2020 Academic Plan, School Year 2020-21

School: Central Middle School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 26-28).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 11-25).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 7-10).
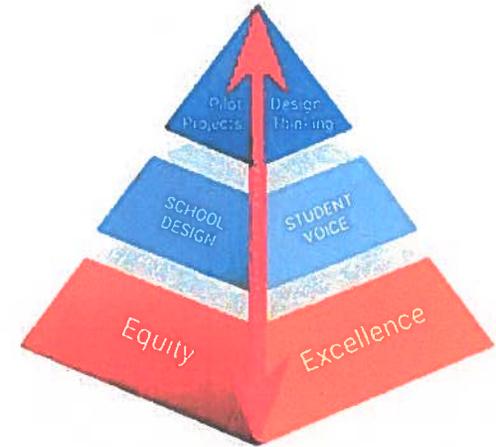
Principal (print):	Anne Marie Murphy	
Principal's signature:		Date: 5/21/2020

Complex Area Superintendent (print):	Linell Dilwith	
Complex Area Superintendent's signature:		Date: 5/28/2020

Hawaii Department of Education: 2020 Academic Plan
School Year: 2020-2021

School Name: Central Middle School
Submitted By: Anne Marie Murphy

Kaimuki, McKinley, Roosevelt Complex Area
Linell Dilwith, Complex Area Superintendent

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

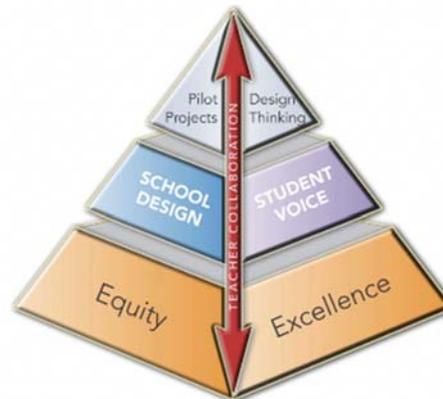### HIDOE Learning Organization

Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:
New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:
To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.

The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 7-10).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 11-24).
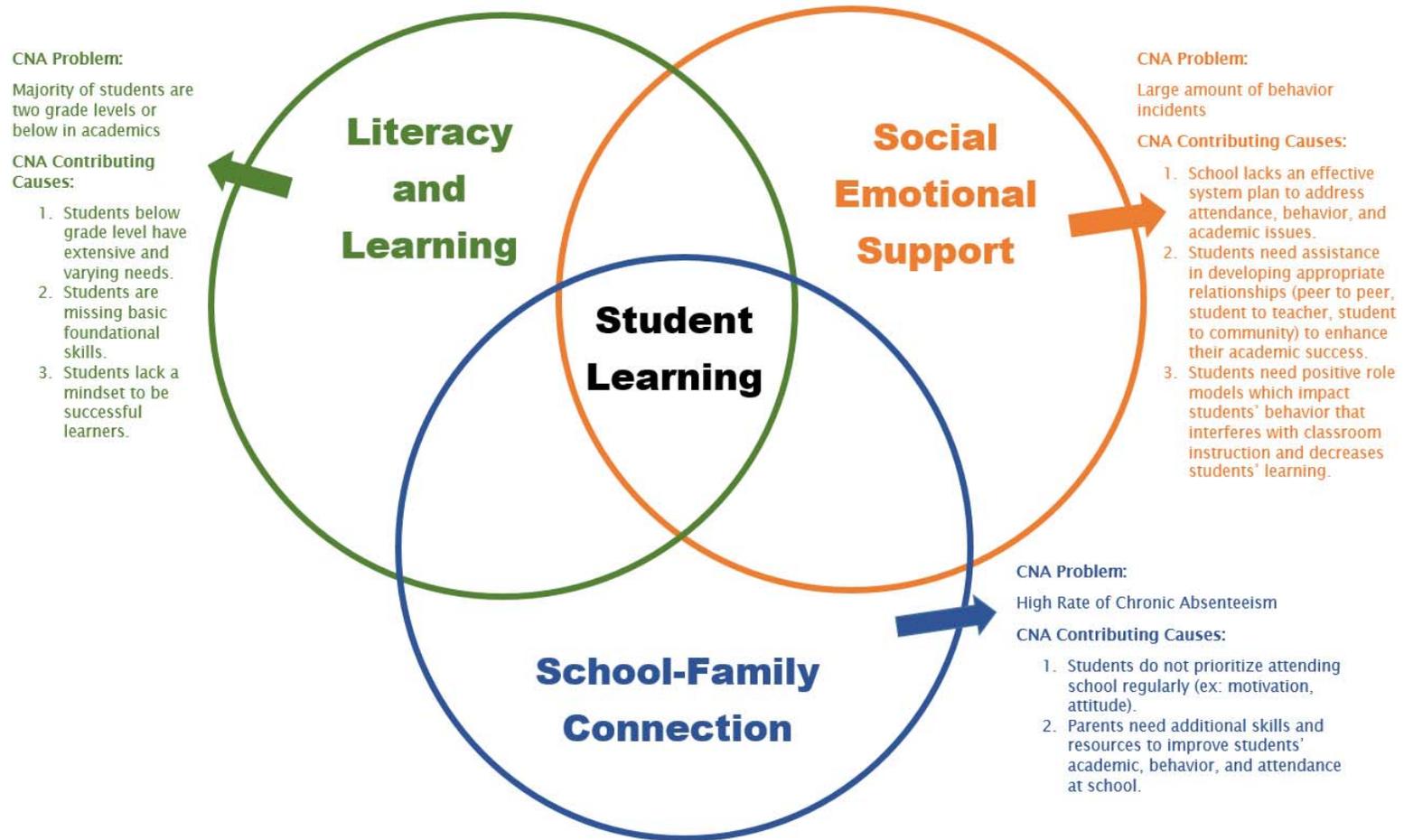
The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (pages 25-27).

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A Foundation for Change

(SW 1, 2, 5, 6, 7)

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

At Central Middle School, we identified three areas of focus to support student learning. The three focus points are color coordinated to track the alignment to our Comprehensive Needs Assessment and highlight their articulated flow throughout our Academic Plan.

CNA Problem:

Majority of students are two grade levels or below in academics

CNA Contributing Causes:

1. Students below grade level have extensive and varying needs.
2. Students are missing basic foundational skills.
3. Students lack a mindset to be successful learners.

Literacy and Learning

Social Emotional Support

Student Learning

School-Family Connection

CNA Problem:

Large amount of behavior incidents

CNA Contributing Causes:

1. School lacks an effective system plan to address attendance, behavior, and academic issues.
2. Students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success.
3. Students need positive role models which impact students' behavior that interferes with classroom instruction and decreases students' learning.

CNA Problem:

High Rate of Chronic Absenteeism

CNA Contributing Causes:

1. Students do not prioritize attending school regularly (ex: motivation, attitude).
2. Parents need additional skills and resources to improve students' academic, behavior, and attendance at school.

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Evidence and Rationale for Change	Key Strategies to Address and Promote Change

English Learners
Central has a diverse enrollment of language learners, which in SY 2019-2020, comprised approximately 36.66% of the total number of students enrolled at Central Middle School.
 	
Literacy and Learning:
● SBA proficiency data indicates in SY 2018-2019, 93.52% of our EL learners have not met or are below proficiency in ELA achievement and 92.44% in Math achievement.
● The achievement gap for our language learners in SY 2018-2019 was 20.80% in ELA and 5.9% in Math.
● Problem 1 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a majority of students are two grade levels or more below in academics. Contributing causes identified were:
  ○ Students below grade level have extensive and varying needs
  ○ Students are missing basic foundational skills
  ○ Students lack a mindset to be successful learners
 	
School-Family Connection:
● Attendance data indicates in SY 2018-2019, 30.4% of EL students are identified as having a chronic number of absences.
● Problem 2 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a high rate of chronic absenteeism. Contributing causes identified were:
  ○ Students do not prioritize attending school regularly (ex. motivation, attitude)
  ○ Parents need additional skills and resources to improve students' academic, behavior, and attendance at school
 	
Social and Emotional Support:
● Chapter 19 data shows 38.08% of our SY 2018-2019 Chapter 19 incidents were committed by EL learners.
  ○ 15% of all students in SY 2018-2019 were repeat offenders
  ○ 59% of all SY 2018-2019 Chapter 19 incidents occurred in the classroom
● Problem 3 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a large amount of behavior incidences. Contributing causes identified were:
  ○ School lacks an effective systematic plan to address
	As we enter SY 2020-2021, we will continue with several of our successfully implemented programs, with the addition of new programs to promote continuous improvement and academic change.
	
	Literacy and Learning:
	
	Universal Screener and Literacy Support:
	Within the Comprehensive Needs Assessment (CNA), teachers identified a majority of students are two grade levels or more below in academics and these students have extensive and varying needs. We will continue to utilize the iReady program as our universal screener and literacy intervention program for reading and math in SY 2020-2021 based on the success of SY 2018-2019 implementation:
	● Reading
	  ○ green [on grade level] students increased from 6% to 13%
	  ○ yellow [1-2 grade levels below] students increased from 21% to 30%
	  ○ red [3 grade levels or more below] students decreased from 74% to 56%.
	● Math
	  ○ green [on grade level] students increased from 2% to 11%
	  ○ yellow [1-2 grade levels below] students increased from 41% to 42%
	  ○ red [3 grade levels or more below] students decreased from 57% to 47%.
	
	Inclusionary Practices:
	Within the Comprehensive Needs Assessment (CNA), teachers identified students are missing basic foundational skills and need strategies to support struggling learners in the classroom. Special Education and General Education co-teachers are completing their third year of implementing Stetson and Associates inclusionary practices within the special education inclusion classrooms. In SY 2020-2021, we will launch the expansion of these practices to include and support all students (ex. ELL, below grade level) and classrooms who may have a co-teacher, EA, PTT, or PPT.
	Intervention Curriculum:
	Within the Comprehensive Needs Assessment (CNA), teachers identified students below grade level have extensive and varying needs. A reading and

attendance, behavior and academic issues
- ○ Students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success
- ○ Students need positive role models which impact students' behavior that interferes with classroom instruction and decreases students' learning

Pacific Islanders

Pacific Islander students at Central Middle School present a diverse range of learning needs. In SY 2019-2020, Pacific Islanders comprised approximately 53.87% of the total number of students enrolled at Central Middle School.

Literacy and Learning:
- SBA proficiency data indicates in SY 2018-2019, 83.6% of Pacific Islander students have not met or are below proficiency in ELA achievement and 94.21% in Math achievement.
- The achievement gap of our Pacific Islander population in SY 2018-2019 was 10.90% in ELA and 7.7% in Math.
- Problem 1 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a majority of students are two grade levels or more below in academics. Contributing causes identified were:
  - ○ Students below grade level have extensive and varying needs
  - ○ Students are missing basic foundational skills
  - ○ Students lack a mindset to be successful learners

School-Family Connection:
- Attendance data indicates in SY 2018-2019, 43.9% of our Pacific Islander population are identified as having a chronic number of absences.
- Problem 2 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a high rate of chronic absenteeism. Contributing causes identified were:
  - ○ Students do not prioritize attending school regularly (ex. motivation, attitude)
  - ○ Parents need additional skills and resources to improve students' academic, behavior, and attendance at school

math intervention program will be vetted and selected to provide a targeted Tier 2 academic intervention for students performing at the K-3 grade level.

Mathematics Consultant:
Within the Comprehensive Needs Assessment (CNA), teachers identified students are missing foundational skills. SBA Math trend data also supports the need for content specific math support (SY 2016-2017 percentage of students having met or exceeded proficiency 12.09%, SY 2017-2018 percentage of students having met or exceeded proficiency 12.97%, and SY 2018-2019 percentage of students having met or exceeded proficiency 13.33%). We will continue with a second year of services with math consultant Judy Keeney. Service support will focus on strengthening teacher understanding of the Common Core State Standard Mathematical Practices and implementation of mathematical instructional routines in all math classrooms to strengthen math fluency and critical thinking practices.

Professional Learning Communities:
Within the Comprehensive Needs Assessment (CNA), teachers identified students below grade level have extensive and varying needs and students lack a mindset to be successful learners. In SY 2020-2021 we will deepen our existing Teacher Learning Communities (TLC's) practices with the implementation of a new professional learning community framework called PLC 2.0. This process will engage faculty in deeper teacher conversations where we are analyzing student work and evaluating pedagogical practices to ensure all students are engaged, motivated, and successfully accessing the classroom curriculum.

School-Family Connection:

Tiered Attendance Plan:
Within the Comprehensive Needs Assessment (CNA), teachers identified students do not prioritize attending school regularly. Identifying ways to strengthen daily attendance and engage our families in a culturally-relevant tiered intervention attendance plan will be a focus for SY 2020-2021.

Family Engagement Events:
Within the Comprehensive Needs Assessment (CNA), teachers identified our parents need additional skills and resources to improve students' academic, behavior, and attendance at school. Identifying culturally-relevant ways to strengthen the school and family connection to support student learning remains a key strategy for SY 2020-2021.

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Social and Emotional Support:	Social and Emotional Support:

Social and Emotional Support:
 	
● Chapter 19 data shows 69.03% of our SY 2018-2019 Chapter 19 incidents were committed by Pacific Islanders.
  ○ 15% of all students in SY 2018-2019 were repeat offenders
  ○ 59% of all SY 2018-2019 Chapter 19 incidents occurred in the classroom
● Problem 3 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a large amount of behavior incidences. Contributing causes identified were:
  ○ School lacks an effective systematic plan to address attendance, behavior and academic issues
  ○ Students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success
  ○ Students need positive role models which impact students' behavior that interferes with classroom instruction and decreases students' learning
	Social and Emotional Support:
	
	Restorative Practices:
	Within the Comprehensive Needs Assessment (CNA), teachers identified students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success. Restorative (relational) practices is a Tier 1 behavior intervention implemented school wide in SY 2019-2020 with training delivered by the *National Educators for Restorative Practices.* We will continue to strengthen our practices in SY 2020-2021 by expanding our implementation to support the relationship needs of our students.
	
	Multi-Tiered Systems of Support (MTSS) Framework:
	Within the Comprehensive Needs Assessment (CNA), teachers identified the school lacks an effective systematic plan to address attendance, behavior and academic issues. Creating a cohesive framework of our varied attendance, behavioral, and academic interventions is a critical need to identify a cohesive flow of supports for our students. A team of teachers, coaches, administration, and district personnel will collaborate to create a MTSS framework for attendance, behavior, and academic interventions inclusive of an identified SEL program to target repeat behavior offenses.

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HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
Multi-Tiered Systems of Support (MTSS) Framework	Student Success Coach (Student Services and Monitoring)
Key School Initiatives Addressed in the Plan	**Leads(s)**
Universal Screener and Literacy Support (iReady)	Student Success Coach (Student Services and Monitoring)
Inclusionary Practices	Student Success Coach (Student Services and Monitoring)
Intervention Curriculum	Intervention Teacher
Math Achievement	Student Success Coach (Teacher Learning and Voice)
Teacher Collaboration (PLC 2.0)	Student Success Coach (Teacher Learning and Voice)
Tiered Attendance Plan	Counselors
Family Engagement Events	Student Success Coach (Student Learning and Voice)
Restorative Practices	Restorative Practices Committee
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking	**Leads(s)**
School Design: Museum School	Principal
KMR EL Success Plan	Principal
College, Career, and Community Focus	Student Success Coach (Student Learning and Voice)/Registrar
eSports	CS Teacher

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Teaching and Learning Core: Equity and Excellence
(SW 1, 5, 6, 7)

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Targeted Subgroup: English Learners **CNA Identified Needs:**			
Problem 1 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a majority of students are two grade levels or more below in academics. Contributing causes identified were: ● Students below grade level have extensive and varying needs ● Students are missing basic foundational skills ● Students lack a mindset to be successful learners	The achievement gap for our language learners in 2018-2019 was 20.80% in ELA and 5.9% in Math.	If we provide academic interventions tailored to our students' needs, our EL learners will develop the skills they need to achieve academically. If the academic achievement of our EL learners increases, the achievement gap will decrease.	● Continued use of **iReady** as a universal screener and literacy intervention program for reading and math for all students ● Expand implementation of **inclusionary practices** and implementation support (ex. walkthroughs, peer observations, debriefs) to all classrooms with a co-teacher, EA, PTT, or PPT to support all learners (ex. EL, below grade level) ● Implementation and monitoring of a **reading and math intervention program** to target students performing at the K-3 grade level ● Continue **math consulting** services with Judy Keeney to strengthen teacher understanding and implementation of CCSS mathematical practices and instructional routines ● Implement a new Professional Learning Community framework (**PLC 2.0**) to allow faculty to have collaborative conversations on student work and effective pedagogical practices to ensure all students are engaged and successfully accessing the classroom curriculum
Problem 2 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a high rate of chronic absenteeism. Contributing causes identified were:	Attendance data indicates in SY 2018-2019, 30.4% of EL students are identified as having a chronic number of	If we have a focused plan to address school-family connection, our EL learners will attend school more regularly and have more family engagement at home. If EL learners are at school	● Continue to strengthen a **tiered attendance plan** ● Continue to strengthen a family-school connection **family engagement program**

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• Students do not prioritize attending school regularly (ex. motivation, attitude) • Parents need additional skills and resources to improve students' academic, behavior, and attendance at school	absences.	regularly and receiving additional support at home, the achievement gap will decrease.	
Problem 3 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a large amount of behavior incidences. Contributing causes identified were: • School lacks an effective systematic plan to address attendance, behavior, and academic issues • Students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success • Students need positive role models which impact students' behavior that interferes with classroom instruction and decreases students' learning	Chapter 19 data shows 38.08% of our SY 2018-2019 Chapter 19 incidents were committed by EL learners. ○ 59% of all SY 2018-2019 Chapter 19 incidents occurred in the classroom ○ 15% of all students in SY 2018- 2019 were repeat offenders	If we have a multi-tiered systems of support in place, our EL learners will receive appropriate and corrective behavior interventions. If EL learners behavior decreases, they will be in class more regularly which will help decrease the achievement gap.	• Deepen implementation of **restorative practices** in all classes as a Tier 1 behavior intervention • Collaborate with teachers, coaches, administration and district personnel to create an **MTSS** framework, inclusive of an SEL program, for academic and behavior interventions,

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Targeted Subgroup: Pacific Islander
CNA Identified Needs:

Problem 1 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a majority of students are two grade levels or more below in academics. Contributing causes identified were: ● Students below grade level have extensive and varying needs ● Students are missing basic foundational skills ● Students lack a mindset to be successful learners	The achievement gap of our Pacific Islander population in 2018-2019 was 10.90% in ELA and 7.7% in Math.	If we provide academic interventions tailored to our students' needs, our Pacific Islander students will develop the skills they need to achieve academically. If the academic achievement of our Pacific Islander students increases, the achievement gap will decrease.	● Continued use of **iReady** as a universal screener and literacy intervention program for Reading and Math for all students ● Expand Implementation of **inclusionary practices** and implementation support (ex. walkthroughs, peer observations, debriefs) to all classrooms with a co-teacher, EA, PTT, or PPT to support all learners (ex. EL, below grade level) ● Implementation and monitoring of a **reading and math intervention program** to target students performing at the K-3 grade level ● Continue **math consulting** services with Judy Keeney to strengthen teacher understanding and implementation of CCSS mathematical practices and instructional routines ● Implement a new Professional Learning Community framework (**PLC 2.0**) to allow faculty to have collaborative conversations on student work and effective pedagogical practices to ensure all students are engaged and successfully accessing the classroom curriculum
Problem 2 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a high rate of chronic absenteeism. Contributing causes identified were: ● Students do not prioritize attending school regularly (ex. motivation, attitude) ● Parents need additional skills and resources to improve students' academic, behavior, and attendance at school	Attendance data indicates in SY 2018-2019, 43.9% of our Pacific Islander population are identified as having a chronic number of absences.	If we have a focused plan to address the school-family connection, our Pacific Islander students will attend school more regularly and have more family engagement at home. If Pacific Islander students are at school regularly and receiving additional support at home, the achievement gap will decrease.	● Continue to strengthen a **tiered attendance plan** ● Continue to strengthen a family-school connection **family engagement program**

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Problem 3 of the Comprehensive Needs Assessment completed in Fall 2019 indicated a large amount of behavior incidences. Contributing causes identified were: • School lacks an effective systematic plan to address attendance, behavior, and academic issues • Students need assistance in developing appropriate relationships (peer to peer, student to teacher, student to community) to enhance their academic success • Students need positive role models which impact students' behavior that interferes with classroom instruction and decreases students' learning	Chapter 19 data shows 69.03% of our SY 2018-2019 Chapter 19 incidents were committed by Pacific Islanders. • 59% of all SY 2018- 2019 Chapter 19 incidents occurred in the classroom • 15% of all students in SY 2018- 2019 were repeat offenders	If we have a multi-tiered systems of support in place, our Pacific Islander students will receive appropriate and corrective behavior interventions. If Pacific Islanders behavior decreases, they will be in class more regularly which will help decrease the achievement gap.	• Deepen implementation of **restorative practices** in all classes as a Tier 1 behavior intervention • Collaborate with teachers, coaches, administration and district personnel to create an **MTSS** framework, inclusive of an SEL program, for academic and behavior interventions,

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Innovation in Support of the Core: School Design and Student Voice

(SW 3, 5, 6, 7)

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice

Central Middle School has a high population of students who are performing below proficiency in academics. We need to identify better ways to engage students to better prepare them for high school, college, career, and to be contributing community members.	Literacy and Learning
	We will continue to utilize the **iReady** program as our universal screener and literacy intervention program for reading and math in SY 2020-2021 based on the success of SY 2018-2019 implementation:
	● Reading
	  ○ green [on grade level] students increased from 6% to 13%
	  ○ yellow [1-2 grade levels below] students increased from 21% to 30%
	  ○ red [3 grade levels or more below] students decreased from 74% to 56%
	● Math
	  ○ green [on grade level] students increased from 2% to 11%
	  ○ yellow [1-2 grade levels below] students increased from 41% to 42%
	  ○ red [3 grade levels or more below] students decreased from 57% to 47%
	
	Central has been working with our special education co-teachers on Stetson models of **inclusionary practices**. In SY 2020-2021, we would like to continue our current process of learning, implementation, classroom visits, reflection, and refining to include all classrooms with co-teachers, PTT's, PPT's, and EA's. Through the inclusionary practices implementation, students will be provided opportunities to learn in a small group setting. This will allow for increased
		Access to professional development on evidence-based strategies to support practices that provide rigorous instruction, ongoing intentional reflection, teacher conversations and collaborative refinement.

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student voice and choice in their learning.

A **reading and math intervention program** will be vetted and selected to provide a targeted Tier 2 academic intervention for students performing at the K-3 grade level.

We will continue with a second year of services with **math consultant** Judy Keeney. Service support will focus on strengthening teacher understanding of the Common Core State Standard Mathematical Practices and implementation of mathematical instructional routines in all math classrooms to strengthen math fluency and critical thinking practices. The instructional routines will provide students the opportunities to express their ideas and reflect on their learning as part of their personal growth and development.

Central Middle School will implement **PLC 2.0** (Birk, B. & Larson, G. (2019) *PLC 2.0* Oshkosh, WI: FIRST Educational Resources, LLC) to reflect on and identify pedagogical practices to better engage our students and advance their learning. Department chairs will be supported by Student Success Coaches to facilitate their departments to: identify the vision of a learner, research evidence-based practices to support the learner, go through adult learning on practices to support their learners, implement practices in their classes, make observations, collect data, share and compare with their colleagues, reflect on the implementation and refine accordingly.

School-Family Connection
Central has spent the last two years learning about and implementing a check and connect **attendance intervention** program. In SY 2020-2021, we would like to continue focusing and strengthening this tiered intervention attendance plan. The intervention program allows for students to voice

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their experiences and supports needed to help them be successful.

In addition, we would like to identify ways to further strengthen the school and family connection through quarterly **engagement events**.

Social and Emotional Support
Central has also spent the last two years learning about and implementing **restorative practices**. In SY 2020-2021, we would like to continue focusing on this program and ensuring that it is inclusive of all adults and students at Central Middle School in all environments.

Creating a cohesive framework of our varied attendance, behavioral, and academic interventions is a critical need to identify a cohesive flow of supports for our students. A team of teachers, coaches, administration, and district personnel will collaborate to create an **MTSS framework** for both attendance, behavior, and academic interventions.
As part of the MTSS Framework, Central will explore, vet, and facilitate the selection of an SEL program with the faculty and staff. This will serve as a Tier 2 and Tier 3 intervention for repeat behavior offenders.

The intervention program allows for students to voice their emotional experiences and social supports needed to help them be successful.

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Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice	**What are your measurable outcomes around School Design and Student Voice**	**What are your measurable outcomes around School Design and Student Voice**
Literacy and Learning	Literacy and Learning	Literacy and Learning
By implementing initiatives to support literacy and learning, we are targeting:	By refining initiatives to support literacy and learning, we are targeting:	With two years of implementing initiatives to support literacy and learning, we are targeting
EL Learners:	EL Learners:	EL Learners:
• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient	• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient	• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient
Pacific Islander:	Pacific Islander:	Pacific Islander:
• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient	• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient	• SBA Math: 10% decrease in non-proficient • SBA ELA: 10% decrease in non-proficient
School-Family Connection	School-Family Connection	School-Family Connection
By implementing initiatives to support family-school connection, we are targeting to:	By refining initiatives to support family-school connection, we are targeting to:	With two years of implementing initiatives to support family-school connection, we are targeting:
Attendance: • EL Learners chronic absentee rate will decrease by 4% • Pacific Islander chronic absentee rate will decrease by 4%	Attendance: • EL Learners chronic absentee rate will decrease by 4% • Pacific Islander chronic absentee rate will decrease by 4%	Attendance: • EL Learners chronic absentee rate will decrease by 4% • Pacific Islander chronic absentee rate will decrease by 4%
Family Engagement Events: • 1st Quarter Event increase by 10% • 2nd Quarter Event increase by 10% • 3rd Quarter Event increase by 10% • 4th Quarter Event increase by 10%	Family Engagement Events: • 1st Quarter Event increase by 10% • 2nd Quarter Event increase by 10% • 3rd Quarter Event increase by 10% • 4th Quarter Event increase by 10%	Family Engagement Events: • 1st Quarter Event increase by 10% • 2nd Quarter Event increase by 10% • 3rd Quarter Event increase by 10% • 4th Quarter Event increase by 10%

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Social and Emotional Support	Social and Emotional Support	Social and Emotional Support
By implementing our social and emotional support initiatives, we are targeting: EL Learners: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents Pacific Islander: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents	By expanding the implementation of our social and emotional support initiatives, we are targeting: EL Learners: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents Pacific Islander: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents	With two years of implementing social and emotional support initiatives, we are targeting: EL Learners: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents Pacific Islander: • 10% decrease in classroom incidents • 10% decrease in repeat offender incidents
Why are you implementing them? Literacy and Learning: We are implementing research-based literacy and learning initiatives processes and programs to have a positive impact on school design, teacher collaboration, and student voice. We believe these initiatives will help increase teacher pedagogical knowledge and practice, student engagement, and student achievement. School-Family Connection We are implementing family-school connection initiatives to have a positive impact on student attendance, family and student engagement, and student achievement. Social and Emotional Support We are implementing social and emotional supports because they are processes and programs that will have a positive impact on student behavior, student engagement, and student achievement.	**Why are you implementing them?** Literacy and Learning: By refining our literacy and learning initiatives, we will increase the effectiveness of our implementation of research-based processes and programs. School-Family Connection By refining family-school connection initiatives, we will increase our effectiveness and continue to have a positive impact on student attendance, family and student engagement, and student achievement. Social and Emotional Support By refining our social and emotional supports, we will increase our effectiveness and continue to have a positive impact on student behavior, student engagement, and student achievement.	**Why are you implementing them?** Literacy and Learning: By continuously developing sustaining programs at CMS, we aim to support the on time graduation of our students as capable and contributing members of our community and state. School-Family Connection We want to ensure our students feel supported and heard. Feeling connected to the school will help them build an understanding of the importance of attendance and how it leads to an increase in achievement. Social and Emotional Support We want to ensure our students go on to High School with the social and emotional skills needed to pursue graduation and become contributing members of our community and state.

How will you know that there they are resulting in an improvement?	How will you know that there they are resulting in an improvement?	How will you know that there they are resulting in an improvement?
Literacy and Learning We will know if students are on track for increased academic achievement formatively through faculty analysis of iReady diagnostic scores (diagnostic 1, 2, and 3) and summatively through SBA scores. School-Family Connection Attendance watch lists generated from Infinite Campus and the Longitudinal Data System will be monitored bi-weekly within data sheets by Advisory teachers and interventions will be performed using Check and Connect strategies and supported by family engagement events. Social and Emotional Support If students are supported by tiered interventions, they will have less behavior incidents. Steering Committee will monitor behaviors incidents quarterly through Infinite Campus and Longitudinal Data System reports.	Literacy and Learning We will know if students are on track for increased academic achievement formatively through faculty analysis of iReady diagnostic scores (diagnostic 1, 2, and 3) and summatively through SBA scores. School-Family Connection Attendance watch lists generated from Infinite Campus and the Longitudinal Data System will be monitored bi-weekly within data sheets by Advisory teachers and interventions will be performed using Check and Connect strategies and supported by family engagement events. Social and Emotional Support If students are supported by tiered interventions, they will have less behavior incidents. Steering Committee will monitor behaviors incidents quarterly through Infinite Campus and Longitudinal Data System reports.	Literacy and Learning We will know if students are on track for increased academic achievement formatively through faculty analysis of iReady diagnostic scores (diagnostic 1, 2, and 3) and summatively through SBA scores. School-Family Connection Attendance watch lists generated from Infinite Campus and the Longitudinal Data System will be monitored bi-weekly within data sheets by Advisory teachers and interventions will be performed using Check and Connect strategies and supported by family engagement events. Social and Emotional Support If students are supported by tiered interventions, they will have less behavior incidents. Steering Committee will monitor behaviors incidents quarterly through Infinite Campus and Longitudinal Data System reports.

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Part III

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)

What are your measurable outcomes around School Design and Student Voice
 	
● iReady Diagnostic Data (August 2020)
● Classroom Walkthrough Baseline Data (September 2020) that includes, but is not limited to, data collection on:
  ○ iReady implementation
  ○ Inclusionary Practices
  ○ Math and Reading Intervention (if applicable)
  ○ Math Consultant PD (if applicable)
  ○ PLC 2.0
	What are your measurable outcomes around School Design and Student Voice
	
	● iReady Diagnostic Data (December 2020)
	  ○ 5% increase in green
	  ○ 5% increase in yellow
	  ○ 10% decrease in red
	● Classroom Walkthrough Data that includes, but is not limited to, data collection on:
	  ○ iReady implementation
	  ○ Inclusionary Practices
	  ○ Math and Reading Intervention (if applicable)
	  ○ Math Consultant PD (if applicable)
	  ○ PLC 2.0
		What are your measurable outcomes around School Design and Student Voice
		
		● SBA ELA and Math non-proficiency rates to decrease by 10%
		● Classroom Walkthrough Data that includes, but is not limited to, data collection on:
		  ○ iReady implementation
		  ○ Inclusionary Practices
		  ○ Math and Reading Intervention (if applicable)
		  ○ Math Consultant PD (if applicable)
		  ○ PLC 2.0

● Attendance Data
  ○ LDS baseline SY 2019-2020 data for
    ■ High risk - red
    ■ Moderate risk - yellow
    ■ Low risk - green
● Family Engagement Events
  ○ baseline SY 2019-2020 data for:
    ■ quarter 1
    ■ quarter 2
    ■ quarter 3
    ■ quarter 4
	● Attendance Data
	  ○ 5% increase in green
	  ○ 5% increase in yellow
	  ○ 10% decrease in red
	
	● Family Engagement Events
	  ○ 1st Quarter Event increase by 10%
	  ○ 2nd Quarter Event increase by 10%
		● Attendance Data
		  ○ 4% decrease in overall chronic absenteeism rate.
		
		● Family Engagement Events
		  ○ 1st Quarter Event increase by 10%
		  ○ 2nd Quarter Event increase by 10%
		  ○ 3rd Quarter Event increase by 10%
		  ○ 4th Quarter Event increase by 10%

● Behavior Data (IC school year 2019-2020 data)
  ○ SY 2019-2020 baseline classroom incident numbers
  ○ SY 2019-2020 baseline repeat offenders incident numbers
	● Behavior Data
	  ○ 10% decrease in classroom incidents compared to quarterly data points SY 2019-2020
	  ○ 10% decrease in repeat offender incidents compared to quarterly data points SY 2019-2020
		● Classroom behavior incidents to decrease by 10%
		● Repeat offender behavior incidents to decrease by 10%

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Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead

iReady:
• SBA ELA and Math: 10% decrease in non-proficient EL students based on SY 2019-2020 baseline data
• SBA ELA and Math: 10% decrease in non-proficient Pacific Islander students based on SY 2019-2020 baseline data
 	
Inclusionary Practices:
100% of students in classrooms with a co-teacher, EA, PTT, or PPT will:
• Routinely (daily and/or weekly) participate in inclusionary practice strategies.
 	
Reading and Math Intervention:
 	
• 100% of students not proficient in phonics (24% of 406 students) and high frequency word recognition (6% of 406 students) will be identified for reading intervention with a priority given to students performing at lowest grade level for the Tier 2 intervention program
 	
• 100% of students not proficient in numbers and operations (54% of 406 students) will be identified for math intervention with a priority given to students performing at lowest grade level for the Tier 2 intervention program
 	
• 100% of all students within the Tier 2 intervention program will show growth on progress monitoring data.
	iReady:
	• 100% of enrichment teachers will implement 45 minutes of iReady Math and 45 minutes of iReady Reading each week. (Lead 2)
	
	Inclusionary Practices:
	• 100% of faculty and staff will participate in inclusionary practices PD (Lead 2)
	• 100% of classrooms with a co-teacher, EA, PTT, or PPT will: (Lead 2)
	  ○ Routinely (daily and/or weekly) implement inclusive practices.
	  ○ Participate in quarterly peer and non-classroom support staff walkthroughs and debriefs.
	
	Reading and Math Intervention:
	
	• Reading/Math intervention teacher will identify and schedule students within the Tier 2 intervention program (Lead 3)
	• Reading/math intervention teacher will monitor and report class progress monitoring data to Student Success Coach (Student Services and Monitoring) on a weekly basis. (Lead 3)
		1. **Student Success Coach (Teacher Learning And Voice)**
		2. **Student Success Coach (Student Services and Monitoring)**
		3. **Intervention Teacher**

Mathematics Consultant:
● 100% of students in math classrooms will:
    ○ Routinely (daily) participate in mathematical practice strategies.
 	
PLC 2.0:
● 100% of students in classrooms with teachers trained in PLC 2.0 will:
    ○ Routinely (daily and/or weekly) participate in PLC 2.0 identified differentiation strategies.
	Mathematics Consultant:
	● 100% of math teachers will implement mathematical practice strategies learned from math consultant PD in all classes on a daily basis. (Lead 1)
	
	PLC 2.0:
	● 100% of our faculty will participate in monthly PLC 2.0 meeting protocols to analyze student work, collaborate with teachers, observe practices, and refine differentiation strategies. (Lead 1)	

Tiered Attendance Plans: ● EL Learners chronic absentee rate will decrease by 4% ● Pacific Islander chronic absentee rate will decrease by 4% **Family Engagement Events:** ● A 10% increase of students identified as "moderate" for chronic absentee risk will attend quarterly events.	**Tiered Attendance Plans:** ● 100% of teachers will monitor Advisory class students bi-weekly using Attendance watch lists.(Lead 1) ● 100% of Advisory Teachers will intervene using check and connect strategies for students at risk for reaching 15 absences. (Lead 1) **Family Engagement Events:** ● 100% of Advisory teachers will invite families of students identified as "moderate" to quarterly events (Lead 2)	**Lead** 1. **Counselors** 2. **Student Success Coach (Student Learning and Voice)** a. **Family Engagement Committee**

Restorative Practices:
- EL Learners behavior incidents:
   ○ 10% decrease in classroom incidences
   ○ 10% decrease in repeat offenders incidences
- Pacific Islander behavior incidents:
   ○ 10% decrease in classroom incidences
   ○ 10% decrease in repeat offenders incidences
 	
MTSS:
- Behavior Incidents:
   ○ 10% decrease in classroom incidences
   ○ 10% decrease in repeat offenders incidences
 	
- 100% of student learning data will be used to determine Tier 2 and Tier 3 academic interventions for the MTSS framework
	Restorative Practices:
	- 100% of faculty and staff will implement the agreed school wide Restorative Practices on a daily basis in all classroom and non-classroom settings. (Lead 1)
	
	MTSS:
	- 100% of faculty and staff will understand the purpose and outcomes of having a school MTSS framework, (Lead 3)
	- 100% of faculty and staff will identify gaps in tiered framework and provide feedback to identify new Tier 2 and 3 interventions. (Lead 3)
	- 100% of faculty and staff will participate in the selection of a Tier 2 and 3 SEL program to support repeat behavior offenders. (Lead 3)
		Lead
		
		1. **Restorative Practices Committee**
		2. **Student Success Coach (Student Services and Monitoring)**
		3. **MTSS Committee**

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Part V

Enabling Activities	Measurable Outcomes	Cost and Source of Funding *(including Prog ID)*	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring *(completed by Complex Area, as appropriate)*
iReady implementation (45 minutes of math, 45 minutes of reading a week during enrichment block) for literacy development and grade level proficiency.	Staff outcomes: 100% of enrichment teachers will implement 45 minutes of iReady Math and 45 minutes of iReady Reading each week. Student outcomes: ● EL Learners SBA ELA and Math proficiency: 10% decrease of non-proficient students ● Pacific Islander SBA ELA and Math proficiency:10% decrease of non-proficient students	$18,000 (Title 1: 18902)	Enrichment Teacher monitoring sheets iReady Diagnostic SMART goals Team Celebrations	Bi-Weekly Fall/Spring Quarterly	Quarterly
Inclusionary practices. professional development, implementation, and refinement.	Staff outcomes: 100% of faculty and staff will: ● attend professional development on inclusionary practices ● implement inclusionary practices in classrooms with adult support on a routine basis ● participate in quarterly peer and non-classroom support staff walkthroughs and debriefs		PD Attendance Sheets Walkthroughs to monitor implementation Debriefs to identify support needed	Ongoing Quarterly Quarterly	KMR Inclusion RT Support Quarterly

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	Student outcomes: 100% of students in classrooms with a co-teacher, EA, PTT, or PPT will: • routinely (daily and/or weekly) participate in inclusionary practice strategy		Walkthrough Checklists	Monthly	
Tier 2 Reading and Math skill-based Tier 2 Intervention class for K-3 leveled students	Staff outcomes: Reading/Math intervention teacher will identify and schedule students within the Tier 2 intervention program reading/math intervention teacher will monitor and report class progress monitoring data to Student Success Coach (Student Services and Monitoring) on a weekly basis. Student outcomes: 100% of students not proficient in phonics (24% of 406 students) and high frequency word recognition (6% of 406 students) will be identified for reading intervention with a priority given to students performing at lowest grade level for the Tier 2 intervention program 100% of students not proficient in numbers and operations (54% of 406 students) will be identified for math intervention with a priority given to students performing at lowest grade	$10,000 (Title 1: 18902)	Data Monitoring Sheets SMART Goals	Weekly Monthly	Quarterly

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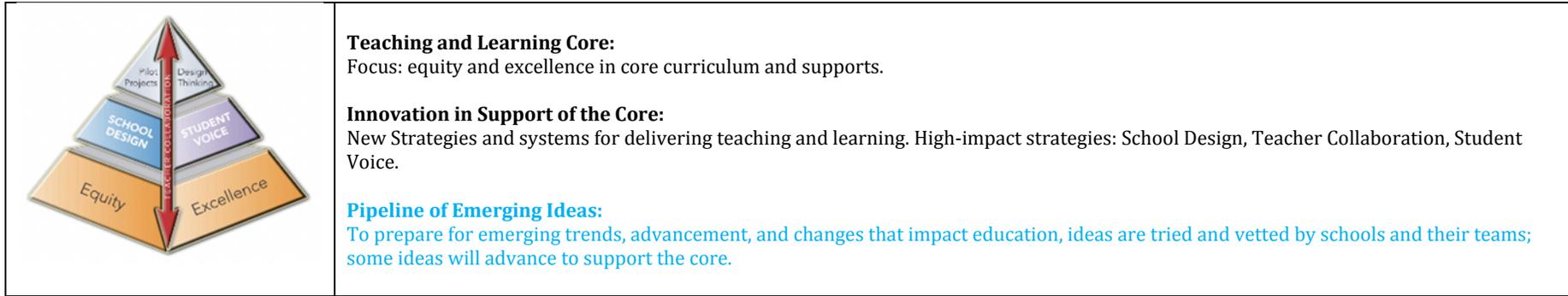|					
	level for the Tier 2 intervention program 100% of all students within the Tier 2 intervention program will show growth on progress monitoring data.				
Mathematical practices and math instructional routines professional development, implementation, and refinement.	Staff Outcomes: 100% of math teachers will implement mathematical practice strategies learned from math consultant professional development in all classes on a daily basis. Student Outcomes: 100% of students in math classrooms will: • routinely (daily and/or weekly) participate in mathematical practice strategy •		Student Success Coach will conduct walkthroughs to: • monitor implementation • identify follow up supports	Weekly	Quarterly
PLC 2.0 professional development, implementation, and refinement.	Staff Outcomes: 100% of our faculty will participate in monthly PLC 2.0 meeting protocols to analyze student work, collaborate with teachers, observe practices, and refine differentiation strategies. Student Outcomes: 100% of students in classrooms with teachers trained in PLC 2.0 will: • routinely (daily) participate in PLC 2.0 identified differentiation strategies		PLC Attendance Sheets PLC Minutes Teacher SMART Goals	Monthly Monthly Quarterly	Quarterly

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School wide monitoring of attendance watch lists and implementation of tiered Check and Connect strategies	Staff Outcome: 100% of teachers will monitor Advisory class students bi-weekly using Attendance watch lists. 100% of Advisory Teachers will intervene using check and connect strategies for students at risk for reaching 15 absences. Student Outcome: EL Learners chronic absentee rate will decrease by 4% Pacific Islander chronic absentee rate will decrease by 4%		Attendance Watch Lists Attendance Monitoring sheets Attendance Celebrations	Bi-Weekly Bi-Weekly Quarterly	Quarterly
Quarterly parent events to inform parents of standards, experiences, activities, and more	Staff Outcome: 100% of Advisory teachers will invite families of students identified as "moderate" to quarterly events. Student Outcome: 10% increase of students identified as "moderate" for chronic absentee risk will attend quarterly events.		Family engagement committee meetings Student success coach will track attendance and parent surveys	Quarterly Quarterly	Quarterly
Expand implementation of Tier 1 Restorative Practices for behavior support	Staff Outcomes: 100% of faculty and staff will implement the agreed school wide Restorative Practices on a daily basis in all classroom and non-classroom settings.		Staff and student surveys Monitoring of behavior incidents by Steering Committee	Monthly Quarterly	Quarterly

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	Student Outcomes: EL Learners: • 10% decrease in classroom incidents • 10% decrease in repeat offenders incidents Pacific Islander: • 10% decrease in classroom incidents • 10% decrease in repeat offenders incidents				
Develop MTSS framework: • Organize existing academic and behavior interventions • Identify gaps in tiered framework and identify new interventions • Vet and select a Tier 2 and 3 SEL program to support repeat behavior offenders	Staff Outcomes: 100% of faculty and staff will understand the purpose and outcomes of having a school MTSS framework 100% of faculty and staff will identify gaps in tiered framework and provide feedback to identify new Tier 2 and 3 interventions 100% of faculty and staff will participate in the selection of a Tier 2 and 3 SEL program to support repeat behavior offenders Student Outcomes: 10% decrease in classroom incidences 10% decrease in repeat offender incidences 100% of student learning data will be used to determine Tier 2 and Tier 3 academic interventions for the MTSS framework.	$10,000 SEL Program (Title 1: 18902)	MTSS committee meetings Monitoring of behavior incidents by Steering Committee	Quarterly Quarterly	Quarterly

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:
New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.

Pipeline of Emerging Ideas:
To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

As the HIDOE 2020-2030 Strategic Plan is finalized, a *"Forward Focus"* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
Implement a Museum School learning design where classrooms parallel the museum process of exploring, experimenting, explaining, and exhibiting.		
We will implement a Museum School model where students make connections between major academic concepts, their own lives, and the world beyond, by utilizing museums as primary and secondary sources. It will engage our students in creativity, collaboration, curiosity, cutting edge curriculum, and confidence as students are given the opportunities to innovate, inquire, and imagine through technology and hands on learning.	School Design is the purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative, and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers. The museum school model fosters exploration and discovery and is based on the idea that children	Committing to a large scale school design will require: ● exploration of museum school exemplars ● establishing partnerships with our local community and museums ● strategic planning inclusive of vision, mission, timelines, roles, responsibilities and student outcomes ● professional development for all faculty and staff on, but not limited to:

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	learn best through personal exploration and hands-on experience. By partnering with local museums in close proximity to the school, we broaden the reach of the traditional classroom and allow our opportunities to ask questions, make observations, reflect on experiences and draw their own conclusions.	○ innovative practices ○ project-based learning
KMR Complex English Learner Plan		
The *KMR EL Success Plan* will provide a roadmap for EL Language Development implementation that includes a robust Theory of Action, a set of Key Components, and an Oversight Structure to monitor and improve learning outcomes for English learners.	The Theory of Action defines how the complex area will prioritize and carry out the changes needed to improve educational quality for ELs. The Key Components identify the critical elements that must be in place throughout the complex area and address core responsibilities of complex area educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELs.	The Oversight Structure identifies the milestones for monitoring progress as well as the communication strategies that will be in place to ensure all stakeholders are aware of implementation successes and challenges.
Creating Opportunities for Career Awareness, Exploration, and Planning for Post-High School Outcomes		
Following the complex area vision, Central plans on creating a developmental focus through their GEAR UP grant on a curricular structure that promotes a focus on career awareness, exploration, and planning that allows all students to identify their passions and aptitude to assist systematic planning to engage in and achieve post-high school outcomes and entry into a successful adult life.	The complex area's initial research and investigation in this area has led to an emerging understanding that a focus on career planning should occur at all levels of learning, from kindergarten through 12th grade.	A commitment to developing a plan with GEAR UP support will provide our students the opportunity to explore their passions and create career awareness and exploration.
Develop an eSports program		
We would like to establish an eSports team at Central Middle School. We would like to partner with PC Gamerz Hawaii, to supply Central Middle School with on-site equipment, coaching, and practice time. Along with their business, we would also like to partner with HPU (Hawaii Pacific University) who already has an established eSports program, to assist us with	eSports is rapidly becoming a driving force in the competitive arena. Currently, eSports does not have a strong foothold here in Hawaii, and we would like to be the first to pilot such a program. eSports, like any other sport, provides students with opportunities to grow in their cooperation, collaboration, teamwork, communication, and	To do this, we would need partnerships with reputable, local businesses, such as PC Gamerz, with the facilities to accommodate our eSports team. We would need working partnerships with Hawaii, along with our state athletic associations, such as, HHSAA (Hawaii High School Athletic Association), OIA (Oahu

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mentoring, coaching, and future opportunities for our students. Along with this, we would like to have allotted times for students to tour and practice at their facilities. Our goal is to have an established, competitive eSports team that displays the values we have at Central Middle School and represents us, the community, and the gaming community as a positive force in Hawaii.	sportsmanship skills and attitudes. Like many sports teams, there is an instilled sense of pride and excellence that goes into that team and program and we would like to create that at Central Middle School.	Interscholastic Association), ILH (Interscholastic League of Honolulu), BIIF (Big Island Interscholastic Federation), KIF (Kauai Interscholastic Federation), MIL (Maui Interscholastic League) to create an eSports division. Logistics and operations would require attention to transportation needs, practice space, tournament venues, personnel needs (i.e. coordinators, coaches, mentors) and grant funding.