leverage learning. Outcome 5: Provide training around Project Based Learning and consider teacher participation in externships.

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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>Outcome 1: Identify and address needs of students who have not been successful this year due to academic and/or behavior challenges.</p> <p>Outcome 2: Continue using technology to leverage learning.</p> <p>Outcome 3: Continue to support high needs and struggling students with supplemental learning and tutoring opportunities.</p> <p>Outcome 4: Promote meaningful teaching and active engagement in learning through ongoing focus on Na Hopena A’o (HĀ).</p>	<ul style="list-style-type: none"> • Please see the school’s Waiakea High Mid-cycle Progress Report and the HIDOE-ACS-WASC-Mid-cycle Visit Report for details on rationale. • State policy for Nā Hopena A’o (HĀ) is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all of our students to the fullest potential. We need to articulate what this means at WHS.

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 Alignment as applicable: •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
Outcome 1: Identify and address needs of students who have not been successful this year due to academic and/or behavior challenges.	A. Departments will identify 3 top needs of students who were not successful academically in 2020-21, including those who did not engage virtually	Q4 2020-21	WASC Critical Area(s) Promise Plan Theme: Equity	Lisa, Sarah, Joel, Layne	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"> CC to provide a sheet with recommended structure to Departments to fill out in May 2021
	B. Academies will discuss top needs of students who were not successful academically and/or behaviorally and consider these needs in their work with Na Hopena A'o (HĀ)	Q4 2020-21	WASC Critical Area(s) Promise Plan Theme: Equity	Yanna		<ul style="list-style-type: none"> CC to elicit feedback from academies in May 2021
	C. Data team facilitators will participate in PD around the data team process	Q1	WASC Critical Area(s) Promise Plan Theme: Equity	Yanna, Vince		<ul style="list-style-type: none"> CC will lead PD for data team facilitators during NTPs in Q1
	D. Data teams will determine ways to address these top needs and use this as a focus of the data team process	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Equity	Yanna, Vince		<ul style="list-style-type: none"> Completion of WHS Data Team 5 Step Template

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Outcome 2: Continue using technology to leverage learning	A. Departments will identify the most successful apps/programs used in 2020-21	Q4 2020-21	WASC Critical Area(s) Promise Plan Theme: Innovation	Lisa, Sarah, Joel, Layne	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	• Department meeting minutes
	B. Teachers will continue using Google Classroom during the 20210-22 school year	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Innovation	Vince, Travis		• Observation
	C. Department specific PD will be provided related to using technology to leverage content area learning	Q1-Q2	WASC Critical Area(s) Promise Plan Theme: Innovation	Lisa, Sarah, Joel, Layne, Yanna		• PD Agenda, sign in
	D. Teachers will consider that students benefited from the opportunity to review recorded classroom lessons multiple times and are hopeful this practice continues and expands to include more teachers	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Innovation	Lisa, Sarah, Joel, Layne		• Department meeting minutes
	E. Counselors will continue to use the Counseling website to promote college & career opportunities (college presentations, financial aid, scholarships, testing, etc.)	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Innovation	Vince		• Counseling department minutes

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Outcome 3: Continue to support high needs and struggling students with supplemental learning and tutoring opportunities.	A. Departments will identify and make available supplemental learning opportunities to address high needs and struggling students that can be implemented in the classroom and at home	Q1	WASC Critical Area(s) Promise Plan Theme: Equity	Reid, Heather	x WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III x IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Department meeting minutes
	B. PD will be provided throughout the year on supporting high needs and struggling students	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Equity	Yanna		<ul style="list-style-type: none"> PD agenda, sign-in
	C. Resource room tutoring will be offered, and strongly recommended to high needs and struggling students	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Equity	Beth		<ul style="list-style-type: none"> Teacher records of recommendations for tutoring, resource room attendance records
	D. SpEd workshops and lab classes will address building foundational skills for core subject areas (math and ELA) rather than being study hall or catch-up periods	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: Equity	Reid, Heather		<ul style="list-style-type: none"> IEP progress reports (reflecting targeted skills), data on student progress towards goals and objectives

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Outcome 4: Promote meaningful teaching and active engagement in learning through ongoing focus on Na Hopena A’o (HĀ).	A. SLC Facilitators will work together to draft a WHS definition of what HĀ means and looks like for our school. This definition will focus on the inclusion of in-demand skills (employability/human skills)	Q1	WASC Critical Area(s) Promise Plan Theme: Hawai'i, Empowerment	Yanna, Kelcy	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"> SLC Facilitator meeting minutes with CC Academy meeting minutes
	B. Each academy will use the WHS definition of HĀ to determine how it will be implemented and promoted within that academy but should include learning opportunities for students in all academy classes (including ELA, math, social studies, science, electives, advisory)	Q2-Q3	WASC Critical Area(s) Promise Plan Theme: Hawai'i	Yanna		<ul style="list-style-type: none"> Academy meeting minutes
	C. PD will be offered to deepen staff understanding and practice of HĀ	Q1	WASC Critical Area(s) Promise Plan Theme: Hawai'i, Empowerment	Yanna, Sarah		<ul style="list-style-type: none"> Sarah Polloi and Whitney Aragaki to offer PD (agenda, sign in sheets)
	D. Emphasis on Social Emotional Learning will be left to the discretion of individual teachers	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: School Design	Patti		<ul style="list-style-type: none"> Department and academy meeting minutes

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Goal 2: Staff Success. Waiakea High 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>Outcome 5: Provide training around Project Based Learning and consider teacher participation in externships.</p> <p>Outcome 6: Create a shared definition of what classroom engagement looks like that includes student input and addresses students' learning styles, values and goals.</p>	<ul style="list-style-type: none">• Please see the school's Waiakea High Mid-cycle Progress Report and the HIDOE-ACS-WASC-Mid-cycle Visit Report for details on rationale.• Please also see the NCAC Certification reports for each academy and the CNA Root Cause Analysis.

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Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	<u>Indicate:</u> •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
Outcome 5: Provide training around Project Based Learning and consider teacher participation in externships.	A. Departments will increase the number of teachers trained in PBL and prioritize implementing PBL units	Summer21-summer 22	WASC Critical Area(s) Promise Plan Theme: School Design	Lisa, Sarah, Joel, Layne, Yanna	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" 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	• Department survey
	B. Academies will make time for PBL trained teachers to share their best practices/ experiences with the rest of the academy	Q1	WASC Critical Area(s) Promise Plan Theme: School Design	Yanna		• Academy meeting minutes
	C. An effort will be made to conduct interdisciplinary PBL units between core teachers and academy classes	Q1-Q4	WASC Critical Area(s) Promise Plan Theme: School Design	Lisa, Sarah, Joel, Layne, Yanna		• Department meeting minutes
Outcome 6: Create a shared definition of what classroom engagement looks like that includes student input and addresses students' learning styles, values and goals.	A. Come up with a shared definition of classroom engagement, with input from departments, academies and students	Q1	CNA Root Cause Promise Plan Theme: Innovation	Patti, Liane	<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 checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> • SGA and SAC notes • Department and academy meeting minutes • Data team meeting minutes
	B. Make time for teachers to share best practice ideas for engagement	Q1-Q4	CNA Root Cause Promise Plan Theme: Empowerment	Lisa, Sarah, Joel, Layne, Yanna		• Schoolwide PD day agendas

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Goal 3: Successful Systems of Support. The system and culture of Waiakea High 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>Outcome 7: Continue working on both the College Continuum and Career Continuum (drafted summer of 2019) to designate experiences that 100% of WHS students experience at each grade level.</p> <p>Outcome 8: Support academies preparing for review next year.</p>	<ul style="list-style-type: none">• Please see the school’s Waiakea High Mid-cycle Progress Report and the HDOE-ACS-WASC-Mid-cycle Visit Report for details on rationale.• Please see the CNA Root Cause Analysis for details on rationale.

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Outcome 7: Continue working on both the College Continuum and Career Continuum (drafted summer of 2019) to designate experiences that 100% of WHS students experience at each grade level.	A. Academies will discuss and provide input for the current drafts of the college continuum and the career continuum	Q1	CNA Root Cause Promise Plan Theme: School Design	Yanna	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	• SLC Facilitators meeting minutes with CC
	B. Academies will seek input from students, parent groups and advisory boards	Q1	CNA Root Cause Promise Plan Theme: School Design	Yanna		• Academy meeting minutes
	C. Academy leads will work together to finalize a draft and create a timeline for implementation	Q2	CNA Root Cause Promise Plan Theme: School Design	Yanna		• Academy meeting minutes
	D. Teachers will increase the college/career connections made in core classes and academy classes and consider how to make their curriculum more relevant to students	Q1-Q4	CNA Root Cause Promise Plan Theme: Innovation	Lisa, Sarah, Joel, Layne, Yanna		• Academy meeting minutes

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Outcome 8: Support academies preparing for review next year.	A. Freshman, Public Services and Health Services Academies will identify areas of support needed	Q4 2021	WASC Critical Area(s) Promise Plan Theme: School Design	Yanna	x WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	<ul style="list-style-type: none"> CC to ask academies for input in May 2021
	B. Areas of requested support will be provided to the Freshman, Public Services and Health Services Academies	Q1-Q3	WASC Critical Area(s) Promise Plan Theme: School Design	Kelcy, Vince, Travis	<input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Reflection on academy certification process