

One-Year Academic Plan 2023-2024

Version Protocol:

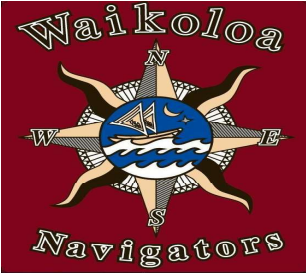
V.1 – original in **BLACK**

V.2 - changes in **RED**/ omitting - strikethrough instead of delete

V.3- changes in **BLUE**/ omitting - strikethrough instead of delete

V.4- changes in **GREEN**/ omitting - strikethrough instead of delete

V.5- changes in **ORANGE**/ omitting - strikethrough instead of delete

School:	Waikoloa Elementary & Middle School	 <i>Janette Shelling</i> Approved CAS Signature	
Address:	68-1730 Ho'oko Street Waikoloa, HI 96738		Date
Phone:	808-883-6808		
Website:	https://www.waikoloaschool.org/		

Honokaa-Kealakehe-Kohala-Konawaena (953) Public District - FY 2023 - Waikoloa School (393) Public School - School Academic Plan - Rev 0

Plan Items

1 Student Success

Description:

All students demonstrate they are on a path toward success in college, career, and citizenship.

1.1 By the end of the 2023-2024 school year, students will increase ELA proficiency to 61% as measured by SBA ELA Assessment.

Description:

In 2021-2022, proficiency was 46% in ELA, 30% in Math, so our targets are set for 15% above that baseline as required by complex.

1.1.1 Effective Academic Practices

Description:

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Component	Item Name
Title I	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$30,000.00

EA 1.1.1.1 Evidence-based Practices (EBP) used to increase student literacy achievement.

Description:

Phonemic Awareness Phonics- Souday Essentials 30 minutes a day K-5. Fluency Vocabulary - Explicit Instruction Comprehension Writing Imagine Learning (EL) Workshop Classes (Grades 6-8) Using CLSD for Literacy.

Person Responsible:

Cassandra Lambert

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

§ 1.1.2 Action-Oriented Data Decision-Making

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Component	Item Name
Title I	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

EA 1.1.2.1 Implementation of the PLC Process

Description:

Plan for Tier 1 & 2 Instruction and Interventions for literacy. Meet regularly in PLTs to plan instruction for all students based on data from common formative assessments. Create and implement instruction focused around the four questions: What do we want students to know? How do we know students are learning it? What will we do for students who are not learning it? What will we do for students who already know it?

Person Responsible:

Cassandra Lambert

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

- 1.2 By the end of the 2022-2023 school year, students will increase Math proficiency to 45% as measured by SBA Math Assessment.

Description:

In 2021-2022, proficiency was 46% in ELA, 30% in Math, so our targets are set for 15% above that baseline as required by complex.

1.2.1 Effective Academic Practices

Description:

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Component	Item Name
Title I	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$36,500.00

EA 1.2.1.1 Implement high impact math strategies to improve student achievement in math:

Description:

HMH Into Math K-8 School-wide Math Agreements including common math vocabulary and fluency

Person Responsible:

Mari Souza

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2023

EA 1.2.1.2 Implement inclusive practices in Math to support students in identified subgroups (ie. IDEA, EL, Migrant)

Description:

Sheltered instruction (ie. GLAD) Differentiation Small Group Instruction/Interventions

Person Responsible:

Cindy Manoske

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 1.2.2 Action-Oriented Data Decision-Making

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

EA 1.2.2.1 Implementation of PLC Process

Description:

Plan for Tier 1 & 2 Instruction and Interventions for math Meet regularly in PLTs to plan instruction for all students based on data from common formative assessments. Create and implement instruction focused around the four questions: What do we want students to know? How do we know students are learning it? What will we do for students who are not learning it? What will we do for students who already know it?

Person Responsible:

Mari Souza

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

O 1.3 By the end of the 2023-2024 school year, 70% of all students, 60% of IDEA students, 50% of EL students, and 56% of disadvantaged will meet their typical growth goal as measured by iReady Reading Diagnostic Testing.

Description:

Following the Winter 2023 iReady Diagnostic Reading Testing, 35% of students had met their typical growth goal for reading. Following the Winter 2023 iReady Diagnostic Reading Testing, 30% of our EL students met their typical growth goal for . Following the Winter 2023 iReady Diagnostic Reading Testing, 25 % of our IDEA students met their typical growth goal for reading. Following the Winter 2023 iReady Diagnostic Reading Testing, 28 % of our Disadvantaged students met their typical growth goal for reading. Given additional days of instruction, we believe these numbers will double by the end of the school year.

§ 1.3.1 Effective Academic Practices

Description:

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$30,000.00

EA 1.3.1.1 Implement inclusive practices in Literacy to support students in identified subgroups (ie. IDEA, EL, Migrant)

Description:

Sheltered instruction (ie. GLAD) Differentiation Small Group Instruction/Interventions

Person Responsible:

Cindy Manoske

Estimated Begin Date:

8/31/2023

Estimated Completion Date:

5/31/2023

□ 1.4 By the end of the 2023-2024 school year, 60% of students, 50% of EL students, 60% of IDEA students, and 50% of our disadvantaged students will meet their typical growth goal as measured by iReady Math Diagnostic Testing.

Description:

Following the Winter 2023 iReady Diagnostic Reading Testing, 27% of students had met their typical growth goal for math. Following the Winter 2023 iReady Diagnostic Reading Testing, 25% of EL students had met their typical growth goal for math. Following the Winter 2023 iReady Diagnostic Reading Testing, 30% of IDEA students had met their typical growth goal for math. Following the Winter 2023 iReady Diagnostic Reading Testing, 22% of disadvantaged students had met their typical growth goal for math. Based on additional days of instruction, we believe these numbers will at least double by the end of the school year.

§ 1.4.1 Effective Academic Practices

Description:

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$30,000.00

EA 1.4.1.1 Implement inclusive practices in Math to support students in identified subgroups (ie. IDEA, EL, Migrant)

Description:

Sheltered instruction (ie. GLAD) Differentiation Small Group Instruction/Interventions

Person Responsible:

Cindy Manoske

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

□ 1.5 By the end of the 2023-2024 school year, student data from the SEL Survey will reflect results in the 60th to 79th percentile in the area of grit, compared nationally

Description:

The Winter 2023 SEL Respondent Survey Results found that school wide, our student responses in the category of grit are in the 40-59th percentile for grades 3-5 and 60-79th percentile for grades 6-8 when compared nationally. We believe that striving to meet the national median (60-79th percentile) is a reasonable and achievable goal.

1.5.1 Healthy Habits, Healthy Schools

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Component	Item Name		
Title I	SW 6c: AcPlan Strategies for those Most at Risk		
Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$2,500.00

EA 1.5.1.1 Implement Tier I Evidence Based Behavior Supports

Description:

Implement PBIS Rewards Management System School-wide School will scaffold implementation of 17 proactive classroom management strategies Continue to implement a K-8 evidence based SEL curriculum - Second Steps

Person Responsible:

New counselors

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

8/1/2024

1.6 By the end of the 2023-2024 school year, student data from the SEL Survey will reflect results in the 60th to 79th percentile or higher in the area of sense of belonging, compared nationally

Description:

The Winter 2023 SEL Respondent Survey Results found that school wide, our student responses in the category of sense of belonging are in the 80-99th percentile for grades 3-5 but drop to 20-39th percentile for grades 6-8 when compared nationally. We believe that striving to meet the national median (60-79th percentile) is a reasonable and achievable goal.

§ 1.6.1 Healthy Habits, Healthy Schools

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Component	Item Name
Title I	SW 6c: AcPlan Strategies for those Most at Risk
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$2,000.00

EA 1.6.1.1 Implement hands-on, engaging strategies across all subject-areas that maximize opportunities for engagement and inclusive practices for all students.

Description:

Project Based Learning (PBL) Universal Design for Learning (UDL) Small group instruction STEM Increase elective opportunities in middle school Extra-curricular activities

Person Responsible:

Tonya Duncan

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

1.7 By the end of the 2023-2024 school year, 60% of our students receiving IDEA services will be included with their general education peers for at least 80% of the school day

Description:

The state's inclusion target was 51% for the 2020 school year, currently only 50% of our students are included with their general education peers for at least 80% of the day and we think it is reasonable to reach the inclusion target by the end of the 2023-2024 school year.

1.7.1 Effective Academic Practices

Description:

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Component	Item Name
Title I	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

EA 1.7.1.1 Implement inclusive practices in Literacy and Math to support students in identified in the IDEA subgroup.

Description:

Differentiation Small Group Instruction/Interventions

Person Responsible:

New SSC

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

2 Staff Success

Description:

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

2.1 By the end of the 2023-2024 school year, 100% of teachers will be trained in the most appropriate sessions involving the PLC Process, adopted curricular resources (ie. HMH Into Math, Souday Essentials, Read 180, Math 180, etc), instructional strategies (ie. Thinking Classrooms, Science of Reading, GLAD, Inclusive Practices, etc), and Middle School best practices.

Description:

RTI research shows us that 80% of students' academic needs should be met in Tier 1 instruction. Historically less than 50% of Waikoloa students are proficient in reading and math as measured by iReady, DIBELS and SBA, far below the 80% threshold.

2.1.1 Responsive Capacity Building

Description:

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff.

Component	Item Name
Title I	SW1: CNA
	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$20,000.00

2.1.1.1 Provide support to ensure teachers are prepared to apply effective instructional strategies.

Description:

Professional Development, Intentional scheduling for teacher collaboration to improve student outcomes.

Person Responsible:

Michelle Barber

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

2.2 In the 2023-2024 school year, all staff will have the opportunity to participate in regularly scheduled Wellness and Culture Building events to improve staff morale and create a positive and safe staff culture.

Description:

Based on Domain 4 of our CNA Practice Review, there is a primary need to create a culture of unity and community among staff grounded in best practices.

2.2.1 Healthy Habits, Healthy Schools

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Component	Item Name
Title I	SW1: CNA

EA 2.2.1.1 Provide opportunities for all staff members to participate in regularly scheduled Wellness and Culture Building events/activities.

Description:

Examples of possible events/activities: Wellness Wednesday, Staff Celebrations, after-school activities, family and community engagement activities, new teacher onboarding.

Person Responsible:

New Community Coordinator

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

2.3 In the 2023-2024 school year, all teachers will collaborate weekly to analyze student data, improve Tier 1 instruction, and increase consistency within and across grade levels as evidenced by meeting minutes and classroom walk-throughs.

Description:

The PLC process is a complex area wide initiative that Waikoloa School is committed to implement to build capacity of staff members to improve achievement for all students.

2.3.1 Action-Oriented Data Decision-Making

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Component	Item Name
Title I	SW1: CNA

EA 2.3.1.1 Intentional scheduling for teacher collaboration to improve student outcomes

Description:

PLC Grade-Level Meetings Committee Meeting Leadership Meetings

Person Responsible:

Michelle Barber

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

2.4 By the end of 2023-2024 SY, 100% of Waikoloa School PLTs will be at least at the developing stage on the "PLC " continuums Laying the Foundation as evidenced by teacher sharing of progress at Leadership meetings.

Description:

In the 2022-2023 SY, West Hawaii Complex's goal was to get 100% of teams in West Hawaii to the developing stage. Waikoloa School did not meet that goal so it is our goal to reach this level by the end of the 2023-2024 SY.

2.4.1 Action-Oriented Data Decision-Making

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Component	Item Name
Title I	SW6a: AcPlan Strategies for each Subgroup
	SW 6b: AcPlan Strategies for Strengthening Academic Program
	SW 6c(II): AcPlan Strategies for those Most at Risk
	SW 6c(III): AcPlan Strategies for those Most at Risk

EA 2.4.1.1 Implementation of the PLC process.

Description:

Intentional scheduling for teacher collaboration to improve student outcomes. Establish clear expectations for student learning. Create of systematic processes to monitor student learning. Increase analysis of student learning and the creation of action steps to address the data.

Person Responsible:

Michelle Barber

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

3 Successful Systems of Support

Description:

The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

Q 3.1 In the 2023-2024 school year, family education nights will be held at least quarterly.

Description:

Research supports the importance of parental/family involvement to increase student success.

S 3.1.1 Healthy Habits, Healthy Schools

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Component	Item Name		
Title I	SW1: CNA		
Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$16,000.00
	18935 - ESEA TITLE I-PARENT ENGAGEMENT		\$2,086.00
Total			\$18,086.00

EA 3.1.1.1 Create opportunities for family and community engagement.

Description:

Literacy Nights, Math Nights, STEM Nights, Family Fun Days, opportunities for students to showcase learning, work with community to develop student leadership and professional skills for student success, etc.

Person Responsible:

New Community Coordinator and PCNC

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2023

o 3.2 In the 2023-2024, Waikoloa school will hire a Marshallese speaking parent/family liaison.

Description:

The HODOE EL Language list from March 31, 2023, shows that 35% of our 159 English Language Learners speak Marshallese at home. Having a designated Marshallese-speaking parent/family liaison will improve communication with that population

s 3.2.1 Responsive Capacity Building

Description:

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff.

Component	Item Name		
Title I	SW1: CNA		
Funding Application	Grant	Notes	Amount
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	18902 - ESEA TITLE I-SCHOOLS		\$16,000.00

EA 3.2.1.1 Recruit and hire a Marshallese speaking home/school liaison.

Description:

Interpret at school events, assist Marshallese speaking families with the enrollment process, assist the Community Coordinator to engage the Marshallese community, provide resources to assist Marshallese families with supporting their students.

Person Responsible:

Michelle Barber

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

5/31/2023

Q 3.3 By the end of the 2023-2024 school year, Waikoloa will increase the extra-curricular and after school program offerings.

Description:

The Winter 2023 Panorama SEL data showed that the sense of belonging for our students in grades 6-8 was in the 20-39th percentile when compared nationally. Extra-curricular and after school programs will increase the sense of belonging for all stakeholders.

S 3.3.1 Healthy Habits, Healthy Schools

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Component	Item Name
Title I	SW1: CNA

EA 3.3.1.1 Continue to build/implement activities that increase student engagement and achievement.

Description:

Robotics, school garden, sports, STEM, music, clubs, etc.

Person Responsible:

Tonya Duncan

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024