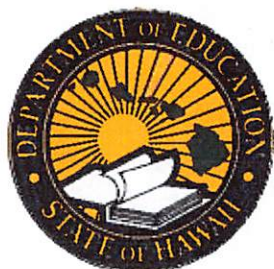


Two-Year Academic Plan SY 2021-2022, 2022-2023



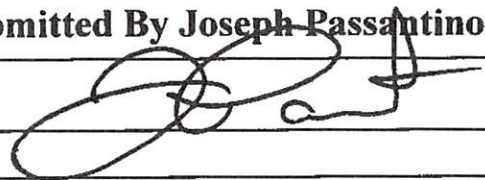

Two- Year Academic Plan 2021-2023

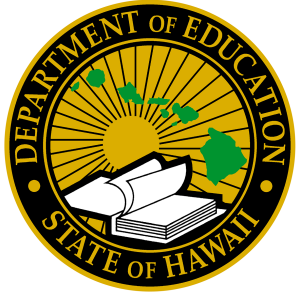
Princess Ruth Ke'elikōlani Middle School

1302 Queen Emma St, Honolulu, HI 96813

(808) 587-4400

WWW.CMSHNL.ORG

Submitted By Joseph Passantino, Principal	Date
	3/27/22
Approved by Linell Dilwith, Complex Area Superintendent	Date
	5/23/22



KMR

**Two-Year Academic Plan
2021-2023**

Princess Ruth Ke'elikōlani Middle School

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Two-Year Academic Plan SY 2021-2022, 2022-2023

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 (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 	<ol style="list-style-type: none"> 1. Need: To improve academic supports for all students in Math and English Language Arts 2. Need: To improve student behavior, attendance, and social emotional needs 3. Need: To improve the academic achievement gap, attendance issues, behavior concerns, and two-way communication with parents within the EL population <p>(SW1, SW6(i))</p>
	<p>Addressing Equity: Sub-Group Identification</p>
	<p>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.</p> <p><u>Pacific Islanders:</u> Pacific Islander students have the highest chronic absentee rate (16.5%), Pacific Islander students are the highest contributing sub group to behavior incidences, and have a very low proficiency rate where 83.6% are non-proficient in ELA and 94.2% are non-proficient in Math. Therefore, the need is to improve attendance, behavior, and academic achievement within the Pacific Islander population.</p> <p><u>English Learners:</u> EL students have a chronic absentee rate of 10.25%, nearly half of all EL students contributed to behavior incidences (43.8%), and our EL students have a very low proficiency rate where 3.5% are non-proficient in ELA and 92.4% are non-proficient in Math. Therefore, the need is to improve attendance, behavior, and academic achievement within the EL population.</p> <p>(SW1, SW6(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. a. Joseph Passantino (Principal) b. John Hamilton (Vice Principal) c. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) d. Noelani Takayesu (Student Success Coach - Student Services)* e. Sheila Leong (Registrar) f. Wendie Kim (Vice Principal) g. Math Department Head h. ELA Department Head i. Science Department Head j. Social Studies Department Head k. Electives Department Head l. Counseling Department Head m. Special Education Department Head n. Counseling Department Head	1. Academic Universal Screener - iReady (Goal 1, DO 1)
2. a. Special Education Intervention Teacher b. John Hamilton (Vice Principal) c. Noelani Takayesu (Student Success Coach - Student Services) d. Wendie Kim (Vice Principal)*	2. Tier 2 Reading Intervention Class (Goal 1, DO2)
3. a. John Hamilton (Vice Principal)* b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) c. Wendie Kim (Vice Principal)	3. Restorative Practices (Goal 1, DO3)
4. a. Christopher Heaton (Counselor) b. Yukiko Yamada (Counselor) c. Melody Murata (Counselor)*	4. Check and Connect (Goal 1, DO 4)

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<p>5.</p> <ul style="list-style-type: none"> a. Joseph Passantino (Principal) b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) * c. Noelani Takayesu (Student Success Coach - Student Services) d. Christopher Heaton (Counselor) e. Yukiko Yamada (Counselor) f. Melody Murata (Counselor) 	5. SEL (Goal 1, DO 5)
<p>6.</p> <ul style="list-style-type: none"> a. John Hamilton (Vice Principal) * b. Noelani Takayesu (Student Success Coach - Student Services) c. Special Education Intervention Teacher d. 6th Grade Special Education Teacher e. 7th Grade Special Education Teacher f. 8th Grade Special Education Teacher 	6. Inclusionary Practices (Goal 2, DO 1)
<p>7.</p> <ul style="list-style-type: none"> a. 6th Grade Team Lead b. 7th Grade Team Lead c. 8th Grade Team Lead d. Wendie Kim (Vice Principal)* 	7. Interdisciplinary Projects (Goal 2, DO 2)
<p>8.</p> <ul style="list-style-type: none"> a. 6th Grade Math Teacher b. 7th Grade Math Teacher c. 8th Grade Math Teacher d. Wendie Kim (Vice Principal)* 	8. Math Achievement (Goal 2, DO 3)
<p>9.</p> <ul style="list-style-type: none"> a. John Hamilton (Vice Principal) * b. Christopher Heaton (Counselor) c. Yukiko Yamada (Counselor) d. Melody Murata (Counselor) e. Noelani Takayesu (Student Success Coach - Student Services) 	9. MTSS (Goal 3, DO 1)
<p>10.</p> <ul style="list-style-type: none"> a. Joseph Passantino (Principal)* b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) 	10. Family Engagement (Goal 3, DO 2)

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

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

Outcome: By the end of two years,	Rationale:
<p>Year 1:</p> <p>Due to academic support through iReady for all students and a Tier 2 intervention program for identified ELA students, Ke'elikōlani Middle will:</p> <ul style="list-style-type: none">• 10% increase in the number of students testing at grade level in reading as indicated by iReady diagnostic scores• 10% increase in the number of students testing at grade level in math as indicated by iReady diagnostic scores• 5% (17 students) increase in the number of students meeting proficiency on SBA ELA• 3% (10 students) increase in the number of students meeting proficiency on SBA Math• 10% decrease in Class D Offenses• 7% decrease in Chronic Absentee Rate• 5% increase in favorable response for Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey <p>Year 2:</p> <p>Due to academic support through iReady for all students and a Tier 2 intervention program for identified ELA students, Ke'elikōlani Middle will:</p> <ul style="list-style-type: none">• 10% increase in the number of students testing at grade level in reading as indicated by iReady diagnostic scores	<p>Due to the need to provide interventions support to increase proficiency in ELA and Math, teachers will implement iReady. iReady is "research-based and built from the ground up to be true to details, rigor, and intent of college and career readiness standards." In addition, research shows that iReady Diagnostic is strongly correlated to leading state and national assessments (https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf)</p> <p>Due to the need to provide Tier 2 interventions, a program will be developed to support identified students. In a study done that compared students who received Tier 2 interventions to those who did not, "students who received Tier 2 intervention outperformed those in the comparison condition on several measures, including word attack, spelling, comprehension, and phonemic decoding efficiency" (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3072689/). Based on the previous information and study, Princess Ruth Ke'elikōlani Middle School will continue utilizing iReady and implement a Tier 2 intervention program to positively affect the following data:</p> <ul style="list-style-type: none">• 20% of students were at grade level in Reading as determined by iReady Diagnostic (Diagnostic 2, SY 2020-2021)• 12% of students were at grade level in Math as determined by Ready Diagnostic (Diagnostic 2, SY 2020-2021)

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- 10% increase in the number of students testing at grade level in math as indicated by iReady diagnostic scores
- 5% (17 students) increase in the number of students meeting proficiency on SBA ELA
- 3% (10 students) increase in the number of students meeting proficiency on SBA Math
- 10% decrease in Class D Offenses
- 10% decrease in Chronic Absentee Rate
- 5% increase in favorable response for Panorama Student Classroom Survey Topics “Classroom Climate” and “Classroom Teacher-Student Relationships”, and each of the four Topics for Panorama Student School Survey

(SW1, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III))

- 16.39% of Pacific Islander students were proficient in SBA ELA (SY 2018-2019)
- 5.79% of Pacific Islander students were proficient in SBA Math (SY 2018-2019)
- 6.48% of EL students were proficient in SBA ELA (SY 2018-2019)
- 7.56% of EL students were proficient in SBA Math (SY 2018-2019)

Due to the need to provide support in behavior, Restorative Practices will be implemented in each class at least once a week. According to a student on restorative interventions and school discipline, “A large urban district (N = 90,546 students, n = 180 schools) implemented restorative interventions as a response to school discipline incidents. Findings from multilevel modeling of student discipline records (n = 9,921) revealed that youth from groups that tend to be overrepresented in suspensions and expulsions (e.g., Black, Latino, and Native American youth; boys; and students in special education) had similar, if not greater, rates of participation in restorative interventions than their peers. First-semester participants in restorative interventions had lower odds of receiving office discipline referrals (OR 0.21, $p < 0.001$) and suspensions (OR 0.07, $p < 0.001$) in the second semester.” (<https://portfolio.du.edu>)

Based on the effectiveness of implementing restorative practices to decrease referrals, Princess Ruth Ke'elikōlani Middle School will regularly implement restorative practices to positively affect the following data:

- 164 behavior incidents
- 75.9% committed by males
- 88.5% committed by students identified as having high needs
- 75% committed by students identified as low SES

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	<p>Due to the importance of student attendance on student achievement, Check and Connect will be implemented to support students attending school regularly. “In a pre-post intervention design, 363 chronically truant secondary students showed improved attendance and academic performance as well as a reduction in the number of skipped classes and out-of-school suspensions. About 65% of Check & Connect students who were referred before their absences exceeded 25% of the school year were successfully engaged (defined as less than 0-1 days absent per month), with no incidences of course failures (Sinclair & Kaibel, 2002).”</p> <p>Based on the effectiveness of the Check and Connect program supporting student attendance, Princess Ruth Ke’elikōlani Middle School will regularly implement Check and Connect to positively affect the following data:</p> <ul style="list-style-type: none">• 8.3% of students were chronically absent <p>Due to the importance of student well being, an SEL program will be implemented to support students' social and emotional well-being. According to several studies, SEL programs have many benefits including:</p> <ul style="list-style-type: none">• Academic improvement A 2011 analysis of 213 studies that surveyed more than 270,000 learners found that, on average, students who took part in SEL-informed curricula saw an 11 percent jump in academic achievement when compared to learners who didn’t participate.• Greater results for students with early-identified problems The same case study found that for students who had already been identified as having problems, the use of SEL principles for early interventions led to a reduction of conduct problems, better attitudes toward themselves and others, fewer outbreaks due to emotional distress and overall enhanced academic performance.
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	<ul style="list-style-type: none">• Better social interactions As evidenced by the reports of teachers, fellow students, friends, families and community members, SEL curricula help encourage positive behavior across the lifespan. For students to have good role models when considering how they should behave, it is important that teachers and parents display empathy, conscientiousness, thoughtfulness and kindness.• Improved classroom behavior The same study mentioned above also found that students who took part in SEL curricula exhibited improved behavior in the classroom, a greater ability to properly manage stress and depression and healthier opinions of themselves and others.• Ability to care for themselves A 2015 study in the American Journal of Public Health found that students who learned pro-social skills at an early age were far less likely to ever live in public housing, use public assistance, interact with the police while still minors or find themselves in detention facilities.• Less aggressive and/or disruptive behavior An article by Options for Youth notes that students taking part in SEL programs have long-term improvement in areas of aggression and disruption. A study found that students who engaged in SEL at either the elementary or secondary level still saw a 10 percent reduction in behavioral, psychological and substance abuse problems by the age of 25. <p>(https://www.accreditedschoolsonline.org/resources/social-emotional-learning/)</p> <p>Based on the effectiveness of implementing an SEL program to support students in several ways, Princess Ruth Ke'elikōlani Middle School will regularly implement an SEL program to positively affect all previous data listed above, in addition to:</p> <ul style="list-style-type: none">• 73% favorable responses to Classroom Climate
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	<ul style="list-style-type: none"> • 67% favorable responses to Classroom Teacher-Student Relationships • 62% favorable responses to Valuing of School • 57% favorable responses to School Safety • 56% favorable responses to School Quality Survey - Safety Dimension • 47% favorable responses to School Belonging <p>(SW1, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III))</p>
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
2021-2022 By the end of school year 2021-2022, 100% of students will meet annual typical growth in iReady Reading and Math. By the end of school year 2021-2022 , 10% increase in the number of students testing at grade level (Green) in reading as indicated by iReady diagnostic scores in Reading and Math.	<ul style="list-style-type: none"> • iReady implementation (45 minutes of math and 45 minutes of reading a week during enrichment block) • Teachers will monitor student data to determine interventions • Teachers will facilitate student data chats to set achievement goals and monitor progress 	2021-2023	<ul style="list-style-type: none"> • Joseph Passantino • John Hamilton • Wendie Kim • Cheryl Sumida-Sakai • Noelani Takeyesu • Sheila Leong • Math DH • ELA DH • Science DH • Social Studies DH • Electives DH • Counseling DH • Special Education DH • Counseling DH 	<input type="checkbox"/> WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: SAF <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • iReady Diagnostic Data • Intervention Lessons (Teacher aligned lessons found in student profile) • Student Logs (Hard copy or electronic) • Celebration Slides • Meeting Minutes

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<p>(CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #4 and #5)</p> <p>(SW1, SW6(i), SW6(ii))</p>	<ul style="list-style-type: none"> Team celebrations will occur quarterly to acknowledge student performance, efforts, and build student engagement All staff will revisit and refine iReady PET and Flowchart Implement instructional groupings for core subject areas to provide tiered academic interventions. 				<ul style="list-style-type: none"> Revised PET and Flowchart Strive HI School Performance Results <p>(SW3)</p>
<p>2022-2023 By the end of school year 2022-2023, 100% of students will meet annual typical growth in iReady Reading and Math.</p> <p>By the end of school year 2022-2023, 10% increase in the number of students testing at grade level (Green) in reading as indicated by iReady diagnostic scores in Reading and Math.</p>	<ul style="list-style-type: none"> iReady implementation (45 minutes of math and 45 minutes of reading a week during enrichment block) Teachers will monitor student data to determine interventions Teachers will facilitate student data chats to set achievement goals and monitor progress Team celebrations will occur quarterly to acknowledge student 	<p>2021-2023</p>	<ul style="list-style-type: none"> Joseph Passantino John Hamilton Wendie Kim Cheryl Sumida-Sakai Noelani Takeyesu Sheila Leong Math DH ELA DH Science DH Social Studies DH Electives DH Counseling DH Special Education DH Counseling DH 	<p><input type="checkbox"/> WSF</p> <p>X 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>X Other: SAF</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> iReady Diagnostic Data Intervention Lessons (Teacher aligned lessons found in student profile) Student Logs (Hard copy or electronic) Celebration Slides Meeting Minutes Revised PET and Flowchart

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<p>2022-2023 The percent of students meeting standards in Language Arts, Math, and Science will increase by 5%.</p> <p>(CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #4 and #5) (SW1, SW6(i), SW6(ii))</p>	<p>performance, efforts, and build student engagement</p> <ul style="list-style-type: none"> • All staff will revisit and refine iReady PET and Flowchart • Implement instructional groupings for core subject areas to provide tiered academic interventions. 				<ul style="list-style-type: none"> • Strive HI School Performance Results <p>(SW3)</p>
<p>2021-2022 By the end of the school year 2021-2022, 90% of students in the Tier 2 intervention program will show growth on their progress monitoring data.</p> <p>(CNA 2021-2022 Prioritized Problems #1 and #2, WASC Critical Area #6) (SW1, SW6(i), SW6(ii))</p>	<p>Tier 2 Intervention teacher will:</p> <ul style="list-style-type: none"> • Identify and schedule students within the Tier 2 intervention program reading • Intervention teacher monitor and report class progress monitoring data to Student Success Coach on a weekly basis 	<p>2021-2023</p>	<ul style="list-style-type: none"> • John Hamilton • Wendie Kim • Noelani Takeyesu 	<p> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<ul style="list-style-type: none"> • Progress Monitoring Data <p>(SW3)</p>

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<p>2022-2023 By the end of the school year 2022-2023, 100% of students in the Tier 2 intervention program will show growth on their progress monitoring data.</p> <p>(CNA 2021-2022 Prioritized Problems #1 and #2, WASC Critical Area #6)</p> <p>(SW1, SW6(i), SW6(ii))</p>	<p>Tier 2 Intervention teacher will:</p> <ul style="list-style-type: none"> Identify and schedule students within the Tier 2 intervention program reading Intervention teacher monitor and report class progress monitoring data to Student Success Coach on a weekly basis 	<p>2021-2023</p>	<ul style="list-style-type: none"> John Hamilton Wendie Kim Noelani Takeyesu 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> Progress Monitoring Data <p>(SW3)</p>
<p>2021-2022 By the end of the school year 2021-2022, the number of class D offenses will decrease by 10% compared to school year 2018-2019.</p> <p>(CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1)</p> <p>(SW6(iii)(III))</p>	<ul style="list-style-type: none"> Students will participate in Restorative Practices in each class at least once a week Students will participate in weekly Advisory/SEL lessons 	<p>2021-2023</p>	<ul style="list-style-type: none"> John Hamilton Wendie Kim Cheryl Sumida-Sakai 	<ul style="list-style-type: none"> X 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 	<ul style="list-style-type: none"> Restorative practice data collection Advisory/SEL Attendance Infinite Campus Class D offense data

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<p>2022-2023 By the end of the school year 2022-2023, the number of class D offenses will decrease by 10% compared to school year 2021-2022.</p> <p>(CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1) (SW6(iii)(III))</p>	<ul style="list-style-type: none"> Students will participate in Restorative Practices in each class at least once a week Students will participate in weekly Advisory/SEL lessons 	<p>2021-2023</p>	<ul style="list-style-type: none"> John Hamilton Wendie Kim Cheryl Sumida-Sakai 	<p>X WSF</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> Restorative practice data collection Advisory/SEL Attendance Infinite Campus Class D offense data
<p>2021-2022 By the end of the school year 2021-2022, the chronic absentee rate will decrease by 7% compared to school year 2018-2019.</p> <p>(CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1) (SW6(iii)(III))</p>	<ul style="list-style-type: none"> Students will be provided attendance support through the Check and Connect program with their advisory teachers 	<p>2021-2023</p>	<ul style="list-style-type: none"> Christopher Heaton Yukiko Yamada Melody Murata 	<p>X WSF</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> Attendance Data <p>(SW3)</p>

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<p>2022-2023 By the end of the school year 2022-2023, the chronic absentee rate will decrease by 10% compared to school year 2021-2022.</p> <p>(CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1)</p> <p>(SW6(iii)(III))</p>	<ul style="list-style-type: none"> Students will be provided attendance support through the Check and Connect program with their advisory teachers 	<p>2021-2023</p>	<ul style="list-style-type: none"> Christopher Heaton Yukiko Yamada Melody Murata 	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Attendance Data <p>(SW3)</p>
<p>2021-2022 By the end of the school year 2021-2022, Princess Ruth Ke'elikōlani Middle School will increase its percent favorable in Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey by 5%.</p> <p>(CNA 2021-2022 Prioritized Problems #2 and #3, WASC Critical</p>	<ul style="list-style-type: none"> Students will participate in weekly Advisory/SEL lessons Students in Grade 6 will participate in SEL/ Guidance Elective Students will build relationships with their Advisory teachers and classes to build a support system 	<p>2021-2023</p>	<ul style="list-style-type: none"> Joseph Passantino Cheryl Sumida Sakai Noelani Takeyesu Christopher Heaton Yukiko Yamada Melody Murata 	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Attendance Data SEL Lessons Panorama Student Perception and SEL Surveys <p>(SW3)</p>

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Areas #1 and #6)(SW6(iii)(I))					
<p>2022-2023</p> <p>By the end of the school year 2022-2023, Princess Ruth Ke'elikōlani Middle School will increase its percent favorable in Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey by 7%.</p> <p>By the end of the school year 2022-2023, Princess Ruth Ke'elikōlani Middle School will increase its percent favorable in Panorama Student SEL Survey Topics "Self-Efficacy, Growth Mindset, and Emotional Regulation" by 7%.</p> <p>(CNA 2021-2022 Prioritized Problems #2 and #3, WASC Critical Areas #1 and #6)(SW6(iii)(I))</p>	<ul style="list-style-type: none"> Students will participate in weekly Advisory/SEL lessons Students in Grade 6 will participate in SEL/ Guidance Elective Students will build relationships with their Advisory teachers and classes to build a support system 	<p>2021-2023</p>	<ul style="list-style-type: none"> Joseph Passantino Cheryl Sumida Sakai Noelani Takeyesu Christpher Heaton Yukiko Yamada Melody Murata 	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Attendance Data SEL Lessons Panorama Student Perception and SEL Surveys <p>(SW3)</p>

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Goal 2: Staff Success. Princess Ruth Ke'elikōlani Middle School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:
<p>100% of Princess Ruth Ke'elikōlani Middle School teachers will be trained in inclusionary practices and differentiated instruction and be supported in the implementation of interdisciplinary projects to positively impact student achievement.</p> <p>100% of Princess Ruth Ke'elikōlani Middle School math teachers will be supported in the implementation of research based mathematical practices and instructional routines to positively impact student achievement.</p> <p>(SW6(ii))</p>	<p>Due to the ever evolving environment of education and best educational practices, Princess Ruth Ke'elikōlani Middle School teachers will receive professional development opportunities to continue expanding their teacher toolboxes and support their implementation of effective teaching strategies and structures. One of the professional development opportunities will include inclusionary practices. “Studies show that inclusion is beneficial for all students — not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for all students.”</p> <p>(https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/4-benefits-of-inclusive-classrooms)</p> <p>Teachers will also be provided the opportunity for professional development on differentiated instruction and interdisciplinary projects. “Differentiated teaching is how teachers target their instruction to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective of differentiation is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Differentiation benefits students across the learning continuum, including students who are highly able and gifted.”</p> <p>(https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approachesppn16differentiationtt.aspx)</p> <p>“Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for learning are common goals that educators bring to the classroom, and interdisciplinary instruction and exploration promotes realization of these</p>

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	<p>objectives. Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to:</p> <ul style="list-style-type: none">- Recognize bias- Think critically- Tolerate ambiguity- Acknowledge and appreciate ethical concerns” <p>(https://serc.carleton.edu/sp/library/interdisciplinary/why.html#:~:text=Interdisciplinary%20Teaching%20Helps%20Advance%20Critical,needed%20to%20carry%20out%20tasks.)</p> <p>In addition, our math teachers will receive support on the implementation of research based mathematical practices and instructional routines to support student achievement. Not only does the teaching of Math standards support student learning in math, but develops skills to support their learning in other areas. “The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).” (http://www.corestandards.org/Math/Practice/)</p>
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	<p>The professional development opportunities and support provided to teachers to continue enhancing their skills will aid to positively affect the following data:</p> <ul style="list-style-type: none">• Teacher positive responses rate to well-being was 63% (SQS2020)• Teacher positive responses rate to satisfaction was 60.8% (SQS2020)• Teacher positive responses rate to involvement/engagement was 53% (SQS 2020)• 49% of students responded favorable for classroom engagement (Panorama 2020)• 33% responded favorably that they often use ideas from school in their daily life (15% decrease from previous year) (Panorama2020) <p>(SW6(ii))</p>
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>2021-2022 By the end of school year 2021-2022, 100% of all teachers will receive professional development on inclusionary practices.</p> <p>By the end of school year 2021-2022, 100% of all teachers will receive professional development on differentiated instruction.</p> <p>By the end of school year 2021-2022, 100% of all teachers will receive professional development on supporting ELL students and</p>	<p>2021-2022:</p> <ul style="list-style-type: none"> Faculty and staff attend professional development on inclusionary practices Faculty and staff attend professional development on inclusionary practices differentiation strategies Professional development by district personnel to support all teachers being language teachers (KMR EL Success Plan) Implement research based inclusionary practices and sheltered instruction strategies on a routine basis Participate in quarterly peer and non-classroom support staff walkthroughs and debriefs Develop and refine working agreements between co-teachers Create a program evaluation tool and 	<p>2021-2023</p>	<ul style="list-style-type: none"> John Hamilton Wendie Kim Noelani Takeyesu SPED Intervention Teacher 6th Grade SPED Teacher 7th Grade SPED Teacher 8th Grade SPED Teacher 	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>2021-2022</p> <ul style="list-style-type: none"> Professional Development Agenda and Minutes Classroom Walkthrough data sheets Working agreements Program Evaluation Tool and Flow Chart <p>(SW3)</p>

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<p>language development.</p> <p>(CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #4, #6, #7, and #8) (SW6(i), SW6(ii), SW6(iii)(IV))</p>	<p>flowchart for Inclusionary Practices</p>				
<p>2022-2023</p> <p>By the end of school year 2022-2023, 100% of all teachers will have attended professional development on inclusionary practices.</p> <p>By the end of school year 2022-2023, 100% of all teachers will have attended professional development on differentiated instruction.</p> <p>By the end of school year 2022-2023, 100% of all teachers</p>	<p>2022-2023:</p> <ul style="list-style-type: none"> • Faculty and staff attend professional development on inclusionary practices • Faculty and staff attend professional development on differentiation strategies • Professional development by district personnel to support all teachers being language teachers (KMR EL Success Plan) • Implement research based inclusionary practices and sheltered instruction strategies on a routine basis • Participate in quarterly peer and non-classroom support staff walkthroughs and debriefs 	<p>2021-2023</p>	<ul style="list-style-type: none"> • John Hamilton • Wendie Kim • Noelani Takeyesu • SPED Intervention Teacher • 6th Grade SPED Teacher • 7th Grade SPED Teacher • 8th Grade SPED Teacher 	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>2022-2023</p> <ul style="list-style-type: none"> • Professional Development Agenda and Minutes • Classroom Walkthrough data sheets • Working agreements • Program Evaluation Tool and Flow Chart <p>(SW3)</p>

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<p>will have attended professional development on supporting ELL students and language development.</p> <p>(CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #4, #6, #7, and #8) (SW6(i), SW6(ii), SW6(iii)(IV))</p>	<ul style="list-style-type: none"> • Develop and refine working agreements between co-teachers • Revisit and revise the program evaluation tool and flowchart for Inclusionary Practices 				
<p>2021-2022</p> <p>100% of teachers will implement one interdisciplinary in SY 2021-2022 in order to increase rigor and make real world connections.</p> <p>(SW6(i), SW6(ii), SW6(iii)(IV))</p>	<p>2021-2022</p> <ul style="list-style-type: none"> • Coaching and Support for teachers in developing and implementing an interdisciplinary projects • Create opportunities for teachers to collaborate, reflect, and share successes 	<p>2021-2023</p>	<ul style="list-style-type: none"> • 6th Grade Team Lead • 7th Grade Team Lead • 8th Grade Team Lead • John Hamilton 		<p>2021-2022</p> <ul style="list-style-type: none"> • Grade Level Team Minutes • Student Final Projects • SQS results will increase by 10% in satisfaction and involvement/engagement <p>(SW3)</p>

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<p>2022-2023 100% of teachers will implement one interdisciplinary project per semester during the school year 2022-2023.</p> <p>(CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #3 and #8)</p> <p>(SW6(i), SW6(ii), SW6(iii)(IV))</p>	<p>2022-2023</p> <ul style="list-style-type: none"> Support for teachers in developing and implementing an interdisciplinary project with a focus on real-world connections Teachers will implement one interdisciplinary project per semester create opportunities for teachers to collaborate, reflect, and share successes 	<p>2021-2023</p>	<ul style="list-style-type: none"> 6th Grade Team Lead 7th Grade Team Lead 8th Grade Team Lead John Hamilton 		<p>2022-2023</p> <ul style="list-style-type: none"> Grade Level Team Minutes Student Final Projects SQS results will increase by 10% in satisfaction and involvement/engagement <p>(SW3)</p>
<p>Throughout 2022-2023, 100% of math and ELA teachers will receive professional development by a consultant focusing on curriculum, assessment, and instruction (Catapult Learning).</p> <p>Throughout 2022-2023 100% of Teachers will collaborate in Professional Learning Teams</p>	<ul style="list-style-type: none"> Professional development provided by a consultant Implement instructional strategies learned through pd with consultant in all classes on a daily basis Continue documentation of instructional practices (data collection and walkthroughs as specified by consultant) 	<p>2021-2023</p>		<p><input type="checkbox"/> WSF</p> <p>X 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>X Other: ESSER</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Professional development agenda and minutes Classroom Walkthrough data collection forms PLT Minutes/Worksheets Steering Committee Minutes <p>(SW3)</p>

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(PLTs) focusing on Vertical Alignment of standards, Assessment design, and Data informed instructional strategies (CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #4, #5, and #8) (SW6(i), SW6(ii), SW6(iii)(IV))					
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Goal 3: Successful Systems of Support. The system and culture of **Princess Ruth Ke’elikōlani Middle School** works to effectively organize financial, human, and community resources in support of student success.

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Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> • A school-wide MTSS program will be implemented to address academics, behavior, and attendance • Ke'elikōlani will have a family engagement plan that: <ul style="list-style-type: none"> ○ Provides families with the knowledge and resources to support their students ○ Creates a two-way communication and support system between families and Ke'elikōlani Middle <p>(SW2, SW(iii)(I), SW6(iii)(III))</p>	<p>Princess Ruth Ke'elikōlani Middle School will implement a school-wide MTSS program “to ensure that all students receive an equitable and accessible education...to address the physical health, behavioral, academic, social-emotional needs of all students.” https://www.hawaiipublicschools.org/DOE%20Forms/OSSS-StudentServicesBranch.pdf</p> <p>In addition a family engagement plan will be developed to support families and students. Research shows, “Family engagement is regarded as a best practice in education. Decades of research has shown that parent involvement is a powerful influence on children’s educational success. More specifically, when families are involved in their child’s education, data indicate:</p> <ul style="list-style-type: none"> • Increased student achievement (Park & Holloway, 2017; Jeynes, 2005) • Improved attendance and behavior (Smith, Reinke, Herman, & Huang, 2019; Sheldon, 2007; Nokali, Bachman, & Vortuba-Drzal, 2010) • Improved social-emotional skills (Smith, Sheridan, Kim, Park, & Beretvas, 2020; Van Voorhis, Maier, Epstein, & Lloyd, 2013) • Increased graduation rates (Ross, 2016; Hoover-Dempsey, Walker, Sandler, Whetsel, Wilkins, & Closson, 2005)” https://iris.peabody.vanderbilt.edu/module/fam/cresource/q1/p01/ <p>)</p> <p>The development of an MTSS program and Family Engagement Plan will aid to positively affect the following data:</p> <ul style="list-style-type: none"> • 68% of students are two or more grade levels below in Reading (Diagnostic 2, SY 2020-2021) • 63% of students are two or more grade levels below in Math (Diagnostic 2, SY 2020-2021)

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	<ul style="list-style-type: none">• 72.7% of students were non-proficient in ELA (SBA SY 2018-2019)• 86.5% of students were non-proficient in Math (SBA SY 2018-2019)• 89.5% of students were non-proficient in Science (SBA SY 2018-2019)• 2019-2020 – not including 4th quarter:<ul style="list-style-type: none">○ 164 behavior incidents○ 75.9% committed by males○ 88.5% committed by students identified as having high needs○ 75% committed by students identified as low SES• 8.3% of students were chronically absent in SY 2019-2020• Only 14.7% of parents completed the SQS in 2020• Only 33% of parents feel involved in the school• Only 33% of parents completed the Continuous School Improvement Survey in 2019-2020 <p>(SW2, SW(iii)(I), SW6(iii)(III))</p>
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
2021-2022 A school-wide MTSS program will be developed and implemented to address academics, social emotional needs, behavior, and attendance. (CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #1, #4, #5, #6, and #7) (SW2, SW (iii)(I), SW6(iii)(III))	2021-2022: <ul style="list-style-type: none"> 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 Expand implementation of Tier 1 Restorative Practices for behavior support Continue developing and strengthening tiered attendance plan for students with chronic and moderate attendance rates Develop effective data collection and evaluation processes for MTSS programs 	2021-2023	<ul style="list-style-type: none"> John Hamilton Noelani Takeyesu Christopher Heaton Yukiko Yamada Melody Murata 	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Meeting agendas and minutes Data collection on Restorative Practices implementation Student Attendance Data Data collection and evaluation process shared with faculty and staff (meeting minutes) Lessons and notes from SEL program MTSS data collection (SW3)

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<p>2022-2023 A school-wide MTSS program will continue to be implemented in order to address academics, social emotional needs, behavior, and attendance.</p> <p>(CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #1, #4, #5, #6, and #7)</p> <p>(SW2, SW (iii)(I), SW6(iii)(III))</p>	<p>2022-2023:</p> <ul style="list-style-type: none"> Identify gaps in tiered framework and identify new interventions Implement Tier 2 and 3 SEL program to support repeat behavior offenders Continue to expand implementation of Tier 1 Restorative Practices for behavior support Continue developing and strengthening tiered attendance plan for students with chronic and moderate attendance rates Implement effective data collection and evaluation processes for MTSS programs Develop program evaluation tools and flowcharts for MTSS programs 	<p>2021-2023</p>	<ul style="list-style-type: none"> John Hamilton Noelani Takeyesu Christopher Heaton Yukiko Yamada Melody Murata 	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Meeting agendas and minutes Data collection on Restorative Practices implementation Student Attendance Data Data collection and evaluation process shared with faculty and staff (meeting minutes) Lessons and notes from SEL program MTSS data collection <p>(SW3)</p>
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<p>2021-2022 A Family Engagement Plan will be developed and implemented, with family engagement event attendance increasing by 10% per quarter.</p> <p>(CNA 2021-2022 Prioritized Problem #3)</p> <p>(SW2, SW7)</p>	<p>2021-2022</p> <ul style="list-style-type: none"> • Create a Family Engagement Committee • Develop a plan to increase Family Engagement • Determine means to communicate with families regularly about student language and academic progress in a language they can understand (KMR EL Success Plan) • Quarterly family events to inform families of standard, experiences, activities, and more <p>2022-2023</p> <ul style="list-style-type: none"> • Continue Family Engagement Committee • Evaluate and refine family events to ensure they are meaningful based on family feedback • Continue to communicate with families regularly about student language and academic progress in a language they can understand (KMR EL Success Plan) • Quarterly family events developed based on 	<p>2021-2023</p>		<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2021-2022</p> <ul style="list-style-type: none"> • Meeting agendas and minutes • Family engagement plan is shared with faculty and staff (meeting minutes) • Parent Exit Surveys • Communication logs • Family Engagement agendas and pictures <p>(SW3)</p>
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	<p>feedback from families on needs/wants</p> <ul style="list-style-type: none"> Engage and empower families to provide feedback on the school's Academic Plan. Facilitated by BSHA <p>(SW4, SW5)</p>				
<p>2022-2023 PRKMS Family Engagement Plan will be implemented, with family engagement event attendance increasing by 10% per quarter.</p> <p>(CNA 2021-2022 Prioritized Problem #3)</p> <p>(SW2, SW7)</p>	<p>2022-2023</p> <ul style="list-style-type: none"> Continue Family Engagement Committee Evaluate and refine family events to ensure they are meaningful based on family feedback Continue to communicate with families regularly about student language and academic progress in a language they can understand (KMR EL Success Plan) Quarterly family events developed based on feedback from families on needs/wants Engage and empower families to provide feedback on the school's Academic Plan. Facilitated by BSHA <p>(SW4, SW5)</p>	<p>2021-2023</p>		<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2022-2023</p> <ul style="list-style-type: none"> Meeting agendas and minutes Family engagement plan is shared with faculty and staff (meeting minutes) Parent Exit Surveys Communication logs Family Engagement agendas and pictures <p>(SW3)</p>