



Kaimuki McKinley Roosevelt Complex Two-Year Academic Plan 2021-2023

Prince David Kawanakoa Middle School

49 Funchal Street

Honolulu, Hawaii 96813

PH (808) 307-0300 FAX (808) 587-4443

<https://www.kawanakoa.k12.hi.us>

Submitted by: Veronica Victor, Principal	Date
Principal's Signature: 	3/31/21

Approved by Complex Area Superintendent Linell Dilwith	Date
CAS Signature: 	5/17/21

**WASC Critical Area for Follow-up
Targeted School and Improvement Recommendation
ESSA Title I Schoolwide Plan**

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Where are we now? (SW 1, 4, 5, 6i, 6ii, 6iii)

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
- WASC Category C: Standards Based Student Learning: Instruction
- WASC Category D: Standards Based Student Learning: Assessment and Accountability
- WASC Category E: School Culture and Support for Student Personal and Academic Growth

Need: Clarity and understanding of the HMTSS Tiers of Instructional Intervention Practices, PBIS and SEL programs.

- a. Address the needs of the non-proficient reading and math students with high number of Fs from all classes preventing promotion to the next grade level (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)
- b. Address the needs of the repeat offenders who make up the largest group of behavior incidents and the lack of positive social/behavior supports (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)
- c. Close the achievement gap between the Non-High Needs and those identified High Needs students, including those in the Disadvantaged, SPED, EL, and Pacific Islander subgroups (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)

Addressing Equity: Sub-Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

1. Students who are non-proficient in reading and math, with high number of Ds/Fs from all classes preventing promotion to the next grade level (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)
2. Repeat offender subgroup make-up the largest group of behavior incidents and lack positive social/behavior supports (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)
3. Students identified in the subgroups Pacific Islander, Disadvantaged, SPED, and EL, will have an achievement gap in ELA of no more than 32%, in Math of no more than 35%, and in Science of no more than 24%, as determined by the SBA and the HSA Science (*WASC Critical Area for Follow-up #1*) (*TSI Recommendations*) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)

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ORGANIZE: Identify your Academic Review Team Accountable Leads. (SW 2, 3, 4, 5, 6L, 6ii, 6iii, 7)

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Veronica Victor, Principal	1. Targeted Support & Improvement (TSI) (Goal 1, Objective 1 Empowered)
2. Kris Tajima, EL Coordinator	2. English Learners (EL) (Goal 1, Goal 1, Objective 1 Empowered)
3. Veronica Victor, Principal Richard Billingsley, SSC Marcella Clark, Math DH	3. MTSS I: Academic Tiered-Supports, Safety, Wellness (Goal 1, Objective 2 Whole Child)
4. Veronica Victor, Principal Mahealani Santiago, Counseling DH Korine Kodama, Social Studies DH Poonam Ernest, SPED DH	4. MTSS II: Behavior Tiered-Supports, PBIS, SEL (Goal 1, Objective 2 Whole Child)
5. Bebi Davis, Vice Principal Jolie Takekawa, Fine Arts DH	5. Evidence-Based Practices / Data Teams / English Learners / Gifted and Talented (Goal 1, Objective 3 Well-Rounded Education)
6. Catherine Ayabe, Curriculum/Title I/WASC FOL Coordinator Ding Abe, Science DH Aric Oumi, Registrar	6. Transition and Innovation (Goal 1, Objective 4 Prepared and Resilient)
7. Brian Okano, PE/Health DH Ria Lulla, ELA DH	7. Induction and Mentoring (Goal 2)
8. Veronica Victor, Principal Bebi Davis, Vice Principal	8. Educator Effectiveness System (Goal 2, Objective 1 Focused Professional Development)

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

- x *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*
- x *Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- x *Objective 3: Well Rounded - All students are offered and engage in rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.*
- x *Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of two years,	Rationale:
<p>1. Targeted Support and Improvement (TSI) / Pacific Islander students, SPED, and EL students will have access to appropriate tiered support services to improve their reading and math proficiencies, their social and emotional behaviors, and reduce the gap between high-needs and non-high needs students. <i>(WASC Critical Area for Follow-up #1) (TSI Recommendations) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)</i></p>	<p>1. TSI / Pacific Islander students: Effective SY 2017-18 and for the next two years, Kawanakoa was designated as a TSI school due to the underperformance of the Pacific Islander subgroup based on the SY 2016-17 SBA ELA/Literacy results. This subgroup had an ELA/Literacy proficiency of 27% compared to the Non-High Needs subgroup of 73.7%, a gap of 46.7 points, well above the HIDEOE target of < 32%. Students in this subgroup have other challenges and risk factors, including chronic absenteeism, repeat offender Chapter 19 incidents, IDEA, 504, EL, and low SES. Although this subgroup's proficiency results improved in SY 2017-18 and SY 2018-19, with achievement at 35.1% and 30%, respectively, the gap continues to remain above the target. The need to provide greater supports academically, socially, and emotionally, the school annually identifies student cohorts and conducts progress monitoring using multiple measures of data.</p> <p>EL students: Over the past three years, Kawanakoa has seen a growing and diverse EL student population. Currently, 13% of students are identified as EL, an increase from the previous year of 7.62%. The primary languages of active EL students are, with the largest groups being Mandarin (38.5%), Chuukese (20.5%), Cantonese (7.7%), English (7.7%), and Ilocano (6.4%). Other languages also include Marshallese (3.8%), Tagalog (3.8%), Kosraean (3.8%), Vietnamese (3.8%), Visayan (1.2%), Thai (1.2%), and Korean (1.2%). The EL subgroup had an ELA/Literacy proficiency of 3.4% compared to the Non-High Needs subgroup of 73.7%, with an achievement gap of 70.3%, far exceeding the target of < 32%. With the increasing number of EL students mainstreamed into general education core classes, the school is participating in the KMR Complex EL Implementation Initiative with the cohort including the principal, EL coordinator, one science and one ELA teacher.</p>

SPED students: The subgroup with the second largest achievement gap is the SPED students. Currently, 9.24% of students are certified as SPED, a decrease from the previous year at 8.02% in need of supports and services. The largest disability group is Specific Learning Disability (54.4%), followed by Other Health Disability (26.3%), Autism (10.5%), Emotional (3.5%), Intellectual (1.8%), Hard of Hearing (1.8%), and Multiple Disabilities (1.8%). The SPED subgroup had an ELA/Literacy proficiency of 12.9% compared to the Non-High Needs subgroup of 73.7% with an achievement gap of 60.8%, far exceeding the target of < 32%. There is a need to provide ongoing PD on Tier I and II differentiated instructional strategies to support these students. Further, the school must provide more intentional PD dedicated towards greater understanding and implementation of powerful instructional practices in the inclusion classes to reach the HIDOE target of 51% of all SPED students in general education classes 80% of their school day.

2. **Multi-Tiered System of Support (Systemic RtI Process, PBIS Program, and Social & Emotional Learning) will be effectively and consistently implemented in order to provide interventions to support students who are not successfully performing academically and behaviorally. (WASC Critical Area for Follow-up #1) (TSI Recommendations) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)**

2. With the previous needs described and based on the 2018 FOL Self-Study Report along with the WASC VC Recommendations, Kawanakoa is in need of creating a more systemic RtI Process and revising the PBIS Program. The school has organizational structures in place with two major committees making headway in addressing these two growth areas, the MTSS I (Academic Tiered-Supports, Safety, Wellness) and MTSS II (Behavior Tiered-Supports, PBIS, SEL) Committees. To address HIDOE Multi-Tiered System of Support, the school has sent members of both committees to attend PD with the State's Student Support Services Team, Trauma-Informed Schools and Restorative Practices with Diana Browning Wright, as well as full-faculty training with Dr. Linda Jordan and Lana Penley.

The MTSS I Committee, facilitated by one of VPs and the SSC, has worked on developing a consistent referral process for team teachers to refer and document classroom interventions. Through discussions at team, committee, and faculty meetings, the MTSS I Committee has learned that there is a need for teachers to gain a greater understanding of Tier I and II differentiated instructional strategies, prompting the school to provide ongoing PD and to gather, analyze and evaluate data on the effectiveness of these powerful practices in the classroom.

Under the leadership of the principal and one counselor, the school introduced the initial changes to the PBIS program by sharing the positive behavior expectations, the 3Rs – Respect, Responsibility, and Resiliency.

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<p>3. Evidence-Based Practices / Data Teams: All students will receive rigorous and relevant curriculum, instruction, and assessments aligned to the Common Core ELA/Literacy and Math Standards, Next Generation Science Standards, Hawaii Core Social Studies Standards/C3 Framework. Implementation of a comprehensive and well-defined data team process to inform instruction and increase student learning. (<i>WASC Critical Area for Follow-up #1</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>4. Transition and Innovation: All students transition successfully throughout their educational experiences. Continue to provide on-going parent engagement activities. All students will have equitable access to the maker-space/innovation center. All teachers will be provided on-going professional development on technology resources. A clear shared vision is communicated to all school community stakeholders.</p>	<p>The MTSS II Committee gathered input from students on specific positive behaviors that they expected in different areas on campus. Students' voices were a critical part in crafting the new PBIS matrix. Posters were printed and posted in every classroom. The SAC and student council sponsored a door decorating contest asking every AA to create an example of one of the Rs. Winning AAs received a pizza party for their decorative door. The MTSS II Committee also rolled out a new positive behavior incentive program, rewarding students with beautiful plastic tags that can be redeemed for special treats. The program continues to be a work in progress.</p> <p>3. According to the SY 2016-17 and SY 2017-18 Strive HI reports, students increased proficiency from 60% to 62% on the SBA ELA/Literacy, and increased proficiency from 50% to 51% on the SBA Math. For this same period, science proficiency on the HSA decreased slightly from 56% to 54%. Further, the gap rate for ELA/Literacy increased from 21% to 24%, while it remained constant for Math at 19%.</p> <p>According to a comparison of SY 2016-17 Strive HI report, the Pacific Islander subgroup index scores when compared to the lowest identified CSI school, Kawanakoa has now been identified as a TSI school.</p> <p>Since SY 2019-20, the school has not implemented a consistent data teams process. Although approximately one-third of the faculty are new to the school, necessary professional development on high performance and impact teaming for all faculty members is needed.</p> <p>4. Implementation of the Middle Level Education concepts and philosophy will provide transitional support, including career awareness and exploration, for all students. Students and faculty are at all different levels of understanding and ability to utilize technology, however, access to the maker-space/innovation center will encourage collaboration at all levels, to promote ongoing efforts to increase literacy and student achievement, to innovate, design and engage students, giving them a greater platform for choice, voice, and ownership.</p>
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Planning		School Year(s) of Activity	ART Accountable Lead(s)	Funding/Amount <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
<p>Desired Outcome</p> <ul style="list-style-type: none"> 61% of students will meet or exceed proficiency in ELA/Literacy Standards as determined by the Smarter Balance Assessment (SBA) ELA gap not to exceed 32% as determined by the SBA 54% of students will meet or exceed proficiency in Math as determined by the Smarter Balance Assessment (SBA) Math gap not to exceed 35% as determined by the SBA 64% of 8th grade students will meet or exceed proficiency in Science as determined by the Hawaii State Assessment (HSA) 100% of all 7th and 8th grade students will submit a Science Fair project 100% of students will receive instruction in Social Studies based on the 	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p> <p>1. The school will utilize evidence-based instructional strategies and online programs such as, but not limited to, SpringBoard, Achieve3000 Teenbiz, IXL Language Arts, IXL Math, IXL Science, IXL Social Studies, <i>Wordly Wise</i> Vocabulary, <i>GoMath</i> online, Kahoot, BrainPop, as well as provide rigorous curriculum, instruction and assessments (<i>WASC Critical Area for Follow-up #1, #2</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>2. Teachers will collaborate, review and revise content area curriculum maps / pacing guides to align vertically and horizontally (<i>WASC Critical Area for Follow-up #1, #2</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>3. Teachers will implement the data teams process and utilize data to impact and adjust instructional practices to better differentiate and tier instruction to meet the learning needs of all students (<i>WASC Critical Area for Follow-up #1, #2, #3</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 4, 5, 6i, 6ii, 6iii</i>)</p>	2021-22	<p>Ria Lulla Marcella Clark Ding Abe Korine Kodama Brian Okano Jolie Takekawa Poonam Ernest Catherine Ayabe</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p> <p><input checked="" type="checkbox"/> X WSF <input checked="" type="checkbox"/> 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>Define the relevant data used to regularly assess and monitor progress</p> <ul style="list-style-type: none"> SBA ELA/Literacy data SBA Math data HSA Science data Achieve 3000 Level Set data STAR Reading and STAR Math data IXL Math data Curriculum Maps / Pacing Guides Data Teams minutes Evidence-Based Practices Committee minutes

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<p>Hawaii Core Social Studies Standards and C3 Social Studies Framework</p> <ul style="list-style-type: none"> 100% of students will have the opportunity to participate in an elective/exploratory and/or PE/Health class Operational, high impact and effective data teams 				
<ul style="list-style-type: none"> Effective implementation of a school Multi-Tiered System of Support (Systemic RtI Process, PBIS Program, and Social & Emotional Learning) to provide interventions that support students who are not successfully performing academically and behaviorally Reduce the number of Fs students earn from all classes, not to exceed 10% of all grades earned 51% of SPED students will be in inclusion general education classes 80% of the school day Reduce the number of students who are repeat behavior offenders, not to 	<p>4. Implement Positive Behavior Intervention System (PBIS) and SEL curriculum, which includes student voice and focuses on students identified in the Pacific Islander subgroup students (<i>WASC Critical Area for Follow-up #1, #2, #3</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>5. Implement a rewards and recognition system to support PBIS, BRAT-free achievements, Honor Roll, Perfect Attendance, <i>Ali'i</i> Warriors students (<i>WASC Critical Area for Follow-up #1, #2</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>6. Offer an array of Electives/ Exploratory courses (Art, Band, Crafts, Japanese, Multi-media, Orchestra, Yearbook, GT STEM) students (<i>WASC Critical Area for Follow-up #1, #2</i>) (<i>TSI Recommendations</i>) (<i>SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii</i>)</p> <p>7. Inclusion in Grades 7 and 8 core students (<i>WASC Critical Area for Follow-up #1, #2</i>) (<i>TSI</i>)</p>	<p>2021-22</p> <p>Veronica Victor Bebi Davis Mahealani Santiago Poonam Ernest Mari Lefebvre Kris Tajima Aric Oumi</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>	<ul style="list-style-type: none"> MTSS I and MTSS II Committee minutes Grade Distribution Summary (Registrar) Panorama Survey School and Classroom Reports Master schedule EWS /LDS behavior data

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<ul style="list-style-type: none"> exceed 6% of all students 79% of students will report a positive school climate as measured by the <i>Classroom Climate</i> dimension on the Panorama Survey 	<p><i>Recommendations</i> (SW 1. 2, 3, 4, 5, 6i, 6ii, 6iii)</p> <p>8. Monitor ELL Plan students (WASC <i>Critical Area for Follow-up #1, #2</i>) (TSI <i>Recommendations</i>) (SW 1. 2, 3, 4, 5, 6i, 6ii, 6iii)</p>	<p>2021-22</p>	<p>Catherine Ayabe Ding Abe Aric Oumi</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>	<ul style="list-style-type: none"> Transition and Innovation Committee minutes Advisory / SEL lessons Event sign-in sheets and agendas Evaluation, feedback from parents, faculty, students Panorama Survey School Quality Survey
<ul style="list-style-type: none"> All students transition successfully throughout their educational experiences Increase in parent, family and community engagement 	<p>9. Implement evidence-based practices that support successful transition to and from middle school, such as: (WASC <i>Critical Area for Follow-up #1, #2</i>) (TSI <i>Recommendations</i>) (SW 1. 2, 3, 4, 5, 6i, 6ii, 6iii)</p> <ol style="list-style-type: none"> Advisory / SEL lessons Student activities New Student Orientation (NSO) Career Education programs Student Prep Days 5th Grade Orientation High School Parent Information Night New Parent Orientation Open House PTSA Reflections STEAM Showcase Literacy Night 				

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

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

Outcome: By the end of three years:	Rationale:
<p>1. Focused Professional Development (WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)</p> <ul style="list-style-type: none"> a. Training on multiple online programs, platforms and equipment (i.e., SmartBoards, Achieve 3000 Teenbiz, Blended Learning techniques) b. Professional development opportunities focused on HMTSS c. Training and support from Darrel Galera <ul style="list-style-type: none"> 1) Strategic PD for the Leadership Team 2) Consultation on purpose, design and implementation of Data Teams process 3) PD for Data Team Leaders or facilitators 4) Consultation support and feedback for individual Data Teams 5) Consultation and support with Administration on school committees, departments, and teams 6) Teacher self-reflections d. Provide opportunities for teachers to conduct peer learning walks, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction 	<p>1. All students will have Hawaii Qualified Teachers who will be able to support student success objectives. Professional development will prioritize key areas of focus that increases knowledge, understanding and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including Pacific Islander subgroup, special education students and English Learners.</p> <p>Close the achievement gap between Non-High and those identified as High Needs students, including Disadvantaged, SPED, EL, and Pacific Islander subgroups. According to the SY 2018-19 SBA, the achievement gap between Non-High and High Needs students in Literacy/Reading was 27 percentage points, and in Math 20 percentage points.</p> <p>To increase teacher knowledge and skills to integrate technology and computer science standards in their curriculum, instruction and assessment</p>
<p>2. Induction and Mentoring (WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 1, 2, 3, 4, 5, 6i, 6ii, 6iii)</p> <p>Provide support for new employees to become effective. Retain 60% of new qualified and effective teachers for five or more years.</p> <ul style="list-style-type: none"> a. Ongoing improvement of Kawanakoa’s New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession b. Receive mentor training and support from HDO resource personnel c. Build professionalism between appropriately paired mentors-mentees d. Provide formal support for at least two years for new teachers and informal support for an additional year for third year teachers 	<p>2. According to the SY 2019-20 School Status Report, 56% of teachers at Kawanakoa have been at the school five or more years. However, in SY 2020-21, in a school level survey conducted in September 2020, responses indicated that 63.6% of teachers have been at the school for five or more years, 93.6% of teachers are fully licensed, 81.2% of teachers have advanced degrees, and the average years of experience is 17.5 years.</p> <p>Departments with the greatest number of new teachers to Kawanakoa are in SPED and ELA. The SPED department has the greatest number of non-HQ teachers or emergency hires.</p>

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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
<ul style="list-style-type: none"> • 100% of teachers will receive an overall rating of Effective or Highly Effective as rated by the Education Effectiveness System • 100% of teachers will be trained and highly successful in carrying out the enabling activities to support student success • 100% of teachers will use reflective practices to evaluate the successes and challenges of various instructional strategies, programs, and processes 	<ol style="list-style-type: none"> 1. Provide professional development that are tied to the pedagogical and learning needs of all students, and increase implementation blended instructional learning strategies <i>(WASC Critical Area for Follow-up #1, #2, #3)</i> 2. To build capacity in leadership and learning, teachers will not only participate as receivers of information but also serve as the “experts” in the delivery of various professional development opportunities <i>(WASC Critical Area for Follow-up #1, #2, #3)</i> 3. Provide opportunities for teachers to conduct peer learning walks view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction <i>(WASC Critical Area for Follow-up #1, #2, #3)</i> 	2021-22	Veronica Victor Bebi Davis	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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	<ol style="list-style-type: none"> 1. Schedule of Professional Development 2. 100% of teachers will demonstrate reflective practices 3. PD sign-in sheets, agenda, and evaluations

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<ul style="list-style-type: none"> Retain 60% of new qualified and effective teachers for five or more years Continuous refinement of Kawanakoa's New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession Ongoing mentor training from HDO personnel Build professionalism between appropriately paired mentors and mentees 	<p>4. Implement school level Induction and Mentoring program through differentiated levels of support: <i>(WASC Critical Area for Follow-up #1, #2, #3)</i></p> <ol style="list-style-type: none"> New to teaching, including informal mentoring for 3rd year teachers New to school New to DOE <p>5. Schedule I & M New Teacher Orientation at the beginning of the new school year; regular meetings between mentors and mentees <i>(WASC Critical Area for Follow-up #1, #2, #3)</i></p>	<p>2021-22</p> <p>Brian Okano Ria Lulla</p>	<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>	<ul style="list-style-type: none"> Induction and Mentoring Committee minutes 100% of mentees will be assigned a school level mentor Revised New Teacher Handbook
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Goal 3: Successful Systems of Support. The system and culture of Kawanakoa Middle School works to effectively organize financial, human, and community resources in support of student success.

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

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

Outcome	Rationale:
<ul style="list-style-type: none"> • Academic Review Team (ART) and Leadership Committee (WASC Critical Area for Follow-up #1, #2, #3) (SW 3) <ol style="list-style-type: none"> a. ART will meet regularly to analyze multiple sources of data, to identify strengths and challenges, to determine and monitor progress of the Academic Plan b. ART will use the Victoria Bernhardt and Brad Geise data analysis process for ongoing school improvement to craft the school's Comprehensive Needs Assessment (CNA) 	<ol style="list-style-type: none"> 1. ART is a key monitoring tool to ensure that the Academic Plan, including instructional strategies, are implemented to the degree necessary to increase student achievement, with targeted focus on students in the Pacific Islander subgroup The CNA will be able to provide additional data and implications to either revise or refine the Academic Plan.
<ul style="list-style-type: none"> • Parent Involvement and Community Partnerships (WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 2, 4, 5, 6i, 6ii, 6iii, 7) <ol style="list-style-type: none"> a. Increase positive responses from parents on the School Quality Survey for <i>Satisfaction</i> and <i>Involvement/Engagement</i> dimensions b. Increase multiple means of communication and school updates with parents and school community c. Increase partnerships with school community groups to secure adequate resources to support student success 	<ol style="list-style-type: none"> 2. According to the Spring 2020 School Quality Survey, Parent results indicate a decline in positive responses in both dimensions. <i>Satisfaction</i> went from 83.8% (2019) to 76.9% (2020), while <i>Involvement</i> went from 61.7% (2019) to 58.1% (2020) Currently, the school hired a new Parent Community Network Center facilitator who, with one of VPs, created a Google Site school website and emails weekly school updates to parents. He has been very instrumental in increased communication to the school community.

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Planning		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
<ul style="list-style-type: none"> 100% of the ART leads/DHs will not have a Study Hall class in order to provide collaboration time The school will use the data analysis process for ongoing school improvement and to create the CNA Bi-annually, the ART leads/DHs will monitor the Academic Plan to ensure enabling activities are being implemented and to monitor progress towards desired outcomes 	<ol style="list-style-type: none"> ART will meet regularly to analyze multiple sources of data, identify strengths and needs, to monitor and determine progress of the Academic Plan desired outcomes <i>(WASC Critical Area for Follow-up #1, #2, #3) (SW 3)</i> Provide a sub day for ART leads/DHs to review data analysis, evaluate implications, complete Program Evaluation Tool, and craft the initial CNA <i>(WASC Critical Area for Follow-up #1, #2, #3) (SW 3)</i> 	2021-22	Veronica Victor Bebi Davis Catherine Ayabe Aric Oumi Richard Billingsley Ria Lulla Marcella Clark Ding Abc Korine Kodama Brian Okano Jolie Takekawa Poonam Ernest Mahealani Santiago	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"> ART minutes Leadership Committee minutes CNA
<ul style="list-style-type: none"> Increase SQS parent participation by 2% Increase parents' positive perception responses to <i>Safety, Well-Being, Satisfaction, and Involvement/Engagement</i> by 2%age points each year Increase partnerships with school community groups to secure adequate 	<ol style="list-style-type: none"> Secure a permanent PCNC facilitator position <i>(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 2, 4, 5, 6i, 6ii, 6iii, 7)</i> Maintain consistent and continuous communication with parents, community and other stakeholders <i>(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 2, 4, 5, 6i, 6ii, 6iii, 7)</i> Hold family and community engagement events regularly to establish and sustain community 	2021-22	Veronica Victor Bebi Davis Catherine Ayabe Aric Oumi PCNC Facilitator	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"> Updated school website Quarterly school newsletters Weekly updates via email blasts Agenda/program and Sign-in Sheets for school events

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resources to support student success	partnerships (WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations) (SW 2, 4, 5, 6i, 6ii, 6iii, 7)			
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