



Three-Year Academic Plan 2017-2020

Kalakaua Middle School

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Submitted by Lorelei Aiwohi	Date March 14, 2019
Signed: 	05/10/19

Approved by CAS Rochelle Mahoe – Farrington Complex	Date
Signed: 	6/9/19

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>Where are we now?</p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<p style="text-align: center;">WASC Critical Areas of Need: (2014 Visit)</p> <p>Critical Area #1 In order to improve the implementation of instructional practices to support student learning, the school community needs to work collaboratively to increase follow-through after receiving inservice/training. This includes providing support to faculty as well as holding faculty members accountable for acting on the inservice and training.</p> <p>Critical Area #2 The school's vision and mission should be reviewed annually with the staff, students, parents, and community since it should be the foundation for all decision making regarding school improvement.</p> <p>Critical Area #3 Provide training and support needed to provide effective differentiated curriculum and instruction and to implement the CCSS consistently.</p> <p>Critical Area #4 Develop and sustain a system to regularly monitor and evaluate curricular programs to measure the effectiveness in preparing students for academic, personal, and college/career goal achievement.</p> <p>Critical Area #5 Teachers need more training and support on the use and analysis of formative assessment as well as alternative methods of assessment, such as portfolios, to inform their instructional decisions.</p> <p>Critical Area #6 Improve the current implementation of GLO self-assessments to foster deeper understanding and effective application of the attributes.</p> <p>Critical Area #7 The school should provide professional development on developing instructional strategies that employ higher level thinking and greater student engagement.</p> <p>Critical Area #8 Target inclusiveness to at-risk populations such as ELL, SPED, and non-proficient students through the RTI</p>
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process, differentiation, and more frequent analysis of student need

Mid-Cycle Visit (March 2017)

- Continue the progress made in Critical Area#4 by exploring ways to provide students with varied programs and curricular options that meet their academic and personal goals. Consider ways to gather feedback from all students on what types of classes and opportunities for involvement they would like to see offered at the school.
- Continue the progress made in Critical Areas #4 & 8 by deepening work with monitoring and evaluation systems of curricular programs, especially in RTI-reading and ELL practices: looking more closely at the available data points to identify what is working, what needs to be improved and the impact on student achievement.
- Continue the progress made in critical areas #1, 3, 4, 5 and 7 by ensuring strong alignment between curriculum, instruction, differentiation, and assessment in all content areas

International Center for Leadership in Education onsite Instructional Practices Assessment findings: (February 2018).

- Overall rigor at the Emerging to Developed level. There is room for improvement for all indicators of rigor - thoughtful work, high level questioning, academic discussion and need to increase opportunities for students to apply literacy skills across the disciplines.
- In the area of relevance, the majority of classrooms at the Emerging level. Classes did not regularly make connections to real-world learning or focus on building 21st century skills.
- The majority of teaching occurred at the knowledge and comprehension levels: Quadrant B of the Rigor/Relevance Framework.

Hawaii DOE Three High Impact Strategies

School Design: Current Focus on college and career readiness (AVID), rigorous instruction(Rigor/Relevance Model), positive relationships (Middle School philosophy/practices) and meeting needs of all learners (RTI, Inclusion, Reading Workshop, iReady) and building safe, positive learning environment (PBIS, MTSS, SEL)

Student Voice: Focus on increasing student voice in school programs and decisions. Implement student choice in demonstrating learning in classrooms, Leadership led student-organized events, student focus groups, PBL to increase applied learning opportunities, strengthen sense of belonging in high-need populations, multi-tiered systems of support and PBIS, include students in planning and sharing feedback of school programs and decisions (School Design structure, SSC, surveys, WASC)

Teacher Collaboration: Empower teachers by building teacher voice. PLTs (department collaboration), vertical articulation, interdepartmental teams, Teacher Leaders Cadre

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Addressing Equity/ Inclusive Education

Closing the Gap (RTI, SPED, ELs)

Addressing TSI-CU SPED needs

Early Warning Indicators (Consistently Monitoring data through PLTs, KMART, data teams, MTSS)

Transitions and Pathways (articulation with feeder schools and HS, 6th grade orientation, 8th grade academy orientation)

Progress Made on Goals and Enabling Activities

Addressing Equity: Subgroup Identification

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

	SBA Language Arts	SBA Mathematics	HSA Science
Special Education	3.57%	3.51%	7.69%
EL	10.47%	12.07%	14.04%
All Students	48.69%	41.71%	43.90%

Source: *Strive HIDOE Longitudinal Data System SY 2017-2018*

Based on Kalakaua Middle School's Comprehensive Needs Assessment (CNA), WASC Critical areas, Mid Cycle Visitation feedback in March 2018 and Strive HI student learning components, our areas of concern continues to be academic performance in Reading, Writing, Math, Science and Behavior.

Schoolwide Mid-year (December 2018) iReady Scores indicate an urgent need to address reading and math instruction. Enabling activities listed in the academic plan should address the needs of all struggling learners.

All Students	iReady Reading	iReady Math
On or Above Level	23%	28%
1 Level Below	22%	35%
2 or More Levels Below	55%	37%

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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. Lorelei Aiwahi, Principal	<ol style="list-style-type: none"> 1. Coordinate, implement, monitor and oversee effectiveness of all components of Academic plan with focus including well-rounded education, fiscal and professional development.
2. Leeanne Quimoyog, Math/RTI Coach	<ol style="list-style-type: none"> 2. Coordinate, implement, monitor and analyze effectiveness: <ul style="list-style-type: none"> • Math curriculum & instruction • Math RTI curriculum & instruction • Data • WASC Monitoring • Whole Child
3. John Hamilton, Assessment, Data	<ol style="list-style-type: none"> 3. Coordinate, implement, monitor and analyze effectiveness: <ul style="list-style-type: none"> • Program, student and instructional Data for school improvement using PDCA cycle. • Data Team Facilitator • Assessments • WASC Coordinator • Science curriculum & instruction • Whole Child
4. Ivy Hsu, EL and Literacy Coach	<ol style="list-style-type: none"> 4. Coordinate, implement, monitor and analyze effectiveness: <ul style="list-style-type: none"> • EL curriculum & instruction • Literacy across all content areas • WASC Monitoring • Reading RTI curriculum & instruction

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	<ul style="list-style-type: none"> • Mentoring & Induction, New Teacher Orientation • Inclusive Practices • Whole Child
<p>5. Joseph Pray, Curriculum Coach, Mentoring & Technology Coordinator 2</p>	<p>5. Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • Social Studies curriculum & instruction • Technology Coordinator 2 • WASC Monitoring • Whole Child
<p>6. Jamie Crowe, SSC</p>	<p>6. Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • SPED Monitoring of supports, placement & IEP • Increase number of inclusion practices • MTSS/PBIS • WASC Monitoring • Inclusive Practices • Whole Child
<p>7. Nelson Lee, Counselor</p>	<p>7. Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • Counseling Department • AVID • ELL students • MTSS/PBIS • WASC Monitoring • Whole Child
<p>8. Randiann Porras-Tang, Vice Principal</p>	<p>8. Co-Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • AVID

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	<ul style="list-style-type: none"> • MTSS/PBIS • Whole Child
9. Lorelei Aiwohi, Principal	<p>9. Co-Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • Vertical articulation with Elementary Schools • Vertical articulation with Farrington High School • Transitions • Whole Child
10. Brian Fukuda, Vice Principal	<p>10. Co-Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • RTI programs & curriculum • Whole Child
11. Brian Simon, Vice Principal	<p>11. Co-Coordinate, implement, monitor and analyze effectiveness:</p> <ul style="list-style-type: none"> • Whole Child

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

- x **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- x **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- x **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.
- x **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences

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Outcome: By the end of three years,	Rationale:																
<ul style="list-style-type: none"> ● The school will continue to implement data-driven RTI in the areas of literacy and math to support all students. ● SPED and EL students will continue to be included in more classes with their regular education peers with appropriate supports. ● The school will continue to implement system of Multi-Tiered Supports and develop its PBIS program to promote a safe learning environment and address the social-emotional needs of all students. ● All content areas will provide students with a rigorous curriculum that encourages critical thinking. ● Through collaboration with complex area schools, students and parents will be prepared to transition successfully into high school and beyond. ● The school will provide challenging opportunities for students to participate in rigorous programs that will prepare them for high school academies as well as college and career pathways. ● Create opportunities to increase student voice in the classroom. ● ELA, Math, and Science Proficiency will increase 5% to 10% annually on SBA. ● Close the achievement gap by 3% to 5% annually. ● Walkthrough data will show an increase by 5% to 10% in all focus areas including engagement and differentiation, and use of technology at the end of each semester. ● Tripod Survey results on the 7C's will increase by 3% to 5% annually. ● Inclusion rate will increase by 5% to 10% annually. 	<p>At KMS our school design is currently a work in progress. All school stakeholders, with the focus on student voice, are collaboratively defining and creating a design that addresses our goal of empowering students to be college and career ready, through rigorous instruction and positive relationships. Our school design ensures that students will be well-rounded, empowered, and prepared for the future.</p> <p>We strive to increase student proficiency in Reading, Writing, Math and Science. Student proficiency data on SBA, WASC critical areas of need and feedback from mid-cycle visit, EES, Classroom Walkthroughs, iReady and formal assessments indicate all students need access to a rigorous, relevant and engaging curriculum and instruction.</p> <p style="text-align: center;">Student Achievement Data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">SBA Language Arts;</th> <th style="width: 20%;">SBA Mathematics</th> <th style="width: 20%;">SBA Science</th> </tr> </thead> <tbody> <tr> <td>SPED</td> <td style="text-align: center;">3.57%</td> <td style="text-align: center;">3.51%</td> <td style="text-align: center;">7.69%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">10.47%</td> <td style="text-align: center;">12.07%</td> <td style="text-align: center;">14.04%</td> </tr> <tr> <td>Overall</td> <td style="text-align: center;">48.69%</td> <td style="text-align: center;">41.71%</td> <td style="text-align: center;">43.90%</td> </tr> </tbody> </table> <p>Source: Strive HIDOE Longitudinal Data System SY 2017-2018</p> <p>We plan to meet the gap needs in Special Ed., EL, and struggling learners by offering data-driven RTI in literacy and math, ensuring that student learning is personalized, instruction is effective, and supports are successfully monitored.</p>		SBA Language Arts;	SBA Mathematics	SBA Science	SPED	3.57%	3.51%	7.69%	EL	10.47%	12.07%	14.04%	Overall	48.69%	41.71%	43.90%
	SBA Language Arts;	SBA Mathematics	SBA Science														
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	<p>We will develop and implement a focused alignment of professional development that addresses student behavior, social emotional needs, effects of poverty and academics for teachers and leaders to increase knowledge, understanding, inclusive practices and multi-tiered supports for all students including Special Ed., EL, struggling learners, and high performing students.</p> <p>We continue to articulate and collaborate with elementary feeder schools, Farrington High School, parents, community, and students to plan for successful transitions so students succeed at KMS, high school and beyond (CCR).</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
Increase overall Student Achievement in Language Arts, Mathematics, and Science by 5-10% annually	Design rigorous standards-based curriculum and instruction that engages and supports all students including SPED, EL, at risk, and high achieving populations.			<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease the urgent intervention population as assessed by the iReady Universal Screener by 3% to 10% annually including SPED, EL, and At-risk Students. (monitored & reported quarterly)
	1. Develop common grade level assessments (vertical grade level alignment of goals and end of unit assessments) refine curriculum to improve accessibility for all students <i>WASC CA #4.7</i>	SY 2017-18 Continue development, monitor, adjust and refine.	*Coaches *TL Leaders/ PLC Facilitators		Increase the on or above grade level population as assessed by iReady Universal Screener by 3% to 10% annually including enrichment students. (monitored & reported quarterly)
Increase EL and SPED Student Achievement in Language Arts, Mathematics, and Science by 5-10% annually	2. Refine and expand inclusion programs for SPED and EL. <i>WASC CA #8</i>	SY 2018-19 Continue development, monitor, adjust and refine.	*SCC *VP *EL Coach		

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	<p>3. Improve the transition of EL students from ELD I to general education setting. (EL & Targeted Academic support – 3 PTTs) <i>WASC CA #7</i></p> <p>4. Increase the rigor of ESOL/ELD classes. (iReady, Springboard/GoMath) <i>WASC CA #1, 3, 7, 8</i></p> <p>5. Develop enrichment opportunities (for high achieving students) Inclusive of student voice. (eg: additional elective teacher position - Robotics, Health/Sports Fitness, Newswriting, STEM.) <i>WASC CA - mid report</i></p> <p>6. Develop program for at-risk students and coordinate with the counseling department to support student achievement. social-emotional needs</p>	<p>SY 2019-20 Continuc development, monitor, adjust and refine.</p>	<p>*Coaches *EL Coach *Coaches</p> <p>*Counselors *SCC *VP</p> <p>*Coaches *Technology Coord. *Counselor *VP</p>	<p>Decrease # of students targeted as high intervention on the social/emotional screener (BEISY)</p>
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	<p>and school climate. (PBIS, HERO, MTSS & Advisory.) <i>WASC CA #8</i></p> <p>7. Develop and implement engaging lessons that include technology and student-centered strategies such as Socratic seminar and philosophical chairs (AVID Academic support, Rigor & Relevance Quad D lessons, 4 PTTs, chromebooks, technology). <i>WASC CA #1.3.7</i></p>				
	<p>Design data-driven supports that are proactive in closing the achievement gap, addressing students' needs through RTI and differentiation.</p> <p>1. Use iReady, Lexia and Ironbox screener to inform and close the achievement gap through</p>	<p>SY 2017-18 Continue development, monitor,</p>	<p>*Math, Literacy, Data Coaches</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>	<p>90% of students will increase in proficiency on Ironbox Intervention assessment. (monitored & reported quarterly)</p> <p>Decrease the urgent intervention population as assessed by the iReady Universal Screener by 3% to 10 % annually including SPED, EL, and At-risk Students.</p>

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	<p>remediation or tier 3 intervention, to inform instruction and gauge effectiveness of intervention <i>WASC CA #4, 8</i></p> <p>2. Develop, implement, and monitor Tier 1, 2, and 3 interventions to support all students in reading and math fluency <i>(iReady, Ready, Imagine Learning, O-G/Sunday curriculum for Tier 2 & 3 Reading, IXL for Tier 1 & 3 Math)</i> <i>WASC CA #1, 8 & Mid-cycle report.</i></p> <p>3. Analyze common formative assessments to guide instruction that target student learner needs and close the achievement gap <i>WASC CA# 4, 5, 8 and Mid-cycle report</i></p> <p>4. Complete program analysis including impact on student learning at the</p>	<p>adjust and refine.</p> <p>SY 2018-19 Monitor, adjust and refine.</p> <p>SY 2019-20 Monitor and refine.</p>	<p>*Coaches *VP *SSC</p> <p>*Data Coach *Coaches</p> <p>*Coaches *PLTs</p>	<p>Increase Data points (Pre to Mid & Mid to Post) by 1 to 2 G.E annually on iReady Reading and Math. (monitored & reported quarterly)</p>
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	<p>end of each semester. <i>WASC CA #4, 8 and Mid-Cycle Report</i></p>				
<p>Decrease the amount of behavior referrals by 5-10% by SY 2019-2020</p>	<p>Improve and Monitor PBIS & MTSS</p> <ol style="list-style-type: none"> Continue to implement HERO (Positive Reward System) to reinforce positive KMS 3 student behavior - <i>WASC CA #4</i> Continue to teach KMS3 and Second Step lessons on behavior. <i>WASC CA #2, 6</i> Involve and empower students to acknowledge positive behavior among peers Implement KMS3/Hero store to redeem rewards for positive behavior. <i>WASC CA #1</i> Award students for academic excellence and perfect attendance. <i>WASC CA #4</i> 	<p>SY 2017-18 Continue to develop, monitor, adjust and refine.</p> <p>SY 2018-19 Monitor, adjust and refine.</p> <p>SY 2019-20 Monitor, adjust and refine.</p>	<p>*Counselors *SSC *VP *MTSS Team</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>	<p>School climate ratings on the SQS/Tripod will increase by 1-4% annually in these areas:</p> <ul style="list-style-type: none"> Satisfaction Safety Well Being Involvement/Engagement <p>5-10% Decrease in annual Behavior Referrals as measured by eCSSS incident Referral Report (monitored quarterly)</p> <p>Decrease the # of insubordination referrals by 5-10% annually. (monitored quarterly)</p>

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	Implement MTSS	SY 2017-18 Develop, monitor, adjust and refine. SY 2018-19 Monitor, adjust and refine. SY 2019-20 Monitor, adjust and refine.	*Counselors * VP *Data Coach *MTSS Team	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	Monitor, Identify and target at risk students using Universal Behavioral Screener – BIESY (Brief Externalizing and Internalizing Screener for Youth to determine baseline and interventions. 5-10% Decrease in annual Behavior Referrals as measured by eCSSS incident Referral Report (monitored quarterly) Annual 1-3% decrease in schoolwide student Absences based on data from Infinite Campus. (monitored quarterly)
	<p>Implement MTSS</p> <ol style="list-style-type: none"> Utilize proactive screening to identify students with internalizing and externalizing behaviors <i>WASC CA #4, 8</i> Implement interventions to match student emotional and behavioral needs <i>WASC CA #8</i> Continue to provide tiered support for at-risk students <i>WASC CA #8</i> Continue MTSS Support position for students in need of intervention. <i>WASC CA #8</i> Counselors will continue training in the American School Counselor Association (ASCA) framework to support student success. <i>WASC CA #8</i> 			Attend National ASCA Conference.	

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<p>All students demonstrate a path toward college and career readiness</p>	<p>Vertical articulation with elementary and high school</p> <ol style="list-style-type: none"> 1. Meet with elementary and high school personnel to create a plan for successful transitions toward college and career readiness <i>WASC CA #1</i> 2. Collaborate on developing classroom lessons and activities that help students make decisions for high school academies 3. Vertical Articulation to support students who are transitioning between grade levels <i>WASC CA #1</i> 	<p>SY 2017-18 Develop, monitor, adjust and refine.</p> <p>SY 2018-19 Monitor, adjust and refine.</p> <p>SY 2019-20 Monitor, adjust and refine.</p>	<p>*Coaches *VPs *Counselors</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>	<p>Reduce the number of students receiving F's by 3-5% per semester. (monitored quarterly)</p> <p>5-10% Decrease in annual Behavior Referrals as measured by eCSSS incident Referral Report (monitored quarterly).</p>
<p>Provide students opportunities to explore, plan, and prepare for high school, college, and beyond</p> <ol style="list-style-type: none"> 1. Continue to provide students with innovative learning opportunities. <ol style="list-style-type: none"> a. AVID (participation at various college & career visitations & conferences. Bus & registration fees) b. Leadership 	<p>SY 2017-18 Plan, develop, monitor, adjust and refine.</p> <p>SY 2018-19</p>	<p>*AVID Coordinator *Coaches *Leadership -/SAC Teacher *VPs</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>	<p>Increase SBA, HSA, and iReady Universal Screener 5-10% by SY 2019-2020</p>	

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<p>(bus, supplies & fees to participate in conferences, service learning, etc)</p> <ul style="list-style-type: none"> c. Algebra d. Advanced ELA e. History Day (travel & fees to attend district, state & national competition) f. College and Career Fair (bus & registration fees) g. Community service opportunities h. College awareness tour (travel to California 19-20 for students & chaperone) i. Math Team (bus, supplies & fees to participate in competition) j. Robotics/STEM (bus, supplies, fees and student & chaperone travel costs to participate in competition) <p><i>WASC CA #4 and Mid-cycle report</i></p> <p>2. Meet with parents to explain options for academies and begin planning for high school and beyond.</p> <p><i>WASC CA #2</i></p>	<p>Monitor, adjust and refine.</p> <p>SY 2019-20</p> <p>Monitor and refine.</p>	<p>*Counselors</p>		
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Goal 2: Staff Success. Kalakaua Middle 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:
<ul style="list-style-type: none"> ● Teachers will implement effective instructional practices aligned to CCSS, HCPS III, NGSS and 3C Social Studies Framework that employ higher level thinking and greater student engagement. ● There will be more inclusion classes for Special Education students and English Language Learners taught by trained teachers. ● The school will continuously work on monitoring and evaluating systems of academic, social emotional and behavior progress of students, programs, policies, and professional development for continuous improvement and ensuring strong alignment between curriculum, instruction, differentiation and assessment in all content areas. ● The need for remediation and RTI classes will decrease as the number of students meeting proficiency increases. ● ELA, Math, and Science Proficiency will increase 5% to 10% on SBA and HSA ● Close the achievement gap by 3% to 5% annually. ● Include model schools (positive relationships, rigor/relevance and engagement in the classroom. Quad D lessons, college/career pathways) ● Tripod Survey results on the 7C's will increase by 3% to 5% annually. ● Inclusion rate will increase by 5% to 10% annually. ● School climate ratings on the SQS will increase by 1% to 4% annually in these areas: <ul style="list-style-type: none"> a. Satisfaction 	<p>Data from Classroom Walkthroughs (CIR database, EES Observations, Tripod Survey and student proficiency data indicate a need for more consistency in expectations, rigor, engagement, critical thinking and problem solving. Dedicating time for training and collaboration is essential to increase effective teaching practices in the classroom. Professional Learning Teams and Impact Learning strategies will provide the opportunity for teacher collaboration that focuses on collecting data, collaboratively planning lessons, implementing instructional strategies, analyzing student work and adapting lessons to meet the needs of all students.</p> <p>Based on the number of struggling students and multiple sources of data, (iReady Universal Screener, SBA, HSA, Iron box, formative assessments, etc.) KMS students average performance is at two grade levels below in both reading and mathematics. Therefore, professional development focus will be on ICLE Rigor/Relevance Framework RTI and differentiation, effective instructional strategies to increase reading writing, math, science, engagement, critical thinking, problem solving blended learning and rigor. Focus will also include data analysis to identify what is working, what needs to be improved and the impact on student learning.</p>

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b. Safety c. Well Being d. Involvement/Engagement	
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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
<p>100% of Educators will participate in Professional Development in order to create a community that is committed to student growth and achievement.</p>	<p>Continue to develop teacher professional growth and leadership</p> <ol style="list-style-type: none"> 1. Provide learning opportunities for teachers that support student well being and academic success. <ol style="list-style-type: none"> a. Rigor/Relevance Framework b. PBIS c. MTSS *MTSS Team Planning d. Impact Teams e. AVID Workshops <p>*National Conference *Summer Institute *Materials & supplies: binders, pouches, highlighters *Membership annual fee d. Literacy Intervention *Lexia, OG & Sonday Training and curriculum *Imagine Learning Training *RTI Training</p>	<p>SY 2017-18 Develop, monitor, adjust and refine.</p> <p>Plan and implement peer walkthroughs</p> <p>SY 2018-19 Monitor, adjust and refine.</p> <p>SY 2019-20</p>	<p>*KM ART</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x Title III x 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"> • Materials • Supplies • Stipend • Substitutes • Registration Fees • Travel Expenses • AVID membership fee • ICLE-Model Schools • Impact Teams • Visible Learning 	<p>Walkthrough data will show an increase by 5%-10% in all focus areas including engagement and differentiation, and use of technology (monitored quarterly)</p> <p>Decrease the urgent intervention population as assessed by the iReady Universal Screener by 3% to 10% annually including SPED, EL and At-risk Students. (monitored quarterly)</p>

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<p>e. Inclusion</p> <p>f. Differentiation</p> <p>g. ICLE Model Schools - Rigor/Relevance: Training on Best Practices: Differentiation, Engagement, Rigor</p> <p>h. Technology</p> <p>*Training & Equipment</p> <p>i. Professional Learning Teams (Impact Teams)</p> <p>j. Formative Data Analysis</p> <p>k. ASCA Model for Counseling</p> <p>*National Conference</p> <p>l. Leadership Training</p> <p>m. K-12 Transition</p> <p>*Articulation with HS</p> <p>*Articulation with Elementary</p> <p>*Vertical Articulation</p> <p>*Content Articulation</p> <p>n. Special Education Effective Practices: Inclusion, Instructional strategies, OG/Sunday, o. Book Study</p> <p>o. Content Area Book Study</p> <p>p. Coaching & Mentoring</p> <p>*Coaches Conference - Travel, registration,</p>	<p>Monitor and refine.</p>	<ul style="list-style-type: none"> • Data Analysis • Special Ed Conference • Leadership Training • Middle School Conference (AMLE/HIAM LE) 	<p>90% of students will increase proficiency on Iron box Intervention assessment (monitored quarterly)</p> <p>5%-10% decrease in annual Behavior Referrals as measured by cCSSS incident Referral Report (monitored quarterly)</p> <p>Annual 1-3% decrease in schoolwide student Absences based on data from Infinite Campus. (monitored quarterly)</p> <p>Reduce the number of students receiving F's by 3%-5% per semester. (monitored quarterly)</p>
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	<p>materials</p> <p>*Visible Learning Conference</p> <p>Travel, registration, materials</p> <p>q. iReady/Ready Training and Curriculum</p> <p>r. TLC</p> <p><i>WASC CA #1, 3, 5, 7, 8</i></p>				
<p>Continue to provide induction for new teachers and mentoring for all teachers</p> <p>1. Use data, including walkthroughs, to identify teachers who are in need of further support and coaching cycles</p> <p><i>WASC CA #1, 3</i></p> <p>2. Teacher leaders facilitate Professional Learning Teams in order to analyze data, identify instructional strategies, and implement effective lessons to address student needs.</p> <p><i>WASC CA #4, 5, 7, 8 and Mid-cycle report</i></p>	<p>SY 2017-18</p> <p>Develop, monitor, adjust and refine.</p> <p>SY 2018-19</p> <p>Monitor, adjust and refine.</p> <p>SY 2019-20</p> <p>Monitor and refine.</p>	<p>*Coaches</p> <p>*Data Team</p> <p>*KMART</p> <p>*Facilitators</p> <p>*Coaches</p> <p>*Coach</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>		<p>Walkthrough data will show an increase by 5% to 10% in all focus areas including engagement, rigor and differentiation, and use of technology. (monitored quarterly)</p>

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	<p>3. Orientation and mentoring for new teachers. <i>WASC CA #1, 3, 5</i></p> <p>4. Recruitment to fill vacant positions with HQ teachers.</p>			<p>Teacher Recruitment Job Fairs: * April 2019 for 2019-20sy * Spring 2020 for 2020-2021 sy</p>	<p>90% Teacher vacancies filled with HQT.</p>
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Goal 3: Successful Systems of Support. The system and culture of **Kalakaua Middle School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,

Rationale:

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- Kalakaua will have an effective system to identify and regularly monitor curricular programs, instructional practices and professional development to measure student progress.
- School's stakeholders, such as the School Community Council, teachers, students, parents, classified staff, and administration will strengthen relationships through communication and inclusion in decision making to support student learning and positive school culture.
- School stakeholders will model the school's vision and mission, building a positive learning culture (Commit to Achieve) and a respectful, safe learning environment.
- School climate ratings on the SQS will increase by 1%-4% annually in these areas:
 - a. Satisfaction
 - b. Safety
 - c. Well Being
 - d. Involvement/Engagement
- ELA, Math, and Science Proficiency will increase 5% to 10% annually on SBA.
- Close the achievement gap by 3% to 5% annually.
- Tripod Survey results on the 7C's will increase by 3% to 5% annually
- Inclusion rate will increase by 5% to 10% annually.

The slow rate of increasing student proficiency data in reading, math and science indicate a need for school wide data team to deepen the work with monitoring and evaluation systems of curricular programs, especially in RTI, Special Education and EL practices; looking closely at the available data points to identify what is working, what needs to be improved and the impact on student learning. This will allow Kalakaua Middle School to make better decisions and allow for targeted supports to help all students succeed. Parents will have an important role in their children's education. Communicating with and providing opportunities for them to participate in school activities and key decision-making will create strong relationships to improve student achievement.

Data on the School Quality Survey indicate a need to improve communication and inclusion in decision making for all school stakeholders. The Spring 2018 SQS decreased in all areas with teacher group. Parent group scores are consistent with prior year. Here is the percentage of positive responses.

<u>Area</u>	<u>Teachers</u>	<u>Parents</u>	<u>Students</u>
Safety	60.4%	74.5.1%	62.5%
Well Being	60.9%	84.8%	n/a
Satisfaction	62.6%	86.5%	n/a
Involvement/Engagement	61%	62.5%	50.7%

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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
<p>Through the review and monitoring of school programs student achievement will increase by 5%-10% on SBA Math and ELA Assessments and HSA Science</p>	<p>The School will continue to implement and improve the following programs</p> <ol style="list-style-type: none"> 1. Data Team will analyze school wide data and determine the effectiveness of school programs. <i>WASC CA #4 and Mid-cycle report</i> 2. Provide all stakeholders with timely user-friendly data to support transparent decision making and student success. <i>WASC CA #4, 8</i> 3. Kalakaua Middle Academic Review Team will continue to monitor, review, and revise the academic plan and ensure that the school's goals are transparent and communicated with all stakeholders. 	<p>SY 2017-18 Develop, monitor, adjust and refine.</p> <p>SY 2018-19 Monitor, adjust and refine.</p> <p>SY 2019-20 Monitor, adjust and refine.</p>	<p>*Data team *Data Coach</p> <p>*KMART</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>	<p>Walkthrough data will show an increase by 5% to 10% in all focus areas including engagement and differentiation, and use of technology. (monitored quarterly with CIR rubric)</p> <p>Decrease the urgent intervention population as assessed by the iReady Universal Screener by 3% to 10% annually including SPED, EL, and At-risk Students. (monitored quarterly)</p>

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	<p><i>WASC CA #4 and Mid-cycle report</i></p> <p>4. Continue to partner with the school's stakeholders, such as the School Community Council students, and complex area schools to strengthen relationships and support student success.</p>				<p>80-100% of positive responses on parent surveys from school events.</p>
<p>Create and increase an effective and transparent system of communication with all stakeholders :</p> <p>1. Create structured professional learning teams led by TLC and develop accountability for all members, including a clear agenda, continued use of the planning schedule, and shared roles (i.e. note-taker, facilitator, timekeeper) <i>WASC CA #1</i></p> <p>2. Create a Plan to increase student voice through venues beyond SCC, student council, and</p>	<p>SY 2017-18 Develop, monitor, adjust and refine.</p> <p>SY 2018-19 Develop, Monitor, adjust and refine.</p> <p>SY 2019-20 Monitor,</p>	<p>*KMART *Coaches *Facilitators</p> <p>*KMART *Coaches</p> <p>*KMART</p>	<p>Impact Team Training/Conference for Leadership Team and Teacher Leaders (17 participants) (Attend Conference or contract for PD)</p>	<p>Increase SBA, HSA, and iReady Universal Screener 5-10% by SY 2019-2020</p>	

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	<p>leadership. <i>WASC Mid cycle report</i></p> <p>3. Create a consistent and effective system for celebrating school bright spots in addition to assemblies, broadcast, and parent newsletter. <i>WASC CA #2</i></p>	<p>adjust and refine.</p>			
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