

Three-Year Academic Plan 2017-2020

Submitted by:
Richard Fajardo 3/20/19

☒ APPROVED

☐ DISAPPROVED

A handwritten signature in blue ink, appearing to read "Sean Tajima", is written over a horizontal line.

COMPLEX AREA SUPERINTENDENT
LEEWARD DISTRICT OFFICE

MAY 17 2019

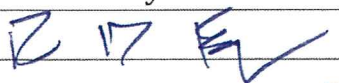
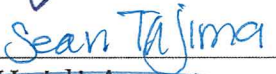

SEAN TAJIMA
COMPLEX AREA SUPERINTENDENT

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

Kapolei Middle School

91-5335 Kapolei Parkway Kapolei, Hawaii 96707; 693-7025;
www.kapoleimid.k12.hi.us

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| Submitted by Richard Fajardo | Date |
|  | 03/15/2019 |
| Approved by CAS Heidi Armstrong  | Date |
|  | MAY 17 2019 |

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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| <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 • Other | <ol style="list-style-type: none"> 1. Need: Renew commitment towards the middle school philosophy that supports the whole child (SEL) to ensure that the health, safety, <u>academic</u>, and <u>socio-emotional</u> needs are met to develop well-rounded (academic) students. (Objective 2 and 3) 2. Need: Establish a positive unified school culture growth mindset to empower students with the 21st century skills and global mindset to achieve their aspirations for the future. (Objective 1) 3. Need: Ensure that supports are in place to address student needs for academic preparedness and resiliency as they transition between grade levels. (Objective 4) |
| | <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>Disadvantaged and SPED and ELL</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 |
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| 1. Laura Guenther – Vice Principal | 1. Research and Evidence Based Strategies for a Well-Rounded Learner (Academic RTI/ MTSS) |
| 2. Raechelle Fabrao – Vice Principal | 2. Whole Child, Social Emotional Learning (Second Step/ Behavioral RTI/ MTSS) |
| 3. Richard Fajardo – Principal | 3. Empowered, Global Mindset |
| 4. Jill Fletcher – Vice Principal | 4. Prepared and Resilient (9th Grade On-Track, Transitions) |
| 5. Keli Silva, Kristy Markham, Lauren Schultz, Instructional Coaches | 5. Focused Professional Development |
| 6. Alexa Harper - Sped Instructional Coach, Lauren Schultz, Kristy Markham, Keli Silva - Instructional Coaches | 6. Inclusive Practices (Equity, Cultural Proficiency) |
| 7. Keli Silva, Kristy Markham, Lauren Schultz, Instructional Coaches | 7. Induction and Mentoring |
| 8. Sarah Iverson, Science Department Head | 8. NGSS |
| 9. Kalei Ohai, Social Studies Department Head | 9. Social Studies C-3 Framework |

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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 three years, | Rationale: |
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| <p>80% of students will be able to articulate clearly and specifically as measured by school walkthrough data:</p> <ul style="list-style-type: none"> • What they are learning • Why they are learning it • What success looks like; and • What their next steps are <p>School climate survey will show that 80% of students will report a positive school climate as measured by the safety dimension of the SQS</p> | <p>1. Based on research, when students are able to understand the learning progression, it yields growth of up to three times the normal yearly rate.</p> <ul style="list-style-type: none"> • Hattie- Assessment Capable Learners = effect size of 1.44 (Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy) • Collective Teacher Efficacy = effect size of 1.57 <p>2. Based on research, to learn, students need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. (ASCD, ASCA; Hattie- Teacher-student relationships = effect size of 0.72)</p> |

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| Planning | | | Funding | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | 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 |
| *WASC Recommendation #3 and #4 (Consistency and Focus) | Objective 1: Empowered: Global Mindset SY 2017-18 Wheel teachers to start on the LI/SC process to begin aligning curriculum to standards Continue to offer AVID Elective to Grades 6-8 Work toward offering PLTW courses for PLTW pathways: Engineering, Biomedical, Science, and Computer Science Align Wheel classes to standards (CCSS, HCPS III, NGSS, etc.) and focus on: <ul style="list-style-type: none"> • PE, Health on Wednesdays • STEM (Simple coding: CS First,) • Finance • Career/College planning • BPA/Health • Journalism/Creative Writing • World Language/Culture • Service Learning • Global Awareness | Richard Fajardo | 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 x Other <input type="checkbox"/> N/A | Wheel class Syllabus Instructional Walks in Electives/Wheel will align with proposed Wheel Syllabus LI/SC progressions Wheel articulations by grade level - agenda |
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| <p>SY 2018-19</p> <p>57% of students will score proficient in ELA by SY 2018-19</p> <p>35% of High Needs students will score proficient in ELA by 2018-19</p> <p>50% of student will score proficient in Math by SY 2018-19</p> <p>27% of High Needs students will score proficient in Math by 2018-19</p> <p>54% of student will score proficient in Science by SY 2018-18</p> <p>15% of EL students will be On Track by SY 2018-19</p> | <ul style="list-style-type: none"> • Speech/Debate • Technology Skills <p>*Grade 6 - Keyboarding</p> <p>SY 2018-19</p> <p>Wheel Curriculum will be composed of: SEL (Second Step), Health/PE and the 9 identified DOE career pathways</p> <p>Continue to offer Elective Course offerings in: AVID, PLTW (Engineering/Computer Science), Art, PE, Band and Chorus to grades 6-8.</p> <p>Work toward expanding PLTW courses offerings (add Biomedical).</p> | | | <p>Universal Screeners</p> <p>Common Assessments</p> |
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| <p>SY 2019-20</p> <p>61% of students will score proficient in ELA by SY 2019-20</p> <p>38% of High Needs students will score proficient in ELA by 2019-20</p> <p>54% of student will score proficient in Math by SY 2019-20</p> <p>30% of High Needs students will score proficient in Math by 2019-20</p> <p>64% of student will score proficient in Science by SY 2019-20</p> <p>30% of EL students will be On Track by SY 2019-20</p> | <p>SY 2019-20</p> <p>Wheel Curriculum will be composed of: SEL (Second Step), Health/PE and the 9 identified DOE career pathways</p> <p>Continue to offer Elective Course offerings in: AVID, PLTW (Engineering/Computer Science), Art, PE, Band and Chorus to grades 6-8.</p> <p>Utilize student survey data to determine Elective Course offerings.</p> <p>Integrate English Language Learners understanding of literacy/ academic vocabulary across core content areas</p> | | | |
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| <p>TriPod Question (Formerly SQS) # 1 - I feel safe at school. Baseline: 2017 - 68% 2018- 75% 2019- 81%</p> <p>#18 - If I have concerns, I feel comfortable speaking to school staff about them Baseline: 2017 - 48%</p> <p>SY 2018- 55% SY 2019-20 - 62%</p> <p>STRIVE HI Report- Do I feel safe at school? Baseline: 2017 - 68% 2018- 75% 2019 - 81%</p> | <p>Objective 2: Whole Child: Social Emotional Learning (2nd Step) Professional Development and resources focused on teacher - student relationships and a Comprehensive Schools Support System that is composed of an Academic and Behavioral Multi Tiered System of Support</p> <p>Continue Programs to address the whole child:</p> <ul style="list-style-type: none"> • Attendance Monitoring Program continues to monitor, track, and target students with high frequency absences. Support is offered to improve attendance • Continue Intramural Sports Association program in a variety of sports. • Po'okela Awards will continue to honor students receiving a high grade point average, exceptional attendance, and other state and national awards. • Continuation of 21st Century that supports students both in academics and various interest programs both before and after school. • STEM continues to offer learning and competition venues to explore concepts. • Multi-Tiered System of Supports have begun a PBIS program based on school readiness and our school continues to work closely with Diana Browning Wright's researched-based strategies. • Student Council hosts a variety of activities | <p>Raechelle Fabrao</p> | <p>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 x Other <input type="checkbox"/> N/A</p> | <p>Universal Screener Safety Questions on TriPod Survey</p> |
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| | <p>for students throughout the school year</p> <ul style="list-style-type: none"> • Best Buddies Program <p>SY 2017-18 Build Teacher - Student Relationships</p> <p>Revisit the purpose of Advisory (Period 7) to include 2nd Step (SEL) Curriculum, Team Building Activities, Academic Support, etc. to foster teacher/student relationships and develop the Whole Child</p> <ul style="list-style-type: none"> • Two days 2nd Step Curriculum/Advisory Activities • Two days Academic Support • All Special Programs will to do 2nd Step (SEL) Curriculum on Mondays • Develop a system to collect data to measure effectiveness of Advisory components <p>SY 2018-19 Provide professional development and supports to implement Visible Learning Cultural Proficiency to cultivate Teacher - Student Relationships</p> <ul style="list-style-type: none"> • Cultural Proficiency PD focus: Teacher/Staff -Teacher Staff | | <p>Second Step Planning document</p> <p>Tripod data</p> <p>Disciplinary referrals</p> <p>Team initiated Advisory activities and participation</p> <p>Consistent monitoring of implementation of SEL curriculum across teams/tracks and with Special Programs</p> | |
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| | <p>(Beginning in SY 2018-19, SEL curriculum will move from Advisory to Wheel Period.)</p> <p>Academic and Behavior RTI</p> <ul style="list-style-type: none"> • Administer Universal Screener • Analyze Universal Screener data to create effective Tier 1, Tier 2 and Tier 3 Systems of support. • Create intervention block to provide student support based on a specific skill of need. <p>SY 2019-20</p> <p>Continue to provide professional development and supports to implement Visible Learning Cultural Proficiency to cultivate Teacher - Student Relationships</p> <ul style="list-style-type: none"> • Cultural Proficiency PD focus: Teacher/Staff - Student <p>Academic and Behavioral</p> <ul style="list-style-type: none"> • Continue plan from 2018-19 | | | |
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| <p>*WASC Recommendation #3, #4, and #5 (Consistency, Focus, and Data)</p> | <p>Objective 3: Well Rounded: Research and Evidence based</p> <p>Provide professional development and support to implement Teacher Clarity along with evidence based instructional practices utilizing the Cultural Proficiency and the Data Driven Instructional Cycle framework.</p> <p>Continue existing supports:</p> <ul style="list-style-type: none"> • Content/grade level articulations to discuss LI/SC process and analyze student work • Instructional Coaches to conduct monthly/quarterly Instructional Walks to provide feedback to teachers • Parent Curriculum Nights to showcase academic learning at school | <p>Laura Guenther</p> <p>NGSS Sarah Iverson</p> <p>C3 Framework Kalei Ohai</p> | <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> | |
| <p>SY 2017-18</p> <p>54% of students will score proficient in ELA by SY 2017-18</p> <p>47% of student will score proficient in Math by SY 2017-18</p> <p>43% of student will</p> | <p>SY 2017-18</p> <p>Provide Professional Development on the LI/SC process to ensure all classrooms have teacher clarity within their standards based instruction.</p> <ul style="list-style-type: none"> • Understand content standards and/or Frameworks through the LI/SC process (CCSS, NGSS, C3, HCPS III) • Learning Progression • Clear Learning Intentions • Success Criteria • Assessments aligned to LI/SC (standards) and formatted similar to SBA questions | | | <p>SY 2017-18</p> <p>Teachers determine priority standards by departments</p> <p>Developing LI/SC progressions for prioritized standards</p> <p>Determine how content resources may not align to LI/SC progressions</p> <p>NGSS and Social Studies C3 common units</p> |

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| score proficient in Science by SY 2017-18 | Social Studies <ul style="list-style-type: none"> • LI/SC process to incorporate HCPS III with C3 Framework • All grade levels will develop and implement one unit using the C3 Framework in 2nd semester • Continue use of SEE-I Science <ul style="list-style-type: none"> • LI/SC process for NGSS • All Grade levels will use Claim, Evidence, and Reasoning (CER) for Science labs and analyzing data • Continue to meet as grade levels to create NGSS units - 1 per semester | | | Admin walkthroughs and Department Coach Instructional Walks focused on consistent language of LI/SC by departments |
| SY 2018-19 57% of students will score proficient in ELA by SY 2018-19 35% of High Needs students will score proficient in ELA by 2018-19 | SY 2018-19 Provide Professional Development on the LI/SC process to ensure all classrooms have teacher clarity within their standards based instruction. <ul style="list-style-type: none"> • Understand content standards and/or Frameworks through the LI/SC process (CCSS, NGSS, C3, HCPS III) • Learning Progression • Clear Learning Intentions • Success Criteria • Assessments aligned to LI/SC (standards) and formatted similar to SBA questions | | | SY 2018-19 Developing LI/SC progressions for prioritized standards Determine how content resources may not align to LI/SC progressions Agree on student Common Assessments based on LI/SC progressions |

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| <p>50% of student will score proficient in Math by SY 2018-19</p> <p>27% of High Needs students will score proficient in Math by 2018-19</p> <p>54% of student will score proficient in Science by SY 2018-19</p> <p>SY 2019-20 61% of students will score proficient in ELA by SY 2019-20</p> <p>38% of High Needs students will score proficient in ELA by 2019-20</p> <p>54% of student will score proficient in</p> | <p>Social Studies</p> <ul style="list-style-type: none"> • LI/SC process to incorporate HCPS III with C3 Framework • All grade levels will develop and implement two units using the C3 Framework in 2nd semester • Continue use of SEE-I <p>Science</p> <ul style="list-style-type: none"> • LI/SC process for NGSS • All Grade levels will use Claim, Evidence, and Reasoning (CER) for Science labs and analyzing data • Continue to meet as grade levels to create integrated units for grades 6-8 <p>SY 2019-20 Provide Professional Development on the DDIC process to ensure all classrooms have teacher clarity within their standards based instruction.</p> <ul style="list-style-type: none"> • Understand content standards and/or Frameworks through the LI/SC process (CCSS, NGSS, C3, HCPS III) • Learning Progression • Clear Learning Intentions • Success Criteria • Assessments aligned to LI/SC (standards) and formatted similar to SBA questions • Focused feedback on LI/SC | | | <p>Analyze student work on Common Assessments</p> <p>NGSS and Social Studies C3 common units</p> <p>Admin walkthroughs and Department Coach Instructional Walks focused on consistent language of LI/SC by departments</p> <p>SY 2019-20 Agree on student Common Assessments based on LI/SC progressions</p> <p>Analyze student work on Common Assessments</p> <p>NGSS and Social Studies C3 common units</p> |
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| <p>Math by SY 2017-18</p> <p>30% of High Needs students will score proficient in Math by 2019-20</p> <p>64% of student will score proficient in Science by SY 2019-20</p> | <p>Social Studies</p> <ul style="list-style-type: none"> • DDIC process to incorporate HCPS III with C3 Framework • All grade levels will develop and implement one unit using the C3 Framework per semester • Continue use of SEE-I <p>Science</p> <ul style="list-style-type: none"> • DDIC process for NGSS • All Grade levels will use Claim, Evidence, and Reasoning (CER) for Science labs and analyzing data • Continue to meet as grade levels to create integrated units for grades 6-8 | | | <p>Admin walkthroughs and Department Coach Instructional Walks focused on consistent language of LI/SC by departments</p> |
| <p>*WASC Recommendation #3, and #4 (Consistency, Focus, and Data)</p> | <p>Objective 4: Prepared and Resilient: 9th Grade on Track (Transitions)</p> <p>Continue existing transition programs in place:</p> <ul style="list-style-type: none"> • 5th to 6th grade transitions • 8th to 9th grade transitions • SPED transitions (5th-6th and 8th-9th) • Military Transition Center • Parent Coffee Hours via PCNC for transition | <p>Jill Fletcher</p> | <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> | <p>SY 2017-18 PLC PD Script for Critical</p> |