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

Submitted by: Ronnie Victor, Principal	Date
Principal's Signature:	03-30-2022
Approved by Complex Area Superintendent Linell Dilwith	Date
CAS Signature:	5/27/22

Prince David Kawananakoa Middle School
49 Funchal Street
Honolulu, Hawaii 96813
PH (808) 307-0300   FAX (808) 587-4443
https://www.kawananakoa.k12.hi.us

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

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) WASC Self Study (2021) ● Refine the process of HMTSS by connecting the HTMSS Academic and Behavioral ● Focus on solid Tier 1 instruction and refine the support for Tier 2 and Tier 3 interventions. ● WASC Self Study (2018) 　▪ 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	Need: 　(1) Need to Improve Student ELA Proficiency 　(2) Need to Improve Student Math Proficiency 　(3) Need to Improve solid Tier 1 instruction 　　[with teachers having clear understanding of differentiated instruction practices to support student achievement as a primary intervention, while continuing to refine the support for Tier 2 and Tier 3 interventions. (WASC, 2021)] Need: Clarity and understanding of the HMTSS Tiers of Instructional Intervention Practices, PBIS and SEL programs. Need: 　(4) Need to Improve and Refine the process of HMTSS by connecting the HTMSS Academic and Behavioral component. 　　[conduct a data review using the Check, Act parts of the Plan, Do, Check Act data cycle at the school beyond the HMTSS Teams. (WASC, 2021)] 　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) [ESSER -4. Effective Academic Practices]* 　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) [ESSER - 1. Healthy Habits, Healthy Schools]* 　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) [ESSER -4. Effective Academic Practices]*

▪ WASC Category E: School Culture and Support for Student Personal and Academic Growth	**Addressing Equity: Subgroup Identification** **Need:** **(1)** Increase the Math and ELA proficiency within our **Pacific Islander** subgroup **(2)** Increase the attendance rate within our **Pacific Islander** subgroup (decrease chronic absenteeism) (3) Decrease overall behavioral incidents our **Pacific Islander** subgroup (4) Increase the ELA and Math proficiency within our **English Learner (EL)** subgroup
	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 a 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 #6 (i))* 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)* 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)*

ORGANIZE: Identify your Academic Review Team Accountable Leads. **(SW 2, 3, 4, 5, 6i, 6ii, 6iii, 7)**	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Ronnie Victor, Principal	1. Targeted Support & Improvement (TSI) (Goal 1, Objective 1 Empowered)
2. Ellie Cho, EL Coordinator	2. English Learners (EL) (Goal 1, Goal 1, Objective 1 Empowered)
3. Brandon Lee, Vice Principal _____, SSC Marcella Clark, Math DH	3. HMTSS I: Academic Tiered-Supports, Safety, Wellness (Goal 1, Objective 2 Whole Child)
4. Ronnie Victor, Principal Korine Kodama, Social Studies DH Lillian Shaw, SPED DH	4. HMTSS II: Behavior Tiered-Supports, PBIS, SEL (Goal 1, Objective 2 Whole Child)

	Notes: Merge HMTSS 1 & II - Rename to HMTSS (1 committee) New Academic Review Team Committee Create a new Academic Review Team (sign up- Ria sent Google Form) - Monitor Progress of Academic Plan, CNA and WASC
5. Bebi Davis, Vice Principal Jolie Takekawa, Fine Arts DH	5. Evidence & Research-Based Practices / Data Teams / English Learners / Gifted and Talented (Goal 1, Objective 3 Well-Rounded Education)
6. Bebi Davis, Vice Principal Jon Lum Keonaona Mahi, ELA DH Mahealani Santiago, Counseling DH	6. Computer Science & Innovation (Goal 1, Objective 1 Empowered, Objective 2 Whole Child, Objective 3 Well-Rounded Education)
7. Ria Lulla, Academic Coach/Curriculum/Title I/WASC FOL Coordinator Ding Abe, Science DH Aric Oumi, Registrar	7. Transition (Goal 1, Objective 4 Prepared and Resilient)
8. Brian Okano, PE/Health DH Ria Lulla, Academic Coach/Curriculum	8. Induction and Mentoring (Goal 2)
9. Ronnie Victor, Principal Bebi Davis, Vice Principal Brandon Lee, Vice Principal	9. Educator Effectiveness System (Goal 2, Objective 1 Focused Professional Development)

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

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 engaged 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:**
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. *(WASC Critical Area for Follow-up #1) (TSI Recommendations)* [ESSER - 1. Healthy Habits, Healthy Schools] [ESSER - 2 Action-Oriented Data Decision-Making] [ESSER - 3 Responsive Capacity Building] [ESSER - 4 Effective Academic Practice]	1. TSI / Pacific Islander students: The need to provide greater support academically, socially, and emotionally, the school annually identifies student cohorts and conducts progress monitoring using multiple measures of data. For SY 2020-2021, Pacific Islander students had 4.82 % proficiency in Math and 26.03% in ELA. EL students: Over the past three years, Kawananakoa has seen a growing and diverse EL student population. 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. For SY 2021-2022 EL students 0 % Met Achievement Standard in ELA, and 9.76 % in Math
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)* [ESSER - 1. Healthy Habits, Healthy Schools] [ESSER - 2 Action-Oriented Data Decision-Making] [ESSER - 4 Effective Academic Practice]	2. 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. [ESSER - 1. Healthy Habits, Healthy Schools] This 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.
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	3. 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

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. *(WASC Critical Area for Follow-up #1) (TSI Recommendations)*
[ESSER - 2 Action-Oriented Data Decision-Making]
[ESSER - 4 Effective Academic Practice]

school, necessary professional development on high performance and impact teaming for all faculty members is needed
.

4. **Computer Science (CS) & Innovation:** All students will receive instruction rigorous and relevant curriculum, instruction, and assessments aligned and integrated to the computer science standards.
[ESSER - 4 Effective Academic Practice]

4. On May 3, 2018, the Board of Education approved the adoption of <u>CS standards</u> — this is the first step in a multi-year effort toward providing computer science opportunities for all K-12 students by 2022. The newly formed committee will address the need to integrate CS curriculum across content areas. Concepts from Computer Science Standards will be integrated in all content areas.For SY 2022-2023 a new computer science course will be offered to all Grade 8 students

5. **Transition:** All students transition successfully throughout their educational experiences. Continue to provide ongoing parent engagement activities. All students will have equitable access to the maker-space/innovation center. All teachers will be provided ongoing professional development on technology resources. A clear shared vision is communicated to all school community stakeholders.
[ESSER - 1. Healthy Habits, Healthy Schools]

5. Implementation of the Middle-Level Education concepts and philosophy will provide transitional support, including CTE programs that promote 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.

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

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate the source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
• Increase **ELA proficiency** from 55.88% to 60% meet or exceed proficiency in ELA/Literacy Standards as determined by the Smarter Balanced Assessment (SBA) • Increase **Math proficiency** from 29.62% to 40% meet or exceed proficiency in Math as determined by the Smarter Balanced Assessment (SBA) • Increase **Science Proficiency** from 39.08% to 50% as determined by the Hawaii State Assessment (HSA) • Adopting KMR's EL Success Plan for ELs, language Development Approach, and principles for Effective English Language instruction in all classrooms	1. All teachers will identify their non-proficient students and incorporate Tier 1 and 2 research and evidence-based practices to improve student engagement for all students. SW6i (ex. Tonya Ward Singer: Engagement Strategies) 2. All teachers will improve instruction and assessment by integrating student-centered learning strategies to shift from teacher-centered teaching and learning to more student-centered teaching and learning methods. SW6i 3. All teachers will align their curriculum, instruction, and assessment to NGSS, CCSS and relevant state content standard expectations and practices. SW6i 4. Enhance academic proficiency, behavior and attendance of all underperforming subgroups to ensure **instructional and learning equity**	2021-22 2022-23	Ronnie Victor Bebi Davis Brandon Lee Keonaona Mahi Marcella Clark Sam Hankins Korine Kodama Brian Okano Jolie Takekawa Lillian Shaw Curriculum/ Title I Coord - Ria Lulla	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 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 • Evidence-Based Practices Committee minutes • Computer Science and Innovation Committee minutes • Panorama Engagement Data • Science and Engineering Fair Project Completion Data • WIDA EL Data (GTT)

• Increase the Math proficiency from 4.82% to 10% for the **Pacific Islander** students • Increase the ELA Proficiency from 26.04% to 30% for the **Pacific Islander** students • Enhance academic proficiency, behavior and attendance of all underperforming subgroups to ensure instructional **equity**	1. All teachers will integrate inclusive and culturally responsive teaching and learning strategies to address the learning needs of **EL, Pacific Islanders,** and underperforming students to ensure **equity.** SW6i 2. All teachers will integrate inclusive and culturally responsive teaching and learning strategies to address the learning needs of **EL, Pacific Islanders,** and underperforming students to ensure **equity.** SW6i 3. All teachers will integrate & implement inclusive and culturally responsive teaching and learning strategies that integrate Computer Science Concepts to address the learning needs of **EL, Pacific Islanders,** and underperforming students to ensure **equity.**				
• Increase the Math proficiency from 9.76% to 20% for the **English Language (EL) students** • Increase the ELA proficiency from 0% to 10% for **English Language (EL) students** • More **EL** students will be meeting growth to target (GTT) expectations.SY21-22 GTT 9%	1. Implementing a Language Instruction Educational Program (LIEP) (which includes Sheltered Instruction (All teachers), and Dedicated ESL/ELD services to meet the needs of students and schools. SW6i 2. All teachers will improve Tier I support by consistently implementing differentiated instruction to meet the needs of all learners. SW6i 3. All teachers will utilize multiple tiers of instruction, intervention, and support to improve student success. SW6i 4. Monitor ELL Plan students *(WASC Critical Area for Follow-up#1,#2)* SW6i				

• Improve the effectiveness of the HMTSS framework by combining the Academic and Behavioral Components; thus, reducing the number of students who are repeat behavior offenders, not to exceed 6% of all students • Increase student teacher relationship from 60% to 70% on the Student Perception Data	1. Continue to implement a rewards and recognition system to support PBIS, BRAT-free achievements, Honor Roll, Perfect Attendance, *Ali'i* Warriors students *(WASC Critical Area for Follow-up #1, #2) (TSI Recommendations)* SW6iii 2. Continue to implement Positive Behavior Intervention System (PBIS) and SEL curriculum, which includes student's voices and focuses on students identified in the Pacific Islander subgroup students *(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations)* [ESSER - 1. Healthy Habits, Healthy Schools] SW6iii	2021-22 2022-23	Ronnie Victor Bebi Davis Brandon Lee Mahealani Santiago Lillian Shaw Mari LeFebvre Ellie Cho Aric Oumi SSC	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• HMTSS Committee minutes • Grade Distribution Summary (Registrar) • Panorama Survey School and Classroom Reports • Master schedule • EWS /LDS/Lei Kulia behavior data • PBIS Redemption
• Implement computer science course for Grade 8 students to enhance computer science literacy	1. Computer Science Standards Integration: *(WASC Critical Area for Follow-up #1, #2) (TSI Recommendations)* SW6ii a. Design & craft Computer Science curriculum/map aligned to the Middle School Computer Science Standards for implementation SY 2022-2023	2021-22 2022-23	Bebi Davis Jon Lum Mahealani Santiago Keonaona Mahi	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Kawananakoa CS Curriculum Map • KLIC usage policies & scheduled timeline for implementation • Calendar of PD on different technology equipment/resources • Instructional design of project-based learning and implementation of CS

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

Goal 2: Staff Success. **Kawananakoa 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:

1. **Focused Professional Development** *(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations)*
  a. Training on differentiation, student engagement strategies, interventions, instructional equity, collective collaboration, and facilitative leadership.
  b. Professional development opportunities focused on Integration of Computer Science Standards and CTE programs
  c. Training and support from Linda Jordan and Joyce Bellino
    1) Strategic PD for the Leadership Team
    2) Consultation on purpose, design and implementation of Instructional Leadership Team (ILT)
    3) PD for Instructional Leadership Team (ILT) Leaders or facilitators
    4) Consultation support and feedback for individual Instructional Leadership Team (ILT) [ESSER #2. Action-Oriented Data Decision-Making]
    5) Teacher self-reflections
  d. Provide opportunities for teachers to improve their knowledge, skills and dispositions by participating in walk throughs
 	
[ESSER - 2 Action-Oriented Data Decision-Making]
[ESSER - 3 Responsive Capacity Building]
[ESSER - 4 Effective Academic Practice]
	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 increase knowledge, understanding and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including Pacific Islander subgroups, special education students and English Learners.
	
	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.
	
	To increase teacher knowledge and skills to integrate technology and computer science standards in their curriculum, instruction and assessment

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

Planning					Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**		**Source of Funds** *(Check applicable boxes to indicate the source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
• Enhance academic proficiency, behavior and attendance of all underperforming subgroups to ensure instructional and learning equity • Providing needs based EL professional development to ensure teachers are prepared to be language teachers regardless of the content or grade level • Identifying and implementing consistent research-based Sheltered Instructional strategies with fidelity in all classrooms and content areas	1. All teachers will be provided with professional development on close reading strategies, differentiation, interventions, collaboration, equity and high engagement instructional strategies and Sheltered Instructional strategies all classrooms and content areas 2. All teachers will be provided with professional development on adult SEL and Wellness. *[ESSER - 1. Healthy Habits, Healthy Schools]* 3. All teachers will be provided needs-based **EL** professional development to create contexts for meaningful language use within settings that integrate content and academic language learning 4. All teachers will be provided needs-based professional development that focuses on building inclusive and culturally responsive teaching and learning environments for **Pacific Islander** students. 5. All teachers will be provided needs-based professional development on educational **equity** that creates opportunities for underprivileged and underserved students to overcome challenges and find success. 6. Targeted underperforming students will be provided with Tier 2 support that addresses foundational skills in ELA and Math (Foundational Study Skills Course)	2021-22 2022-23	Ronnie Victor Bebi Davis Brandon Lee		X WSF X Title I X Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1. Schedule of Professional Development 2. PD sign-in sheets, agenda, and evaluations 3. Study Skills Class Individual student progress data 4. Study Skills Class Pre Test and Post Test Data 5. Infinite Campus grades 6. TeenBiz Data

	7. 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 *(WASC Critical Area for Follow-up #1, #2, #3)* [ESSER #3. Responsive Capacity Building] SW6 ii 8. 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 *(WASC Critical Area for Follow-up #1, #2, #3)* [ESSER #3. Responsive Capacity Building] SW6ii			

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

<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of **Kawananakoa 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: By the end of three years,	Rationale:
• **Academic Review Team (ART) and Leadership Committee** *(WASC Critical Area for Follow-up #1, #2, #3) (SW 3)* 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) [ESSER #2. Action-Oriented Data Decision-Making] [ESSER - 2 Action-Oriented Data Decision-Making] [ESSER - 3 Responsive Capacity Building] [ESSER - 4 Effective Academic Practice] • **Parent Involvement and Community Partnerships** *(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations)* a. Increase positive responses from parents on the School Quality Survey for *Satisfaction* and *Involvement/Engagement* 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 [ESSER - 1. Healthy Habits, Healthy Schools] [ESSER - 1. Healthy Habits, Healthy Schools] [ESSER - 2 Action-Oriented Data Decision-Making] [ESSER - 3 Responsive Capacity Building] [ESSER - 4 Effective Academic Practice]	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. 2. According to the Spring 2021 School Quality Survey, Parent results indicate an increase in positive responses in both dimensions. *Satisfaction* went from 76.9% (2020) to 80.5% (2021), while *Involvement* went from to 58.1% (2020) to 78.2% (2021). 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.

Planning		Funding/Amount	Interim Measures of Progress

Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
• Monthly, the ART Committee, leadership team and school grade level teams will analyze the Data Wall & review the Academic Plan to monitor progress and growth	1. All teachers will engage in the Instructional Leadership Team (**ILT**) Process by effectively utilizing data driven decision making processes and feedback to improve teaching and learning for all. [ESSER #2. Action-Oriented Data Decision-Making] 2. ART wil analyze multiple sources of data, identify strengths and needs to monitor and determine progress of the Academic Plan desired outcomes *(WASC Critical Area Follow-up #1, #2, #3) (SW 3)* 3. Provide a sub day to complete Program Evaluation Tool, and craft the initial CNA *(WASC Critical Area Follow-up #1, #2, #3) (SW 3)*	2021-22 2022-23	Ronnie Victor Bebi Davis Brandon Lee Aric Oumi Marcella Clark Ding Abe Korine Kodama Brian Okano Jolie Takekawa Lillian Shae Mahealani Santiago Ria Lulla Keonaona Mahi SSC	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• ART minutes • Leadership Committee minutes • CNA • **EL WIDA Screener data, ACCESS for ELLs, SBA Language Arts & Math results, Imagine Learning progress data, etc.)**
• Increase SQS parent participation by 2% • Increase parents' positive perception responses to *Safety, Well-Being, Satisfaction,* and *Involvement/ Engagement* by 2%age points each year • Increase partnerships with school community groups to secure adequate resources to support student success	1. Actively engaging **EL students'** parents as vital assets and partners in their child's educational success 2. Creating school/parent/community center supported by school staff and community partners to allow **EL and Pacific Islander** students' families to build relationships and create networks to support students 3. Secure a permanent PCNC facilitator position *(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations)* 4. Maintain consistent and continuous communication with parents, community and other stakeholders *(WASC Critical Area for Follow-up #1, #2, #3) (SW 7)(TSI Recommendations)* 5. Hold family and community engagement events to establish and sustain community partnerships (SW 7) *(WASC Critical Area for Follow-up #1, #2, #3) (TSI Recommendations)*	2021-22 2022-23	Ronnie Victor Bebi Davis Brandon Lee Aric Oumi PCNC Facilitator Curriculum/Title I Coord-Ria Lulla	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Updated school website • Quarterly school newsletters • Weekly updates via email blasts • Agenda/program and Sign-in Sheets for school events