



2021 Academic Plan, School Year 2021-22

School Name: Kaimuki Middle School

Principal's Name: Frank K. Fernandes

Dr. Rochelle Mahoe, CAS

Farrington, Kaiser, Kalani Complex

Principal's Signature: [Signature]

CAS Signature: [Signature]

Date: 04/29/2021

Date: MAY - 3 2021

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. 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 5).

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 3-4).

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 2).



Foundation for Change

This section highlights the areas that the school 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.

Evidence and Rationale for Change* <small>*Due to the COVID-19 pandemic, statewide assessment data is as of SY 2018-19.</small>	Key Strategies to Address and Promote Change
<p>Special Education</p> <p>Needs assessment data reveals the academic achievement of our special education students has been under 20% in ELA and math over several years. In SY 2018-19, special education student proficiency was 16% in ELA, 13% in math, and 40% for science. The achievement gap was 36 points in ELA and 32 points in math.</p>	<p>ELA teachers will participate in PD through the Comprehensive Literacy State Development Grant. Regular and special education teachers in other content areas will have PD in instructional strategies. It is our goal to help all teachers identify and implement practices that have an evidence-based effect size of at least 0.40.</p>
<p>English Learners</p> <p>The EL subgroup is a high need area, with only 12% of students proficient in ELA and 25% in math in SY 2018-19. While the math achievement gap for our EL population is on par with that of the All Students group, the gap in ELA is nearly double that of All Students. In science, there were no EL students meeting proficiency, therefore giving us an achievement gap of 78.45.</p>	<p>Proficiency data for the EL population shows that achievement remains the same or has declined in recent years. There is a need to offer teachers PD in academic differentiation strategies to support EL students within the regular education setting and in their EL classes. The effective use of formative assessment data will also be a key factor, so that teachers will be able to make adjustments within their cycle of instruction and assessment.</p>
<p>Professional Development</p> <p>An area of focus after our 2019 WASC self-study was the recommendation to tailor professional development to focus on providing teachers with a selection of evidence-based strategies, similar to the process we have used for the rollout of strategies within the Multi-tiered Systems of Support (MTSS) framework. This will enhance the "instructional tool belt" of teachers, so that they can be better equipped to meet the needs of all learners.</p>	<p>As part of the Comprehensive Literacy State Development (CLSD) Grant, ELA teachers will participate in professional development to develop a school wide plan to support and increase literacy for all students. Continued use of school wide MTSS strategies will strengthen teacher-student relationships and proactively manage behavior, with the goal of increasing academic achievement. Our next step is to begin implementation of high effect-size strategies for classroom instruction (i.e. Visible Learning). Together, these strategies will provide students with a well-rounded, balanced foundation of academic and social-emotional support.</p>

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)
<p>Rigorous, well-rounded education based on standards</p> <p>Inclusive classroom practices for high-needs students</p> <p>Support for successful transitions throughout students' educational experiences</p>	<p>Department Chairs</p> <p>Principal; Department Chairs</p> <p>Counseling Department; Advisory Coordinator</p>
Key School Initiatives Addressed in the Plan	Lead(s)
<p>Multi-Tiered Systems of Support</p> <p>PBIS</p> <p>Literacy / Instructional Strategies</p> <p>WASC Critical Areas of Focus:</p> <ol style="list-style-type: none"> 1. Develop vocabulary and reading comprehension skills to promote literacy for all students. 2. Broaden mathematical instructional strategies to promote student proficiency in concepts and procedures. 3. Extend the use of strategies to build students' self-directed skills and habits to promote engagement and accountability for learning. 4. Targeted professional development and implementation of differentiated instructional strategies to promote inclusive practices for all students to the general education learning environment. 5. Develop a procedure to measure the impact of interventions on student achievement. 	<p>MTSS Cohort</p> <p>Counseling Department Chair</p> <p>ELA Department Chair; Principal</p> <p>Data/Accreditation Coordinator</p>



Teaching & Learning Core: Equity and Excellence

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

Achievement Gap* <small>*Due to the COVID-19 pandemic, assessment data is as of SY 2018-19.</small>	Theory of Action	Enabling Activity																																																
<p>Special Education:</p> <p>Proficiency</p> <table border="1" data-bbox="128 496 489 699"> <thead> <tr> <th>2018-19</th> <th>All Students</th> <th>Sped</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>70%</td> <td>16%</td> </tr> <tr> <td>MATH</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>SCI</td> <td>75%</td> <td>40%</td> </tr> </tbody> </table> <p>Source: ADC</p> <p>Achievement Gap</p> <table border="1" data-bbox="541 496 896 699"> <thead> <tr> <th>2018-19</th> <th>All Students</th> <th>Sped</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>36</td> <td>59.40</td> </tr> <tr> <td>Math</td> <td>32</td> <td>40.56</td> </tr> <tr> <td>SCI</td> <td>-</td> <td>38.23</td> </tr> </tbody> </table> <p>Source: Strive HI; ADC</p> <p>English Learners:</p> <p>Proficiency</p> <table border="1" data-bbox="128 850 495 1053"> <thead> <tr> <th>2018-19</th> <th>All Students</th> <th>EL</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>70%</td> <td>12%</td> </tr> <tr> <td>MATH</td> <td>67%</td> <td>25%</td> </tr> <tr> <td>SCI</td> <td>75%</td> <td>0%</td> </tr> </tbody> </table> <p>Source: ADC</p> <p>Achievement Gap</p> <table border="1" data-bbox="541 850 896 1053"> <thead> <tr> <th>2018-19</th> <th>All Students</th> <th>EL</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>36</td> <td>60.96</td> </tr> <tr> <td>Math</td> <td>32</td> <td>32.96</td> </tr> <tr> <td>SCI</td> <td>-</td> <td>78.45*</td> </tr> </tbody> </table> <p>Source: Strive HI; ADC <small>*0 of 13 EL met sci proficiency</small></p> <p>Other: 2019-20 mid-year i-Ready diagnostic screener data (percent of students meeting typical growth measure): Reading 49%; Math 38%</p>	2018-19	All Students	Sped	ELA	70%	16%	MATH	67%	13%	SCI	75%	40%	2018-19	All Students	Sped	ELA	36	59.40	Math	32	40.56	SCI	-	38.23	2018-19	All Students	EL	ELA	70%	12%	MATH	67%	25%	SCI	75%	0%	2018-19	All Students	EL	ELA	36	60.96	Math	32	32.96	SCI	-	78.45*	<p>If the school prioritizes the use of evidence-based instructional and assessment strategies, then teachers will be equipped to provide differentiated learning opportunities that support the needs of all learners, including our high needs population. This will help students at all levels increase engagement and achievement.</p> <p>If the academic achievement of our high-needs population (Disadvantaged, Special Education, English Learners) increases, the school wide achievement gap will decrease.</p>	<ul style="list-style-type: none"> ● Professional learning opportunities to provide teachers with a range of evidence-based instructional strategies to meet the academic and behavioral needs of students. ● Instructional support, including a co-teaching model, for Tier III students in ELA and math classes, especially in the Disabled and EL subgroups. ● Increased alignment of content delivery and grading practices, as evidenced on department/grade level curriculum maps. ● Continued implementation of MTSS Tier I practices to enhance student-teacher relationships. ● Continued Tier II intervention support for identified students. ● Active monitoring of student data, including assessing the effects of interventions on achievement. ● Increased opportunities for parent involvement, including outreach to families with students in low performing subgroups.
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Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice. Despite high student achievement, KMS has a number of underperforming students, especially those in the EL and Disabled subgroups. Several students have also demonstrated difficulty adapting to blended learning during the COVID-19 pandemic. Focused PD in differentiation strategies, supports, and interventions will help build capacity and enhance learning.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. Current school design initiatives include: interdisciplinary teaming to allow for teacher collaboration across content areas and grade levels; a Multi-Tiered System of Support (MTSS) that guides our efforts to help every child reach their academic and behavioral potential; block scheduling that helps allot time to deliver our Social and Emotional Learning (SEL) Advisory Program, while providing teachers flexibility and time to support students with academic needs. Ensuring high quality instruction in all classrooms, with attention placed on effective strategies and tools for teaching in a blended/hybrid learning environment, will be a focus of professional development as we move forward.

Describe here your Conditions for Success for School Design and Student Voice. Training and support in a range of evidence-based instructional and assessment strategies to meet the needs of students at all levels; collegial sharing of effective practices for hybrid teaching/assessing of in-person and distance learning students to increase student engagement and achievement.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • After professional development in evidence-based instructional strategies to increase student engagement and achievement, 100% of teachers will explore implementation in their classrooms. • Faculty will collaborate on learning goals and differentiated instructional strategies and assessments, to address high need subgroups (Disadvantaged, Sped, EL). • 100% of students have the opportunity for appropriate supports and interventions through a comprehensive Multi-tiered Systems of Support (MTSS) process, especially at the Tier II and Tier III level. 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • Given opportunities for PD, and planning and collaboration with colleagues, faculty will share successful in-person and distance learning instructional strategies they have used with students. • Faculty will have opportunities to collaborate on learning goals and differentiated instructional strategies and assessments, to increase student achievement, especially in the high needs subgroups. • Vulnerable students at the Tier II and Tier III level will receive equitable opportunities for success through a systematized MTSS process of intervention and support. 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • Given opportunities for data-driven dialogue, teacher groups will identify specific instructional efforts that resulted in student success, to build on and encourage future success for all students. • Evidenced by classroom observations, students will be provided with intentional and varied opportunities to engage in their learning and meet success criteria. • Students at the Tier II and III levels demonstrate academic growth throughout the year, as a result of targeted supports and interventions.

<p><i>Why are you implementing them?</i></p> <p>Learning about evidence-based strategies (i.e., Visible Learning) will help increase teachers' capacity to integrate best practices into their classroom instruction, to better meet the academic needs of students at various levels. Increasing consistency in instruction and assessment strategies with fidelity will result in higher student engagement and an increase in achievement.</p>	<p><i>Why are you implementing them?</i></p> <p>Opportunities for collaborative sharing of successful best practices builds a sense of collective efficacy among the faculty, and encourages teachers to deepen their commitment to their own professional growth and to the school's success.</p>	<p><i>Why are you implementing them?</i></p> <p>Maintaining a student-centered focus will help create an environment that makes learning challenging and engaging for all students. Teachers will be able to engage in professional conversations and data-driven collaboration to ensure that students' academic and social emotional needs are met.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will offer:</p> <ul style="list-style-type: none"> ● Staff: Opportunities for professional development, planning, collaboration ● Students: Opportunities for appropriate supports and interventions for students at all levels <p>We will track:</p> <ul style="list-style-type: none"> ● MTSS interventions ● Quarterly grades (i.e. Marks in EWS data) ● Proficiency on state assessments ● Achievement Gap rates (StriveHI) ● i-Ready growth ● Student survey responses (Panorama) 	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will look for:</p> <ul style="list-style-type: none"> ● Decrease in EWS off-track students ● Increase in proficiency rates ● Increase in student survey measures (i.e., positive feelings about the school, programs and staff) <p>We will track:</p> <ul style="list-style-type: none"> ● MTSS interventions ● Quarterly grades (i.e. Marks in EWS data) ● Proficiency on state assessments ● Achievement Gap rates (StriveHI) ● i-Ready growth ● Student survey responses (Panorama) 	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will look for:</p> <ul style="list-style-type: none"> ● Maintain/decrease EWS off-track students ● Increase in proficiency rates ● Increase in student survey measures (i.e., positive feelings about the school, programs and staff) ● Decrease in number of students requiring academic/behavioral Tier II interventions <p>We will track:</p> <ul style="list-style-type: none"> ● MTSS interventions ● Quarterly grades (i.e. Marks in EWS data) ● Proficiency on state assessments ● Achievement Gap rates (StriveHI) ● i-Ready growth ● Student survey responses (Panorama)



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

Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<ul style="list-style-type: none"> ● Teacher use/exploration of instructional strategies presented in professional development sessions ● Other baseline data: <ul style="list-style-type: none"> ○ Achievement gap (Strive HI) ○ Students meeting annual typical growth in reading (i-Ready) ○ Percentage of positive student survey responses (Panorama) <ul style="list-style-type: none"> ■ Classroom Student Engagement ■ Classroom Teacher-Student Relationships 	<p>Formative data from classroom observations, and/or teacher and student interviews/surveys will be collected regarding the use of:</p> <ul style="list-style-type: none"> ● Evidence-based instructional strategies ● Student response to utilized strategies <p>Additional data will be collected to assess increases in student achievement and engagement, as follows:</p> <ul style="list-style-type: none"> ● Quarter: EWS Marks ● Semester: i-Ready Growth ● Year: Strive HI; Panorama 	<ul style="list-style-type: none"> ● Increase percentage of teacher use of evidence-based strategies utilized throughout the year ● Decrease school wide achievement gap ● Increase percentage of students meeting annual typical growth on their reading and math i-Ready ● Increase percentage of positive responses on the annual Panorama Survey: <ul style="list-style-type: none"> ○ Classroom Student Engagement ○ Classroom Teacher-Student Relationships

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Positive student response to a range of instructional strategies and supports (WASC 1, WASC 2):	<ul style="list-style-type: none"> ● Dept/grade level teachers design instruction and assessments aligned to standards, with strategies planned for high needs students. 	Yearlong	WSF Literacy Grant	Teacher leaders to collect and analyze data (i.e. Classroom assessments, i-Ready, SBA)	Semester	

<ul style="list-style-type: none"> ● Increase student proficiency (All Students subgroup) ● Decrease the achievement gap for high needs (EL, Sped) subgroup (WASC 4) <ul style="list-style-type: none"> ○ EL Objective: 30% of ELs meet Growth to Target, and 50% of students show growth on WIDA ACCESS ○ SPED Objective: 70% of IDEA students make progress toward their ELA vocabulary goals and objectives in one IEP reporting year 	<ul style="list-style-type: none"> ○ ELA focus: Vocabulary and comprehension strategies <ul style="list-style-type: none"> ■ EL: Use <i>Click and Chunk</i> strategy in all EL content classes; Student practice sessions on i-Ready and Vocabulary.com ■ SPED: Practice <i>Cloze</i> vocabulary and reading strategy using word banks, personal student word walls, and general word wall displays in ELA classrooms ○ Math focus: Concepts and procedures <ul style="list-style-type: none"> ■ Bell work warm-up drills 2x/week ■ Use Voyager Voucher program to incentivize progress ● ELA teachers to participate in Literacy Grant PD sessions (year 2 of 4-year literacy plan development) and implement agreed upon practices ● Instructional adjustments made based on ongoing 			<p>Administrators to collect curriculum maps</p> <p>Classroom walkthroughs</p>		
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	formative data, notating on curriculum maps for future lessons					
2. Positive learning environments where students feel supported and are demonstrating active engagement in their learning (WASC 3)	<ul style="list-style-type: none"> Continued implementation of SEL and MTSS to strengthen teacher-student relationships PBIS incentives for students meeting behavior expectations Increased opportunities for parent involvement: <ul style="list-style-type: none"> Outreach to families in lower performing subgroups (i.e. EL, Sped) Parent workshops focused on topics relevant to middle school adolescents Consistent school-home communication 	Yearlong Monthly/ Quarterly Ongoing	WSF	Student survey results Parent attendance and survey results School website, email, SMS, social media	Semester Per event	
3. Appropriate student response to academic and behavioral interventions when needed (WASC 3)	<ul style="list-style-type: none"> Continue implementation of MTSS Tier I, Proactive Classroom Management (PCM) strategies Teachers, counselors use appropriate Tier II strategies with identified students 	Yearlong	WSF	Classroom observation Student survey Counselor data tracking sheets	Ongoing	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Implementation of a range of evidence-based instructional strategies, with a focus on increasing student engagement and achievement (WASC 1, WASC 2, WASC 4)	<ul style="list-style-type: none"> ● Professional development: <ul style="list-style-type: none"> ○ Evidence-based instructional strategies (introduction, selection of baseline strategies for initial implementation in classes) ○ Tools, applications and strategies to support engagement and achievement (in-person and hybrid/distance teaching, if applicable) 	Yearlong	WSF Title II Funding	Teacher leaders to collect formative data from classroom observations Teacher leaders, Administration to facilitate faculty sharing (team, department, faculty mtgs, PC days, etc.)	Semester	
Teacher collaboration to address learning goals and differentiated instructional/assessment strategies, to support high need subgroups (EL, Sped) (WASC 3, WASC 5)	<ul style="list-style-type: none"> ● Intentional planning for adjustments to instruction and/or assessment for students at various levels (i.e., EL, Sped): <ul style="list-style-type: none"> ○ Curriculum maps ○ Common assessments ○ Data team cycles ● Time provided for reflective collaboration and sharing to: <ul style="list-style-type: none"> ○ Improve professional practice ○ Improve student performance ○ Address student need areas (EL, Sped, other) 	Yearlong		DH to facilitate discussions and planning Admin to collect curriculum maps Data Coordinator to facilitate/collect data-driven dialogue reflections, surveys, etc.	Quarter Semester/Yr Semester/Yr	
Continued implementation of	<ul style="list-style-type: none"> ● Faculty PD/refresher <ul style="list-style-type: none"> ○ MTSS framework 	Yearlong		Counselors to track Tier II	Quarter	

<p>MTSS, to improve appropriate supports and interventions for all students, especially at the Tier II and Tier III level (WASC 5)</p>	<ul style="list-style-type: none"> ○ Proactive Classroom Management (PCM) Strategies ● Continued Tier II intervention for identified students ● Monitoring and evaluation of the effectiveness of academic and behavioral interventions through data-driven dialogue 		<p>intervention data and share among team teachers and MTSS Cohort</p> <p>Data Coordinator to aggregate key school wide and student data points</p>	<p>Year</p>	
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p>Expansion of our STEM center, to:</p> <ul style="list-style-type: none"> ● Provide a venue for inquiry-based, hands-on, experiential learning opportunities that incorporate the Design Thinking process ● Increase student engagement with interest-driven, relevant learning opportunities ● Broaden the availability of resources and technology, especially under the restraints brought about by the COVID-19 pandemic 	<ul style="list-style-type: none"> ● Commitment from school leadership, with regard to: <ul style="list-style-type: none"> ○ Facilities (outdoor covered learning labs/gathering spaces) ○ Equipment (technology) ○ Staffing (school coordinator to expand outreach to students/classrooms) ● Willingness of faculty to collaborate with the coordinator and/or other staff to integrate lessons and increase utilization of the STEM Center ● Collaboration with district and state resource teachers to expand current projects