



Three-Year Academic Plan 2017-2020

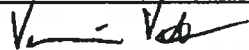
Prince David Kawananakoa Middle School


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Submitted by Veronica Victor		Date
Principal's Signature		3/28/19

Approved by Complex Area Superintendent Linell Dilwith		Date
Superintendent's Signature		5/16/19

Includes 2018 WASC Recommendations

Includes TSI Recommendations

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Where are we now?	
<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 • 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 ▪ WASC Category E: School Culture and Support for Student Personal and Academic Growth 	<p>Needs: Clarity and understanding of the RtI process and PBIS program to address the learning needs of all students</p> <ol style="list-style-type: none"> 1. a. Address the needs of the non-proficient reading and math students with high number of Ds/Fs from all classes preventing promotion to the next grade level (<i>School-Wide Critical Area for Follow-up #1</i>) 2. b. Address the needs of the repeat offenders who make up the largest group of behavior incidents and lack positive social/behavior supports (<i>SW Critical Area for Follow-up #1</i>) 3. c. Close the achievement gap between Non-High Needs and those identified High Needs students, including those in the Disadvantaged, SPED, EL, and Pacific Islander subgroups (<i>SW Critical Area for Follow-up #1</i>) <p>Addressing Equity: Sub Group Identification</p> <p>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, with specific focus on the Pacific Islander subgroup</p> <ol style="list-style-type: none"> 1. Students who are non-proficient in reading and math, with high number of Ds/Fs from all classes preventing promotion to the next grade level Identified needs: <i>SW Critical Area for Follow-up #1</i> <ul style="list-style-type: none"> • Tier 1 intervention and differentiated instructional strategies • Clearly defined and monitored PBIS and RtI Tier 2 supports • Time-management and organizational skills to attend to and sustain tasks 2. Repeat offenders make up the largest group of behavior incidents and lack positive social/behavior supports Identified needs: (<i>SW Critical Area for Follow-up #1</i>) <ul style="list-style-type: none"> • Clearly defined, realistic, and consistently reinforced expectations, as well as meaningful and timely consequences • Clearly defined and monitored PBIS and RtI Tier 2 supports • Consistent implementation of the middle school practices 3. Students identified in the subgroups Pacific Islander, Disadvantaged, SPED, and EL, will have an achievement gap in ELA of no more than 32%, in Math of no more than 35%, and in Science of no more than 24%, as determined by the SBA and the HSA Science. Identified needs: (<i>SW Critical Area for Follow-up #1</i>) <ul style="list-style-type: none"> • Clearly defined and monitored PBIS and RtI Tier 1 and 2 supports need to meet the needs of these students • Equity/Inclusive practices in all four core areas (ELA, Math, Social Studies, Science) • Targeted Support & Improvement recommendations <p style="text-align: right;"><i>Tier 3 Supports ??</i></p>

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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. Jared Fuchigami, Counselor Maria Guardino, EL Coordinator Michael Sugano, Vice Principal SSC	1. Inclusive Practices (Goal 1, Objective 1 Empowered) a. RtI process b. Gifted and Talented c. SPED d. EL (ELL Plan) e. AVID & Quarterly Binder Checks
2. Jon Chung, Social Studies DH Mari Nakamitsu, Counselor Brandon Lee, TA Vice Principal	2. Social & Emotional Learning (Goal 1, Objective 2 Whole Child) a. PBIS (BRAT-free, Ali'i Warrior, Honor Roll, Perfect Attendance) b. Safety and Wellness (All safety drills, Wellness Policy, Professional Development)
3. Marsha Miyata, Math DH Jolie Takekawa, Fine Arts DH	3. Research & Evidence-Based Practices (Goal 1, Objective 3 Well-Rounded Education) a. Tier I Differentiated Instructional Strategies (WICOR) b. Formative Instruction/Data Teams
4. Robert Baron, ELA DH Brian Yamagata, Science DH Keith Connie, Counseling DH Aric Oumi, Registrar Catherine Ayabe, Curriculum, Title I & FOL Coordinator	4. Transitions (Goal 1, Objective 4 Prepared & Resilient) a. Middle School/Advisory Program b. Kawananaoka Student Association (KSA) c. New Student Orientation (NSO) d. Career Education (6 th Grade Career Speakers, 8 th Grade Job Shadowing) e. Student Prep Days, 5 th Grade Orientation, High School Parent Information Meeting f. New Parent Orientation Meeting, Open House, PTSA Reflections Awards, STEAM Showcase, Summer Programs Information Fair
5. Veronica Victor, TA Principal	5. Educator Effectiveness System (Goal 2, Objective 1 Focused Professional Development)
6. Brian Okano, PE/Health DH Zachary Stephens, SPED DH	6. Induction & Mentoring (Goal 2, Objective 1d Provide support for new employees to become effective)
7. Catherine Ayabe, Curriculum, Title I & FOL Coordinator	7. Academic Review/Reflection Team (Goal 3, Objective 1 Innovation)
8. Catherine Ayabe, Curriculum, Title I & FOL Coordinator Ann Yasui, PCNC	8. Parent Involvement & Community Partnerships (Goal 3, Objective 2 Adequate & Expanded Partnerships)

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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.

Outcome: By the end of three years,	Rationale:
<p>1. Inclusive Practices (Objective 1 Empowered) (SW Critical Areas for Follow-up #1, 2, 3) (Although this initiative falls under Goal 2, the school believes that this greatly impacts student success and have included it under Goal 1.) All students will have access to appropriate tiered support services, as determined by a clearly defined CSSS Response to Intervention process and demonstrate achievement of the General Learner Outcomes.</p> <ol style="list-style-type: none"> 51% of SPED students will be in inclusion general education classes 80% of the school day Offer Gifted and Talented STEM Elective Offer multiple elective/exploratory and PE/Health courses Provide differentiated instruction to support EL students Provide differentiated instruction to support non-proficient students in reading and in math Offer AVID Elective in Grades 7 and 8 <p>2. Social & Emotional Learning (Objective 2 Whole Child) (SW Critical Areas for Follow-up #1, 2, 3)</p>	<ul style="list-style-type: none"> According to the SY2017-18 Strive HI report, only 13% of students learning English are on-track to English language proficiency. According to the SY2017-18 Strive HI report, the achievement gap between Non-High Needs (75%) and High Needs (51%) is 24 points in Language Arts, while in Math, the achievement gap is 19 points with Non-High Needs at 62% and High Needs at 42%. High Needs includes English Learners, economically disadvantaged, and Special Education students. In addition, the renewed DOE Strategic Priorities approved on December 3, 2016, addresses the goal of increasing the rate of inclusion to 51% of students receiving special education services are in general education classes 80% of the school day. Again, this goal is critical to closing the gap which still needs to be determined. Kawananakoa's AVID elective classes are currently only offered to Grades 7 and 8 students. To achieve Objectives 1, 2, and 4 Initiatives, Inclusive, Evidence-Based and Transition Practices, the school must help prepare students as they transition to the middle school and beyond. The GT STEM course is currently offered to Grades 7 and 8 students. To achieve Objectives 1 and 3 Initiatives, Evidence-Based and Inclusive Practices, the school must help prepare identified GT students to achieve their aspirations for the future and engage them in a rigorous and challenging program so they will be prepared for post-high school goals. According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified Comprehensive Support and Improvement (CSI) School, Kawananakoa has now been identified as a Targeted Support & Improvement (TSI) school. To address the RtI Behavior needs of students, the school is committed to participate in a three-year Multi-Tiered Systems of Support training. According to Fall 2016 and Fall 2017 Tripod Survey results, favorable responses under <i>Care</i> (Well-Being) increased from 56% to 60%, however, <i>Classroom Management</i> (Safety) decreased from 71% to 56%.

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All students will have access to appropriate tiered support services, as determined by a clearly defined Positive Behavior Intervention System program and demonstrate achievement of the General Learner Outcomes.

- a. 79% of students will report a positive school climate as measured by the *Care* (Well-Being) and *Classroom Management* (Safety) components on the Tripod Survey
- b. Implement BRAT-free, *Ali'i* Warrior programs, Perfect Attendance, Honor Roll, with focus on supporting Pacific Islander students with chronic absenteeism
- c. Regularly scheduled emergency drills
- d. Monitor DOE Wellness guidelines and coordinate professional development
- e. Monitor and implement of KMS Discipline Guidelines
- g. Contract consultant Dr. Linda Jordan to provide PD on rigor, relevance, and building positive relationships.
- h. Three-year commitment to participate in MTSS training with Diana Browning Wright

3. Research & Evidence-Based Practices (Objective 3 Well-Rounded Education) (*SW Critical Areas for Follow-up #1, 2, 3*)

All students will receive rigorous and relevant curriculum, instruction, and assessments aligned to the Common Core ELA/Literacy and Math Standards, Next Generation Science Standards, and C3 Social Studies Framework, including newly revised Social Studies Standards adopted in SY 2018-19.

- a. 61% of students will meet or exceed proficiency in ELA/Literacy standards as determined by the Smarter Balance Assessment, with focus on the Pacific Islander subgroup of students
- b. 54% of students will meet or exceed proficiency in Math as determined by the Smarter Balance Assessment
- c. 64% of 8th grade students will meet or exceed proficiency in Science as determined by the Hawaii Content Performance Standards III
- d. ELA/Literacy gap not to exceed 32% and Math gap not to exceed 35%, as determined by the SBA
- e. Full implementation of the NGSS and STEM integration to address the new statewide science assessment
- f. Full implementation of the C3 Social Studies Framework and Social Studies Standards
- g. Implementation of a comprehensive and well-defined data team process to inform instruction

4. Transitions (Objective 4 Prepared & Resilient) (*SW Critical Areas for Follow-up #1, 2, 3*)

All students transition successfully throughout their educational experiences.

- According to SY2015-16 and SY2016-17 eCSSS reports, the percent of students who were identified as having six or more repeated offenses remained constant at 6%, respectively, n=50/828 students and n=48/808 students. Based on findings from the SY2017-18 CNA, current RtI Tier 2 and PBIS supports need to be more defined and monitored in order to meet the needs of the various subgroups. There is a lack of clearly defined, realistic and consistently reinforced expectations, as well as meaningful and timely consequences for all incidents. Further, there is a lack of consistent implementation of the middle school practices.
- Policy 103-1, Health and Wellness, and DOE Wellness Guidelines
- According to the SY2016-17 and SY2017-18 Strive HI reports, students increased proficiency from 60% to 62% on the SBA ELA/Literacy, and increased proficiency from 50% to 51% on the SBA Math. For this same time period, science proficiency on the HSA decreased slightly from 56% to 54%. Further, the gap rate for ELA/Literacy increased from 21% to 24% while it remained constant for Math at 19%.
- According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified CSI School, Kawananakoa has now been identified as a TSI School.
- Implementation of the Middle School Philosophy/Concept will support the school in achieving Objective 2, Initiative Social Emotional Learning

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| <ul style="list-style-type: none">a. 100% of faculty and staff will implement the Middle School practices as evidenced by Essential Attributes/16 Characteristicsb. Research and establish an Advisory programc. Kawanakoa Student Association (KSA)d. New Student Orientation (NSO)e. Career Educationf. Student Prep Days, 5th Grade Orientation, High School Parent Information Meetingg. New Parent Orientation Meeting, Open House, PTSA Reflections Awards, STEAM Showcase, Summer Programs Information Fair | |
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> • Reduce the number of Ds/Fs students earn from all classes, not to exceed 7% of all grades earned • 51% of SPED students will be in inclusion general education classes 80% of the school day • Reduce the number of students who are repeat behavior offenders, not to exceed 6% of all students • By the end of the 4th quarter, 95% of all students will have successfully maintained an organized binder and practice WICOR and note-taking skills • 100% of students will have the opportunity to participate in an elective/exploratory and/or PE/Health class 	<p>1. Inclusive Practices (SW Critical Areas for Follow-up #1, 2, 3)</p> <p>a. Implement Response to Intervention (RtI) Academic & Behavior</p> <ol style="list-style-type: none"> 1) Utilize evidence-based Achieve 3000 Teenbiz program to address the needs of students who are identified as non-proficient in reading and in the Pacific Islanders, SPED, and EL subgroups during Homeroom/Advisory period on Tuesdays and Thursdays 2) Utilize evidence-based IXL math online program to address the needs of students who are identified as non-proficient in math and in the Pacific Islanders, SPED, and EL subgroups through all math classes 3) Establish clearly defined RtI A & B process and protocol 4) Biannually, update longitudinal chart (disaggregated data) containing measures of success that are used to modify aspects of program, if needed 5) Inclusion in all Grades 7 and 8 core 6) Coordinate and facilitate professional development such as educational/cultural 	<p>2017-18 2018-19 2019-20</p>	<p>SSC Jared Fuchigami Maria Guardino Michael Sugano</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" 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"> • Committee & Team minutes • Progress monitoring of Achieve 3000 reports • Progress monitoring of Teenbiz reports; including monthly reports to monitor progress of students identified in the Pacific Islander subgroup • PD agenda, sign-in sheets, evaluation • Master Schedule • GT student demographic data • AVID student demographic data • EL student learning data • 97% of students are registered in one or more elective/exploratory and/or PE/Health course • RtI Academic & Behavior process in place • 100% of teachers will understand the RtI A & B process as reflected in PD reflections; process will be communicated to parents and students • ELL Plan

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	<p>backgrounds of Pacific Islanders by District BSHAs and RT and differentiated instructional strategies by ELL coordinator</p> <p>b. Implement the Gifted and Talented (GT) Program</p> <p>c. Implement the AVID program</p> <p>d. Monitor ELL Plan and continue to provide PD and implement differentiated instruction to support EL students</p> <p>e. <u>Offer an array of</u> Electives/Exploratory and PE/Health</p>				
<ul style="list-style-type: none"> 79% of students will report a positive school climate as measured by the <i>Care and Classroom Management</i> components on the Tripod Survey Reduce the number of students who are repeat behavior offenders, not to exceed 6% of all students 	<p>2. Social Emotional Learning (SW Critical Areas for Follow-up #1 2, 3)</p> <p>a. Implement Positive Behavior Intervention System (PBIS), which includes student voice and with focus on students identified in the Pacific Islander subgroup</p> <p>b. Implement a rewards system to support Honor Roll and Perfect Attendance students</p> <p>c. Quarterly or more frequent awards</p> <p>d. Increase BRAT-free participants' achievement of expectations, with focus on supporting Pacific Islander students with chronic absenteeism</p> <p>e. Implement <i>Ali'i</i> Warrior recognition program</p> <p>f. Establish clearly defined RtI Academic & Behavior process, protocol, and discipline plan, and provide</p>	<p>2017-18 2018-19 2019-20</p>	<p>Mari Nakamitsu Brandon Lee</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" 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"> Committee minutes 75% of students will achieve monthly BRAT-free data New PBIS program in place Infinite Campus Attendance Report EWS behavior reports Records of PD Schedule of drills and updated procedures Behavior expectations and discipline guidelines in student planner Tripod Survey results

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	<p>PD to ensure understanding of schoolwide expectations</p> <p>g. Biannually, update longitudinal chart (disaggregated data) containing measures of success that are and use to modify aspects of program, if needed</p> <p>h. Contract consultant Dr. Linda Jordan to provide PD on rigor, relevance, and build positive relationships</p> <p>i. Three-year cohort on MTSS with Diana Browning Wright</p> <p>j. Regularly scheduled emergency drills</p> <p>k. Coordinate and monitor Wellness Policy implementation and professional development</p>				
<ul style="list-style-type: none"> 61% of students will meet or exceed proficiency in ELA/Literacy Standards as determined by the Smarter Balance Assessment ELA gap to not exceed 32% as determined by the SBA 	<p>3. Research & Evidence-Based Practices (SW Critical Areas for Follow-up #1, 2, 3)</p> <p>a. <u>English Language Arts/Literacy</u></p> <ol style="list-style-type: none"> 1) Implement the rigorous and challenging <i>SpringBoard</i> curriculum to address the CCSS ELA/Literacy standards 2) Utilize Achieve 3000/Teenbiz to address 55% informational/non-fiction reading; use Level Set assessment to determine pre-mid-post reading Lexile growth 3) Utilize AR to address 45% literary/fiction reading; use STAR Reading as a universal screener and to determine pre- 	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	Robert Baron	<input checked="" type="checkbox"/> WSF <input checked="" 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"> SBA ELA/Literacy Results 61% of students will be proficient in writing as reflected in <i>SpringBoard</i> embedded writing assessments: narrative, expository, argumentative 35% of students will be proficient reading informational text as reflected in Achieve 3000 Level Set pre/mi-year/post assessments results Monthly Achieve 3000 Level Set reports to monitor progress of students identified in the Pacific Islander subgroup All students will improve in literary reading achievement by one grade level as reflected in STAR Reading

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<ul style="list-style-type: none"> 54% of students will meet or exceed proficiency in Math as determined by the Smarter Balance Assessment Math gap not to exceed 35% as determined by the SBA 	<p>mid-post reading grade equivalent/percentile growth</p> <p>4) Coordinate and facilitate professional development (job-embedded, implementation, follow-through), may include sub days, on differentiated, research/evidence based instructional strategies to help students who are well below grade level reading proficiency</p> <p>b. <u>Math</u></p> <ol style="list-style-type: none"> 1) Implement the rigorous and challenging <i>GoMath!</i> curriculum to address the CCSS Math standards 2) Instructional focus on note-taking skills 3) Collaborate with department and grade level teachers on instructional practices (e.g., data team, curriculum maps) 4) Revisit and adjust math grade level curriculum maps, with emphasis on the SBA claim Math Concepts/Procedures 5) Utilize STAR Math as a universal screener and to determine pre-mid-post math grade equivalent/percentile growth 6) Coordinate and facilitate professional development, (job-embedded, implementation, follow-through), may include sub days, on differentiated, research/evidence-based instructional strategies to 	<p>2017-18 2018-19 2019-20</p>	<p>Marsha Miyata</p>	<p>pre/mid-year/post assessment results</p> <ul style="list-style-type: none"> ELA Curriculum Maps Participation in Title I STEAM Showcase <ul style="list-style-type: none"> SBA Math results All students will improve math achievement by one grade level as reflected in STAR Math pre/mid-year/post assessment results 54% of students will be proficient as reflected in <i>Go Math</i> embedded assessment results Math Curriculum Maps Participation in Title I STEAM Showcase
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<ul style="list-style-type: none"> 64% of 8th grade students will meet or exceed proficiency in Science as determined by the Hawaii Content Performance Standards III 100% of students will submit a Science Fair project 	<p>meet the needs of students who are well below grade level math proficiency</p> <p>c. <u>Science</u></p> <ol style="list-style-type: none"> 1) Implement Achieve 3000 eScience online program to address integrated NGSS and reading proficiency 2) Implement the NGSS and to include more critical thinking approach through multiple lab learning opportunities and project-based learning 3) Complete Science Fair projects with support from grade level team members 	<p>2017-18 2018-19 2019-20</p>	<p>Brian Yamagata</p>		<ul style="list-style-type: none"> HSA Science results 100% of students will participate in Science Fair projects Science Curriculum Maps Achieve 3000 eScience assessment data point results Participation in Title I STEAM Showcase
<ul style="list-style-type: none"> 100% of students will receive instruction in Social Studies based on the revised Social Studies Standards and the C3 Social Studies Framework 	<p>d. <u>Social Studies</u></p> <ol style="list-style-type: none"> 1) Address CCSS Literacy Reading History standards in Social Studies for all KMS students, particularly in SPED and Pacific Islander subgroups 2) Implementation of Problem-Based and/or Project-Based assignments, with sufficient curriculum materials for teachers 3) Incorporate C3 Framework to Lessons: Implement Compelling and Supporting Questions (Inquiry Design Model) 4) Plan and collaborate to develop C3 Framework lessons and/or align units of study with revised Hawaii 	<p>2017-18 2018-19</p>	<p>Jon Chung</p>		<ul style="list-style-type: none"> 100% of students will participate in an inquiry-designed project Social Studies Curriculum Maps Participation in Title I STEAM Showcase

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<ul style="list-style-type: none"> • 61% of students will meet or exceed proficiency in ELA/Literacy Standards as determined by the Smarter Balance Assessment • ELA gap not to exceed 32% as determined by the SBA • 54% of students will meet or exceed proficiency in Math as determined by the Smarter Balance Assessment 	<p>Social Studies Standards, may include sub days</p> <ol style="list-style-type: none"> 5) Replace obsolete and/or broken equipment; and purchase needed new audio-visual classroom equipment in order to present information to students in a more "visual" 21st Century manner 6) Explore Grades 6 and 8 textbooks to address revised social studies standards and C3 framework 7) Purchase Grades 6 and 8 textbooks to address revised Hawaii Social Studies Standards and C3 Framework, contingent upon the availability of WSF funds <p>e. <u>Formative Instruction/Data Teams</u> Data Teams Process will be done through departments / grade level partners</p> <ol style="list-style-type: none"> 1) Assessment focus will be determined by the department but must be tied to academic / content area standards with at least three data points – baseline, mid-year, summative; data input and reporting on Data Teams Template 2) Implement Data Teams Process utilizing schoolwide targeted instructional powerful practices of note-taking skills, higher level questioning skills, citation and elaboration of textual 	<p>2019-20</p> <p>2017-18 2018-19 2019-20</p>	<p>Jolie Takekawa Marsha Miyata</p>		<ul style="list-style-type: none"> • SBA ELA/Literacy Results • 61% of students will be proficient in writing as reflected in <i>SpringBoard</i> embedded writing assessments: narrative, expository, argumentative • 35% of students will be proficient reading informational text as reflected in Achieve 3000 Level Set pre/mi-year/post assessments results • Monthly Achieve 3000 Level Set reports to monitor progress of students identified in the Pacific Islander subgroup • All students will improve in literary reading achievement by one grade level as reflected in STAR Reading
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<ul style="list-style-type: none"> Math gap not to exceed 35% as determined by the SBA 	<p>evidence skills, and close reading strategies</p> <p>3) Coordinate professional development for on-going training on the schoolwide targeted instructional focus and powerful practices</p> <p>4) Collaborate on revisions for future Data Teams foci within departments and/or teams</p>				<p>pre/mid-year/post assessment results</p> <ul style="list-style-type: none"> SBA Math results All students will improve math achievement by one grade level as reflected in STAR Math pre/mid-year/post assessment results 54% of students will be proficient as reflected in <i>Go Math</i> embedded assessment results
<ul style="list-style-type: none"> All students transition successfully throughout their educational experiences. 	<p>4. Transitions (SW Critical Areas for Follow-up #1, 2, 3)</p> <p>Continue to implement evidence-based practices that support successful transition to and from middle school, such as:</p> <ol style="list-style-type: none"> Middle school characteristics and strategies Kawananakoa Student Association (KSA) activities New Student Orientation (NSO) Career Education programs Student Prep Days 5th Grade Orientation High School Parent Information Meeting New Parent Orientation, Open House, PTSA Reflections Awards, STEAM Showcase, Summer Programs Information Fair 	<p>2017-18 2018-19 2019-20</p>	<p>Robert Baron Brian Yamagata Keith Connie Aric Oumi Catherine Ayabe Ann Yasui</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" 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 PTSA</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Committee minutes Attend the HAMLE conference Advisory Program research & faculty feedback Event sign-in sheet & agenda Student, parents, faculty feedback on evaluations SQS Results Tripod Survey Results

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Goal 2: Staff Success. [Kawanakoa Middle School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

X Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.

Outcome: By the end of three years:	Rationale:
<p>1. Focused Professional Development: (Objective 1d, Initiative Equity/Inclusive Practices) (SW Critical Areas for Follow-up #1, 2, 3)</p> <ul style="list-style-type: none"> a. In-service teachers through a focused and prioritized professional development plan and resources will be allocated to support the plan. On-going PD includes, but not limited to, the following: Response to Intervention (RtI) process, inclusive practices, social and emotional learning; targeted interventions for students in the Pacific Islander subgroup b. Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction c. Differentiated Tier I instructional strategies and AVID WICOR strategies (schoolwide targeted instructional focus and powerful practices) d. Formative instruction and the data team process e. Problem, project, inquiry based learning f. Middle School Characteristics and attend HAMLE conference g. Rigor, Relevance, and Building Positive Relationships with Dr. Linda Jordan h. Trauma-Informed and Restorative Practices training with Diana Browning Wright / Multi-Tiered Systems of Support (MTSS) with Diana Browning Wright i. Wellness Policy j. Earn six EL credits and receive on-going professional development as needed (SW Critical Area for Follow-up #1, 2, 3) k. Visitation to Nashville Hub – Ford Next Generation Learning Hub Middle School Academies to support and better align students' transition to high school <p>2. Induction and Mentoring: (Objective 1d, Initiative Equity/Inclusive Practices) (SW Critical Area for Follow-up #1, 2, 3)</p> <p>Retain 60% of new qualified and effective teachers for five or more years</p> <ul style="list-style-type: none"> a. Improve Kawanakoa's New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession 	<ul style="list-style-type: none"> • All students will have Hawaii Qualified Teachers who will be able to support student success • Close the achievement gap between Non-High and those identified as High Needs students, including Disadvantaged, SPED, EL, and Pacific Islander subgroups • In addition, the renewed DOE Strategic Priorities approved in December 2016, addresses the goal of increasing the rate of inclusion to 51% of students receiving special education services are in general education classes 80% of the school day. Again, this goal is critical to closing the gap which still needs to be determined • According to the SY2017-18 Strive HI report, the achievement gap between Non-High Needs (75%) and High Needs (51%) is 24 points in Language Arts, while in Math, the achievement gap is 19 points with Non-High Needs at 62% and High Needs at 42%. High Needs includes English Learners, economically disadvantaged, and Special Education students. • According to the SY2016-17 and SY2017-18 Strive HI report, the school's absentee percent decreased from 6% to 5%. • Address the full implementation of NGSS and STEM initiatives, and C3 Framework and revised Hawaii Social Studies Standards • According to the SY2017-18 Strive HI report, only 13% of students learning English are on-track to English language proficiency. • According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified CSI School, Kawanakoa has now been identified as a TSI School. • To better align with feeder high schools' Career Pathways and Academies, cohort of teachers and administrators to visit and observe increased opportunities to support students' transitioning to high school. Practices that will ensure students are on track for graduation with an emphasis on grade 9 will be explored. Data analysis and action planning will focus on the pivotal year that serves as an intervention point for reducing high school dropout rates. • According to the DOE SY2017-18 SSIR Report, 59.1% of teachers at Kawanakoa have been at the school five or more years. In a school level survey conducted in September 2018, results show that the percent has increased to 69.2%, and the average number of years teaching is 17.6 years. Departments with the greatest number of new teachers to Kawanakoa are in

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<ul style="list-style-type: none">b. Receive mentor training and support from the HDO resource personnelc. Build professionalism between appropriately paired mentors-mentees <p>3. Kawanānakoā Learning and Innovation Center (KLIC) (<i>Objectives 1 & 2</i>)</p> <ul style="list-style-type: none">a. Provide PD for teachers to increase their knowledge of integrating technology in their curriculum and instructionb. Attend Schools of the Future conference	<p>ELA, Science, and SPED, with many of the vacancies filled by teachers who have just moved to the State or long-term subs.</p> <ul style="list-style-type: none">• During SY 2018-19, the librarian position was eliminated, which resulted in limited access for students to borrow books, conduct research, or utilize current technology equipment• Literature already housed in the library will be available to all students• Currently, there is a CCTV studio in a small corner of the library workroom which does not have adequate space for students to create videos, slide-shows, power point presentations, etc.• Social Studies teachers have increased problem and project-based learning, guided by the C3 framework; likewise, Science teachers are implementing integrated NGSS inquiry-based instruction. Usage of the library aka KLIC space, will greatly support students' learning experiences• KLIC will provide learning opportunities while integrating technology in all content areas, including the Fine Arts and PE/Health
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> 100% of teachers will receive an overall rating of proficient or higher as rated by the Educator Effectiveness System 100% of teachers will be trained and highly successful in carrying out the enabling activities to support student success 	<p>1. Professional Development Plan <i>(SW Critical Areas for Follow-up #1, 2, 3)</i></p> <p>a. Create an on-going PD Plan to address the Kawanānakoā's goals, Complex and State initiatives and mandates</p> <p>b. Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</p> <p>c. Visit Nashville Hub- Ford Next Generation Learning Hub Middle School Academies to support and better align students' transition to high school and promote practices that will ensure students are on track for graduation with an emphasis on grade 9 will be explored.</p> <p>d. Contract consultant Dr. Linda Jordan to provide PD on rigor, relevance, and building positive relationships</p> <p>e. Participate in three-year cohort on MTSS with Diana Browning Wright</p>	<p>2017-18 2018-19 2019-20</p>	<p>All ART Leads Administration</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" 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"> Schedule of PD/PC and Events 100% of teachers will understand purpose of and practice specific strategies as reflected in PD reflections PD Sign-in sheets, agenda, and evaluations

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<ul style="list-style-type: none"> ● Retain 60% of new qualified and effective teachers for five or more years ● Continuous refinement of Kawananakoa's New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession ● On-going mentor training from the HDO resource personnel ● Build professionalism between appropriately paired mentors-mentees 	<p>2. Induction and Mentoring <i>(SW Critical Areas for Follow-up #1, 2, 3)</i></p> <ol style="list-style-type: none"> Implement Induction and Mentoring program through differentiated levels of mentoring: <ol style="list-style-type: none"> 1) New to teaching (e.g., Probationary 1) 2) New to school 3) New to DOE Schedule I/M New Teacher Orientation at the onset of the new school year, and if possible, prior to the opening of school Collaborate, involve, and respond to change(s) at the State, Complex, and school levels Sustain I/M Committee efforts as new teachers earn tenure Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction 	<p>2017-18 2018-19 2019-20</p>	<p>Brian Okano Zachary Stephens</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Induction and Mentoring Committee Minutes and Sign-in sheets ● 100% of mentees will assigned a school level mentor and have an understanding of the school, district and State policies and procedures as reflected in a teacher survey ● Revised New Teacher Handbook
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Goal 3: Successful Systems of Support. The system and culture of [Kawananakoa Middle School] works to effectively organize financial, human, and community resources in support of student success.

X Objective 1: Innovation – Foster innovation and scaling of effective instruction and operational practices to meet and exceed our education goals.

X Objective 2: Adequate and Expanded Resources – Secure adequate resources to support school and community-based plans for student success.

Outcome: By the end of three years.	Rationale:
<p>1. Academic Review Team and Instructional Leadership Team: (Objective 1) <i>(SW Critical Area for Follow-up #1, 2, 3)</i></p> <ul style="list-style-type: none"> a. ART will meet regularly to analyze multiple source of data, to identify strengths and challenges, determine and monitor progress b. ART will use Victoria Bernhardt's data analysis process for on-going school improvement to craft the school's Comprehensive Needs Assessment <p>2. Parent Involvement and Community Partnerships: (Objective 2)</p> <ul style="list-style-type: none"> a. Increase positive responses on the School Quality Survey for the <i>Satisfaction</i> and <i>Involvement</i> dimensions (target to be determined) b. Continue to maintain multiple means of communication and school updates with parents c. Continue to build partnerships with school community groups, such as but not limited to, WASC FOL Self-Study Full Visit, PTSA, SCC, Band Boosters, surrounding businesses and service organizations, respective State Legislators <p>3. Kawananakoa Learning and Innovation Center (KLIC) (Objectives 1 & 2)</p> <ul style="list-style-type: none"> a. Ad Hoc KLIC Cadre will craft a three-year plan to transform the current school library into a school designed Kawananakoa Learning and Innovation Center b. Plan will include, but not limited to, creating maker-space that will foster and support innovation, collaboration, flexibility, and empowerment among all school community members, as well as promote on-going efforts to increase literacy and student achievement c. Current library will be repurposed with equipment and furniture that will support and increase project, problem, and inquiry-based learning opportunities d. Personnel, such as PTTs and/or PPTs, will be available to provide additional supports and services e. Provide PD for teachers to increase their knowledge of integrating technology in their curriculum and instruction 	<ul style="list-style-type: none"> • ART is a key monitoring tool to ensure that the academic plan, including instructional strategies, are implemented to the degree necessary to increase student achievement, with targeted focus on students in the Pacific Islander subgroup • The CNA will be able to provide additional data and implications to either revise or refine the academic plan • According to the Spring 2015 through Spring 2018 SQS, Parent results indicate a steady decline each year in positive responses in both dimensions. <i>Satisfaction</i> went from 79.3% to 74.5%, while <i>Involvement</i> went from 78.3% to 53.3%. • According to the SY2017-18, Open House Parent Evaluation Survey, 50% of parents preferred receiving communication via email, 28% preferred text messages, 11.0% preferred reading the school newsletter or website, and 27% preferred all of the above. • Title I funding to support parent and community partnerships • During SY 2018-19, the librarian position was eliminated, which resulted in limited access for students to borrow books, conduct research, or utilize current technology equipment • Literature already housed in the library will be available to all students • Currently, there is a CCTV studio in a small corner of the library workroom which does not have adequate space for students to create videos, slide shows, power point presentations, etc. • Social Studies teachers have increased problem and project-based learning, guided by the C3 framework; likewise, Science teachers are implementing integrated NGSS inquiry-based instruction. Usage of the library aka KLIC space, will greatly support students' learning experiences • KLIC will provide learning opportunities while integrating technology in all content areas, including the Fine Arts and PE/Health departments

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Planning			Funding		Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> 100% of the ART leads/DHs will not have a Study Hall class in order to provide time for the collaboration time The school will use the data analysis process for on-going school improvement and create the Comprehensive Needs Assessment Bi-annually, the ART leads/DHs will monitor the academic plan to ensure enabling activities and monitor progress 	1. Continue to implement the Academic Review Team (SW Critical Area for Follow-up 1, 2, 3) <ol style="list-style-type: none"> Meet regularly to analyze multiple sources of data, identify strengths and needs, to monitor and determine progress of the Academic Plan Provide sub day for Leadership Committee / ART Leads to review data analysis and craft initial CNA 	2017-18 2018-19 2019-20	Catherine Ayabe	<input checked="" type="checkbox"/> WSF <input checked="" 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"> ART Reflections Template – Plan, Do, Check, Act ART/Leadership Minutes Comprehensive Needs Assessment
<ul style="list-style-type: none"> Increase parents positive perceptions the four dimensions, <i>Safety, Well-Being, Satisfaction, and Involvement</i> dimensions on the School Quality Survey by 2%age points each year 	2. Parent Involvement and Community Partnerships (SW Critical Area for Follow-up #1, 2, 3) <ol style="list-style-type: none"> Continue to maintain an array of means of communication and school updates with parents, community, and other stakeholders, such as, but not limited to: <ol style="list-style-type: none"> School newsletter Weekly email blasts School website Text messages 	2017-18 2018-19 2019-20	Catherine Ayabe Ann Yasui	<input checked="" type="checkbox"/> WSF <input checked="" 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"> Updated school website School quarterly newsletters School weekly email blasts Agenda, Sign-in Sheets, and PowerPoint presentations for New Parent Orientation, Open House, STEAM Showcase, Band and Orchestra programs and announcements, High School Parent Information Night

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<ul style="list-style-type: none"> ● Increase to build partnerships with school community groups, such as the PTSA, SCC, Band Boosters, surrounding businesses and service organizations 	<ul style="list-style-type: none"> 5) School frontage bulletin board 6) US mail 7) Social media platforms b. Hold parent events, such as, but not limited to, WASC FOL Self-Study Mid-Cycle Visit night, Student Prep Days, New Parent Orientation, Open House, PTSA Reflections Awards, STEAM Showcase, Band and Orchestra concerts, High School Parent Information Night, Summer Programs Fair c. Establish and sustain community partnerships 				<p>program, Summer Programs Information Fair</p>
<ul style="list-style-type: none"> ● Craft a three-year plan to transform the current library into an innovative learning space ● Increase the usage of KLIC by students and faculty for the purpose of innovation and collaboration ● Purchase technology equipment and furniture that will allow flexibility and creative learning spaces ● Funding for personnel to manage and maintain KLIC 	<p>3. Kawananakoa Learning and Innovation Center (KLIC)</p> <ul style="list-style-type: none"> a. Convene an Ad Hoc KLIC committee which will encourage conversations and voice from all school community groups on how the library can be repurposed and redesign the use of the space b. Develop an implementation plan which includes necessary furniture, equipment, technology, and personnel c. Create a budget to purchase furniture, equipment, technology and additional personnel to support the plan d. Provide PD opportunities to teachers on technology integration into curriculum 	<p>2018-2019 2019-2020</p>	<p>Michael Sugano</p>	<p><input checked="" type="checkbox"/> 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"> ● Revised curriculum maps for all content areas ● Ad Hoc KLIC committee meeting minutes ● Monitor student and teacher usage of KLIC through sign-in/sign-up sheets/calendar, increase in the number of project presentations, CCTV broadcasts, STEAM displays