

One-Year Academic Plan 2020-2021

Version Protocol:

V. 1- black

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

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

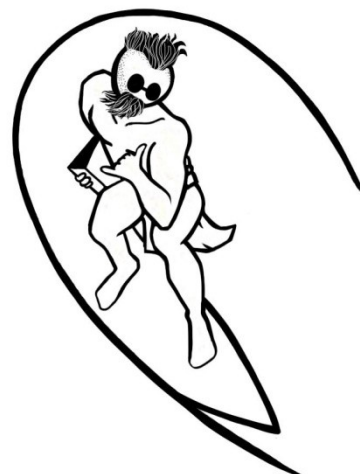
V.4- changes in GREEN/ omitting - strikethrough instead of delete

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


Approved by HKKK CAS

6/2/2020

Date

School:	Konawaena Middle School	
Address:	81-1045 Konawaena School Rd. Kealekekua, HI 96750	

<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	<ol style="list-style-type: none">1. Need: Continue to develop our internal mentoring program (C.N.A page 27)2. Need: Continue to integrate the PCNC into school programs and procedures to increase parent and community input and involvement. (C.N.A page 27)3. Need: Increase professional development opportunities and staffing around students who are learning English. (C.N.A. page 27)4. Need: RTI to develop and communicate procedures for the RTI process. (C.N.A. pg27)		
	Addressing Equity: Sub Group Identification		
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.		
	Sub Group	Identified Need(s)	Enabling Activities
	Special Education	Students need to make adequate progress academically	1KMS will hire additional staff to provide more support for both ELL, SPED and Migrant Education students 2. KMS will purchase additional equipment/Online programs including “Smarty Ants ”Imagine Learning to allow SPED, ELL, and Migrant Education students to access the curriculum at their level. (revised 1-15-19)
English Language Learners	Students need to make adequate progress academically	1KMS will hire additional staff to provide more support for both ELL, SPED and Migrant Education students 2. KMS will purchase additional equipment/Online programs	

			including Acellus, I-Ready, Imagine Learning, Achieve 3000 to allow SPED, ELL, and Migrant Education students to access the curriculum at their level. (revised 1-15-19)
	Pacific Islander	Students need to make adequate progress academically	5.KMS will provide professional development opportunities and outreach to support the Pacific Islander population in academics, behavior, and discipline
	Migrant Education	Students need to make adequate progress academically	1.KMS will hire additional staff to provide more support for both ELL, SPED and Migrant Education students 2. KMS will purchase additional equipment/Online programs including "Smarty Ants" to allow SPED, ELL, and Migrant Education students to access the curriculum at their level. (revised 1-15-19)

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:

1. Teddy Burgess, Principal	1. (1.1), (1.2), (1.5), (1.6), (1.7), (2.1), (2.2), (2.3), (2.5), (2.6), (2.7), (2.8), (2.9), (3.1), (3.2), (3.3), (3.6), (4.1), (5.1), (5.2), (6.1)
2. Seurgis Palikiko, Vice Principal	2. (1.7), (2.3), (5.1)
3. Guy Gambone, Mentor	3. (2.3), (2.6), (3.4), (3.5), (3.6)
4. Robert Kobzi, Title I Coordinator/Acellus Administrator	4. (1.3), (1.4), (1.6), (1.8), (2.4), (2.6), (4.4)
5. Shawna Gunnarson/AVID Coordinator	5. (2.10), (3.2), (5.1)
6. Mina Narita/ELL Coordinator	6. (1.3), (3.4)
7. Gabe Hechler/SPED DH	7. (1.3), (3.4)
8. Dahlia Kala/PCNC	8. (4.1), (4.2), (4.3), (4.5), (4.6)

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of sy20-21	Rationale:
KMS will have an RTI team and two designated RTI teachers to provide Tier 3 interventions for identified students. KMS will provide training and mentoring on effective Tier 1 and Tier 2 strategies of intervention to be used in the classroom. Before and after school tutoring will be offered to students who require additional learning assistance with stipends for teachers who are willing to conduct tutoring or enrichment. KMS will use Acellus,	Students at KMS will achieve greater academic success if engaged in a common curriculum within each subject area. Strategies, format, and pacing, that is consistent year to year provides structure for our students allowing for easier transitions between grade levels. This will promote equity for our students engaging in similar curriculum experiences. The use of an online curriculum that levels to a student's ability will provide

Imagine Learning, IXL, I-Ready, Read Naturally, Achieve 3000 to differentiate instruction to meet the needs of all students. In addition, KMS will use the suggested curriculum for ELA (Springboard) as the main resource across all grade levels to provide curriculum coherence for our students. Math will also use a cohesive curriculum (to be determined) across grade levels as the main resource that provides the students with curriculum coherence as they transition from grade to grade.	differentiation and empower students to develop growth mindset set goals based on their current levels of ability. Students at KMS will receive additional support through a clear RTI system staffed by qualified teachers empowering them to reach grade level expectations.
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Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.


Outcome: By the end of sy20-21	Rationale:
KMS will provide targeted and needs based professional development opportunities for all teachers. Also, KMS will continue to provide mentoring and support by the designated mentor and the administration to ensure quality instruction is being applied in all classrooms including our ELL, SPED, and Pacific Islander populations.	Currently, 45% of our students are not proficient in Language Arts. 55% of students are not proficient in Math. 55% are not proficient in Science. Providing professional development to improve core instruction, implement RTI for those not meeting the standards, and differentiation for all, will allow KMS to meet its targets of proficiency in the coming year.

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
KMS will define a clear RTI process which includes identification of students on the RTI continuum, a progress monitoring process, and a consistent tracking system along with training for all teachers in RTI. In addition, Konawaena Middle School will expand monitoring and support for special populations to include SpEd, ELL, and Migrant Education. Finally, Konawaena	"Response to Intervention" (RTI) is a process that refers to how well students respond to research-based instruction. The purpose of the program is to provide a safety net for at-risk students, some of whom may have learning disabilities. There is a need to develop and communicate procedures for the RTI process that will promote equity within our student population to ensure that



Middle School will develop and implement programs and processes for students transitioning into and out of middle school.	all students are given the opportunity to succeed academically. This holds true for our targeted ELL and SPED populations who could benefit from additional support staff. Creating systems of transitions in and out of Konawaena Middle will empower our students to be better prepared entering and exiting the middle school.
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Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
<p>1. KMS will define a clear RTI process which includes identification of students on the RTI continuum, a progress monitoring process, and a consistent tracking system along with training for all teachers in RTI.</p> <p>1a.KMS will expand monitoring and support for special populations to include SpEd, ELL, and Migrant Education</p> <hr/> <p>2. KMS will develop and implement programs and processes for students</p>		Hawai'i	<p>S t u d e n t S u c c e s s</p> <p>1. Hire one full time RTI teacher for math to join our RTI ELA teacher and RTI team to oversee the RTI program</p> <p>2. Provide training/mentoring for Tier 1 intervention and differentiation</p> <p>3. Before and/or after school tutoring will be offered to students who require additional learning assistance (with stipends for teachers who are willing to conduct tutoring or enrichment)</p> <p>4. Acellus or other online curriculum program including IXL, I-Ready, Achieve 3000 will be used to adjust learning targets to accommodate the needs of those students significantly above or below grade level</p> <p>(Enabling Activities 1-4 are carryovers from ACfin 2019-2020).</p> <p>5. KMS will hire additional staff to provide more support for both ELL, SPED and Migrant Education students</p> <p>6. Students will utilize equipment/Online programs including Smarty Ants to allow SPED, ELL, and Migrant Education students to access the curriculum at their level. (revised 1-15-19)1</p> <hr/> <p>1. Strengthen transition structures between middle and high school by scheduling meeting with both the feeder elementary schools and the high school prior to both entry and exit transitions of students (Gear-Up) (WASC pg18)</p>	Burgess		WSF X	<p>● I-Ready to to be used as a universal screener</p> <p>● i-Ready for students identified by teacher referral</p> <p>● Adequate progress measured by i-Ready pre test diagnostic, growth monitoring pretests, post test diagnostic</p> <p>● Strategic Plan school level target ELA proficiency to increase 55% to 60%</p> <p>Math proficiency to increase 45% to 50%</p> <p>Baseline data provided by WASC focus groups comments 2017</p> <p>(parents, students, teachers)</p> <p>● School Quality Survey</p> <p>● Student perception data</p> <p>● Parent perception data</p> <p>● Strategic Plan school level target</p> <p>school climate (favorable) to increase 73% to 79% from 2017-2020</p>
	x	Equity			X	Title 1 3,044 10,000 10,387 16,548	
	x	School Design				Title II	
		Empowerment				IDEA	
		Innovation			x	Gear Up	
					Burgess		
					Kobzi		
					Gunnarson		
					Burgess/ Palakiko		
					Kobzi		

transiting into and out of Konawaena Middle School - (WASC pg. 18)				2. Explore academic opportunities for middle school students during summer break, incoming 6th graders. (Gear-Up)	Gunnarson			
				3. Students will be offered a year-long AVID elective to help prepare them for college and provide them with academic organizational skills.				
	x	Hawai'i		1. Staff will receive PD on differentiation in the classroom (strategic grouping, cooperative learning, stations, anchor activities) (provided by McCarley or other provider)	Gambone		WSF	The Strategic Plan school level target from 2016-2020: ● ELA proficiency will increase 55% to 60% ● Math proficiency will increase 45% to 50% ● Proficiency for Science will increase from 45% to 50% ● School Climate (favorable) will increase 73% to 79% I-Ready results, WIDA results, IEP progress reports and SBA data will be used to determine success of these enabling activities.
	x	Equity					Title I 150,000 40,000	
	x	School Design			Burgess		Title II	
		Empowerment					IDEA	
x	Innovation	Palakiko Burgess Gambone						
1. KMS will provide targeted and needs-based professional development opportunities for all teachers.			2.The school will provide substitutes when needed for teachers enrolled in professional development outlined in enabling activity					
1aKMS will utilize other outside providers for professional development to improve core instruction in all subject areas			3.The frequency of teacher observations will be differentiated based on individual needs and/or as required by EES structure. Teachers who need more support will receive it by Administration, Academic Coach, or McCarley Group.	Kobzi Gambone				
			4. The Academic Coach will ensure ELA and Math teachers receive training in state curriculum a. School will purchase Springboard (College Board) hardcopy texts and online texts grades 6-8 for ELA Students b. School will purchase a new math curriculum.					
			5. KMS will provide professional development opportunities for teachers and outreach to support the Pacific Islander population in academics, behavior, and discipline	Kobzi				

1. Implement the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills		Hawai'i		1. utilize the ILT process to support effective literacy instruction 2. address technology needs to support literacy instruction and intervention 3. Attain coherency in curricular programs 4. Develop formative assessments to measure student progress 5. School Based mentor will meet weekly with new teachers. 6. New teachers will participate in district sponsored mentoring forums that provide additional professional development. 7. Utilize the ILT process to support effective math instruction 8. Math Department will meet to ensure they have instructional coherence with each other and that their teaching is logically sequential and based on the needs of their students 9. ILT focus will be around literacy per guidance from the District with partner school being Konawaena Elementary we will look at utilizing department goals to boost student literacy skills.	Gambone Kobzi		WSF	Growth in Universal screener scores throughout the year.
	x	Equity					Title I	
	x	School Design					Title II	
Enabling Activity 1.1.1,1.1.2 CNA Crosswalk Page 28	x	Empowerment					IDEA	
FRF Line #NA WASC Critical Area for Follow up #1 RTI Page 5 Mid Cycle Visiting Report March 6, 2020 Mentoring Page 5 Mid Cycle Report Progress of Implementation WASCpage 5 Midcycle report Title I Addendum SW# 6	x	Innovation					Other	

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
1. KMS will develop a system for Parent/Community Involvement and collaboration		Hawai'i	<p>1. Increase communication: through email blasts (Infinite Campus), and text messages (REMIND)</p> <p>2. Parent Nights - events with specific focus (AVID, curriculum, school-wide strategies, transitions)</p> <p>3. Create special events throughout the year based on school wide needs including BlueZone events, Wellness events, Science night, Curriculum Showcase and movie nights. Snacks and light meals provided by the school. Some events will be done in collaboration with our other Konawaena Complex Schools.</p> <p>4. Provide opportunities for students, parents, and staff to complete the Victoria Bernhardt Survey in order to obtain perceptual data from our constituents.</p> <p>5. KMS will host 2 parent shadow days (1 in the fall and 1 in the Spring) as well as 2 student-led conferences (1 in the Fall and 1 in the Spring semester)</p> <p>6. Parent Involvement Coordinator will update and maintain our school website with announcements of upcoming events and resources to help our community be involved and aware of school events</p>	PCNC Dahlia Kala		WSF	Sign-in Sheets at the events Perceptual data from SQS & Victoria Bernhardt Survey
	x	Equity			x	Title I 11,000 4,000	
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other Kala Burgess Kala	

2. Teachers will receive Professional Development in order to address Panorama results and needs of Special Populations		Hawai'i		1. Teachers will receive PD on developing highly engaging lessons to boost our low score on the Panorama Survey in Student Engagement.			WSF	A survey will be created to gather feedback from teachers who participate in each of the collaborative meetings in order to gather feedback on the effectiveness of the meetings from the perception of those who participate
	x	Equity					Title I \$150,000 McCarley	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
CNA Crosswalk P28 FRF Line # WASC Critical Area for Follow up #8 Title I Addendum SW#6		Hawai'i		KMS will develop a system for Parent/Community Involvement and collaboration	Burgess		WSF	
	X	Equity					Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	