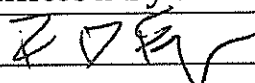



**Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23**

Where are we now?

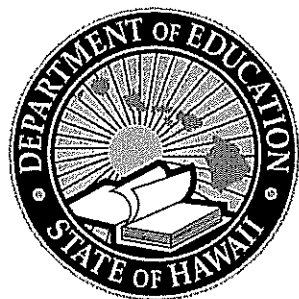
**Kapolei Middle School**

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

Submitted by Richard Fajardo	Date
	04-30-2021

Approved by CAS Sean Tajima	Date
	APR 30 2021

**Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23**



# **Academic Plan 2020-2023**

**Kapolei Middle School**

**91-5335 Kapolei Parkway Kapolei, Hawaii 96707; 693-7025;  
[www.kapoleimid.k12.hi.us](http://www.kapoleimid.k12.hi.us)**

## Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● WASC 2017 Recommendations</li> <li>● WASC 2020 Mid-Cycle Recommendations</li> <li>● STRIVE High Report</li> <li>● Panorama Data</li> <li>● School Survey</li> </ul>	<ol style="list-style-type: none"> <li>1. Need: A school-wide Multi-Tiered System of Support (MTSS) process to support the academic and social emotional needs of students. (WASC Recommendation 2 and 5)</li> <li>2. Need: Establish a school culture that is rooted in Validation and Dignity in order to cultivate a sense of Belonging. (WASC Recommendation 4)</li> <li>3. Need: Build Collective Efficacy in order to have vertical and horizontal coherence in curriculum (WASC Recommendation 3 and Mid-Cycle Recommendation 3)</li> <li>4. Need: Engage input from stakeholders and develop community partnerships to broaden learning experiences. (Mid-Cycle Recommendation 1 and 2)</li> </ol> <p><b>Addressing Equity: Subgroup Identification</b></p>

### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

	<p><b>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.</b></p> <p>SPED – Literacy and Math          EL – Literacy          Tier 2 and 3 Academic and Behavioral student groups</p>
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**ORGANIZE: Identify your Academic Review Team Accountable Leads.**

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Carol Scott - Math Department Head	1. Academic MTSS
2. Carli Miyashiro - Student Support Specialist	2. Behavior MTSS
3. Richard Fajardo – Principal	3. Belonging and Dignity
4. Sarah Iverson- Instructional Coach; Valerie Shindo-Uehira - Science Department Head	4. Data-Driven Instructional Cycle / Curriculum (NGSS/ C-3, CCSS)
5. Richard Fajardo- Principal	5. Parent and Community Engagement / Partnerships

### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

6. Kristy Markham- Curriculum Coordinator;, Keli Silva and Sarah Iverson - Instructional Coaches	6. Professional Development
7. Kristy Markham- Curriculum Coordinator	7. Induction and Mentoring

# Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
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### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

<p>90% of students will feel a sense of belonging at Kapolei Middle School</p> <p>Number of Behavior Referrals will decrease by 75%</p>	<p>According to research, relationships and collective efficacy have an immense impact on student learning (See John Hattie’s Visible Learning Effect Sizes. Note, 0.4 indicates one year of growth).</p> <ul style="list-style-type: none"> <li>● Collected Teacher Efficacy 1.57</li> <li>● Self-Reported Grades 1.33</li> <li>● Teachers Not Labeling Students .61</li> <li>● Student-Teacher Relationship .52</li> </ul> <p>Our belief is that when students and staff feel listened to and have validation, it will build a sense of belonging, thus foster an increase in student learning and achievement.</p>
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Planning		Funding		Interim Measures of Progress
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>

### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

	<p>Technology Partnership with UHM</p> <ul style="list-style-type: none"> <li>- Increase the technology to supplement the school's 1:1 student device program</li> </ul>			
<p>Disciplinary Data</p> <p>Baseline:</p> <p>Suspensions:</p> <p>SY 2018-19: 148</p> <p>SY 2019-20: 57</p> <p>Referrals</p> <p>Fighting:</p> <p>SY 2018-19: 55</p> <p>SY 2019-20: 28</p> <p>Disorderly Conduct:</p> <p>SY 2018-19: 76</p> <p>SY 2019-20: 23</p> <p>Insubordination:</p> <p>SY 2018-19: 81</p> <p>SY 2019-20: 25</p> <p>Goals:</p>	<p><b>Objective 2: Whole Child: Social Emotional Learning (2nd Step)</b></p> <p><b>2021-22</b></p> <p>MTSS- Behavior (Define)</p> <ul style="list-style-type: none"> <li>- Restorative Practice (Define)</li> <li>- Tier 1 Interventions (Define)</li> <li>- Tier 2 Interventions (In-School Suspension Pilot)</li> <li>- Tier 3 Interventions (Define what this looks like)</li> </ul> <p>MTSS – Academic – (Continue to Refine)</p> <ul style="list-style-type: none"> <li>- Univ Screening (Pre / Mid)</li> <li>- Pd. 8 (RTI Intervention Block)</li> <li>- Progress Monitoring</li> <li>- Student Support Process</li> </ul> <p>SEL- 2<sup>nd</sup> Steps</p> <ul style="list-style-type: none"> <li>- Integrated into Wheel Department's 1st quarter curriculum</li> </ul> <p>Advisory Curriculum</p>	<p>Carol Scott (Academic MTSS)</p> <p>Carli Miyashior (Behavioral MTSS)</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>x Other</p> <p><input type="checkbox"/> N/A</p>	<p>Monthly Academic Review Team (ART) meeting to assess:</p> <ul style="list-style-type: none"> <li>• LI/SC</li> <li>• Behavioral (LDS) data (Behavior MTSS)</li> <li>• Universal Screening data</li> <li>• SBA Data</li> <li>• Academic RTI data</li> <li>• Formative and Summative Common Assessment data</li> <li>• Panorama data</li> <li>• Walkthrough data</li> <li>• Student, Parent and Staff survey data</li> </ul>



### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

<p>Suspensions: SY 2020-21: 50</p> <p>Referrals Fighting: SY 2020-21: 20</p> <p>Disorderly Conduct: SY 2020-21: 10</p> <p>Insubordination; SY 2020-21; 15</p> <p>WASC #2 and #5</p>	<ul style="list-style-type: none"> <li>- Based on Core Values (Enthusiastic Community; Academic Growth; Social Growth; Life-Long Learner)</li> <li>- Aloha Circle to foster connection/ positive relationship with adult</li> </ul>			
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### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

<p>WASC - #3 and #5</p> <p>2019 STRIVE:            ELA - 54%            Math - 39%            Sci - 32%</p> <p>GAP            ELA - NHN/HN-71/37</p> <p>Math- NHN/HN - 54/23</p> <p>Chronic Abs            10%</p> <p>EL on Track            23%</p> <p>Goals:            ELA - 60%            Math - 45%            Sci - 40%</p> <p>GAP            ELA - NHN/HN-71/45</p>	<p><b>Objective 3: Well-Rounded</b></p> <p>Data Driven Instructional Cycle</p> <ul style="list-style-type: none"> <li>- Departments will participate in DDIC (Standards, Assessment, Data Analysis, Lesson Planning, Common Summative Assessments)</li> </ul> <p>Learning Intentions/ Success Criteria</p> <ul style="list-style-type: none"> <li>- Teachers will have LI/SC posted</li> <li>- Students will be able to articulate: 1) What they are learning; 2) How successful they are in their learning</li> </ul> <p>Curriculum and club offerings will be;</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (ELA and Math)</li> <li>• Exploratory Wheel (Tied to KHS Career Pathways)</li> <li>• STEM Robotics/ Computer Science</li> <li>• Placed/ Project Based Learning</li> <li>• Art</li> <li>• Band</li> <li>• Chorus</li> <li>• Ukulele</li> <li>• PE</li> <li>• AVID</li> </ul>	<p>x WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p>Monthly Academic Review Team (ART) meeting to assess:</p> <ul style="list-style-type: none"> <li>• LI/SC</li> <li>• Behavioral (LDS) data (Behavior MTSS)</li> <li>• Universal Screening data</li> <li>• SBA Data</li> <li>• Academic RTI data</li> <li>• Formative and Summative Common Assessment data</li> <li>• Panorama data</li> <li>• Walkthrough data</li> <li>• Student, Parent and Staff survey data</li> </ul>
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### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

<p>WASC: Mid Cycle #3</p> <p>80% of students will be able to articulate progress in their learning using Success Criteria</p> <p>Baseline: 8<sup>th</sup> Reading at Grade Level: 72%</p> <p>Goal: 8<sup>th</sup> Reading at Grade Level: 90%</p>	<p><b>Objective 4: Prepared and Resilient: 9th Grade on Track (Transitions)</b></p> <p>Vertical Alignment in Learning Intentions/ Success Criteria (LI/SC) / Content Area</p> <p>Elementary/ Middle School Articulation</p> <ul style="list-style-type: none"> <li>- Classroom observations by teachers to identify LI/SC process at respective school</li> <li>- Articulation Days to align and develop coherence in LI/SC K-8</li> <li>- Continue Resource Department Transition Meetings</li> </ul> <p>Middle/ High</p> <ul style="list-style-type: none"> <li>- Department articulation to align and develop coherence in content area 8-12</li> <li>- Continue Resource Department Transition Meetings</li> <li>- Wheel Department introduces Kapolei High School's Career Pathways in our curriculum to allow students to explore each pathway and prepare students for their high school experience.</li> </ul>		<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>Monthly Academic Review Team (ART) meeting to assess:</p> <ul style="list-style-type: none"> <li>• LI/SC</li> <li>• Behavioral (LDS) data (Behavior MTSS)</li> <li>• Universal Screening data</li> <li>• SBA Data</li> <li>• Academic RTI data</li> <li>• Formative and Summative Common Assessment data</li> <li>• Panorama data</li> <li>• Walkthrough data</li> <li>• Student, Parent and Staff survey data</li> </ul>
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**Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23**

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## Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

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

Outcome: By the end of three years.	Rationale:
<p><b>100% of Teachers incorporate CP into practice</b></p> <p><b>100% of Teachers receive PD in MTSS</b></p> <p><b>100% of Teachers receive PD in DDIC</b></p> <p><b>Inclusion/ Co-Teaching</b></p> <ul style="list-style-type: none"> <li>- ELA, Math, Social Studies, Science and Resource Teachers will participate in Co-Teaching</li> </ul> <p><b>EL PD</b></p> <ul style="list-style-type: none"> <li>- All departments will participate in EL PD to integrate academic vocabulary in the context of specific content subjects</li> </ul> <p><b>Place and Project Based PD</b></p> <ul style="list-style-type: none"> <li>- Through community partnerships, teachers will participate in place and project based PD in order to integrate it into their curriculum</li> </ul> <p><b>Mentoring/ New Teacher Support</b></p> <ul style="list-style-type: none"> <li>- New teachers will participate in new teacher PLC</li> </ul>	<p><b>Professional Development:</b></p> <p>In order to build coherence in understanding the importance of validation, listening, and belonging, professional development will emphasize:</p> <ul style="list-style-type: none"> <li>• Dignity and validation PD to build a sense of belonging in order to achieve collective teacher efficacy within our instructional practices and curriculum development.</li> <li>• Introduce MTSS PD to utilize data and research based strategies in Tier 1 and 2 academic and behavior interventions.</li> <li>• On-board new teachers and staff with previous Listening, Validation, Belonging and Cultural Proficiency PD.</li> </ul>

Planning	Funding	Interim Measures of Progress
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### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

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
<p>Goals:</p> <ul style="list-style-type: none"> <li>• T-S Relationship - 75%</li> <li>• Valuing School - 70%</li> <li>• Safety - 60%</li> <li>• Belonging - 55%</li> </ul> <p>Suspensions: SY 2020-21: 50</p> <p><u>Referrals</u> Fighting: SY 2020-21: 20</p> <p>Disorderly Conduct: SY 2020-21: 10</p> <p>Insubordination: SY 2020-21: 15</p>	<p><b>1. Professional Development during PC and Waiver Days</b></p> <ul style="list-style-type: none"> <li>• MTSS (Behavior and Academic Tier 1 and 2)</li> <li>• Belonging and Dignity PD</li> <li>• Kamehameha Schools Partnerships (Project and placed based learning)</li> <li>• Wellness days</li> <li>• Co-teaching for ELA, Social Studies, Science and Resource Departments</li> <li>• EL PD to increase the use of academic vocabulary in the context of content</li> <li>• Behavior Intervention Team (BIT) PD</li> </ul> <p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>• Monthly New Teacher PLCs facilitated by Curriculum Coordinator and Instructional Coaches</li> </ul>	<p>Kristy Markham, Keli Silva, Sarah Iverson</p>		<p>Monthly Academic Review Team (ART) meeting to assess:</p> <ul style="list-style-type: none"> <li>• LI/SC</li> <li>• Behavioral (LDS) data (Behavior MTSS)</li> <li>• Universal Screening data</li> <li>• SBA Data</li> <li>• Academic RTI data</li> <li>• Formative and Summative Common Assessment data</li> <li>• Panorama data</li> <li>• Walkthrough data</li> <li>• Student, Parent and Staff survey data</li> </ul>

### Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23

**Goal 3: Successful Systems of Support.** The system and culture of Kapolei Middle School works to effectively organize financial, human, and community resources in support of student success.

Planning			Funding	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
ELA - 60% Math - 45% Science- 40%  GAP ELA - NHN/HN-71/45  Math- NHN/HN-54/30  Chronic Abs 8%  EL on Track 28%  8th Reading at Grade Level: 90%  WASC 2020 Mid Cycle 1 and 2	Systemic Structure to consistently monitor and assess school improvement that consists of: <ul style="list-style-type: none"> <li>● Academic Review Team (ART)</li> <li>● Key Staff Mtgs</li> <li>● Leadership Team (Admin-DH-TL-Support Staff)</li> <li>● Committees (FOL)</li> <li>● Team Meetings</li> <li>●</li> </ul>	SY 2020-2021		<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Monthly Academic Review Team (ART) meeting to assess: <ul style="list-style-type: none"> <li>● LI/SC</li> <li>● Behavioral (LDS) data (Behavior MTSS)</li> <li>● Universal Screening data</li> <li>● SBA Data</li> <li>● Academic RTI data</li> <li>● Formative and Summative Common Assessment data</li> <li>● Panorama data</li> <li>● Walkthrough data</li> <li>● Student, Parent and Staff survey data</li> </ul>

## **Three-Year Academic Plan SY 2020-21, SY 2021-22, SY 2022-23**