



Three-Year Academic Plan 2017-2020

Kailua Intermediate School

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Kailua, HI 96734

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<https://sites.google.com/a/kis.k12.hi.us/kailua-intermediate/home>

Three-Year Academic Plan SY 2019-2020

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"> • 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 • International Baccalaureate (IB) Authorization • Other 	<p>1 Need: Teachers and administrators will continue to engage in professional development to incorporate AVID strategies and refine the co-teaching process that support student achievement and reduces the achievement gap.</p> <p>2 Need: Implement AMLE middle school standards including highly effective teams, interdisciplinary units, GLOs/HA instruction, and advisory through developmentally responsive learning environments that allow all young adolescents to achieve high standards with fidelity.</p> <p>3 Need: Teachers and administrators will continue to refine and implement the data team and RTI process with fidelity across all departments to monitor curriculum and effective instructional strategies that affect student achievement.</p>
	<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>

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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. Jill LaBoy, Principal	1. Oversee all strategies and initiatives
2. John Secreto, VP	2. ART,
3. Kau'i Tanaka, VP	3.ILT
4. Rachel Compton, Academic Coach/Accreditation Coord.	4. RTI, Data Teams
5.Darren Yoshioka, AVID	5. AVID
6. BJ Naleieha, SSC	6. RTI
7.Scott LaBoy, MTSS Counselor	7. MTSS
8. Kathleen Nullet, Technology Coordinator	8.Technology
9.	9.
10.	10.

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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 three years,	Rationale:
<p>By the end of school year 2020, Kailua Intermediate School will:</p> <ul style="list-style-type: none">• Increase student empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and will develop the knowledge, skills, and values to address complex questions and challenges that may impact their future.• Provide all students with a challenging and quality standards-based education in all subject areas.• Address students' academic, physical, social, emotional, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.• Cultivate a community and school culture where attendance is valued, encouraged, and supported.	<p>The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua's Vision and Mission.</p> <p>Our Vision: As a community of learners, Kailua Intermediate strives to develop the potential of every child to be successful in the 21st century.</p> <p>Our Mission: To provide a positive and safe learning environment which promotes diverse academic excellence, respect for self and others, and the development of responsible citizenship for all.</p> <p>Other rationale for our desired outcomes include:</p> <ul style="list-style-type: none">• To increase the percentage of students who meet achievement standards/proficiency on SBA/HSA in ELA, math, and science (CNA)• To close the achievement gap of our high needs and non-high needs students (CNA)• To continue to increase our inclusion rate.(CNA).

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1.All students meet or exceed proficiency on state assessments in reading math and science.	1.1.1. Implement scientifically based core and intervention programs such as: <ul style="list-style-type: none"> • Springboard • CCSS Math Curriculum – GoMath! and Alg I • School-wide and Targeted Reading • GoMath Online Component • Reading Plus/ Reading Program • STAR & Accelerated Math Programs • Next Generation Science Standards Instruction 	Principal	<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	All classroom teachers use texts and assessments that have been reviewed using rubrics and resources such as the CCSS Publisher’s Criteria.
	1.1.2. Provide all classroom teachers the time to collaborate professional learning community to address the CCSS and share high quality instructional resources. Provide teachers professional development on the Smarter Balanced Assessment Resources including the sample items and performance tasks, and incorporate these assessment formats into their instruction for student progress and provide timely feedback to students.	Principal & Academic Coach	<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	

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. All students meet or exceed proficiency on state assessments in reading math and science.	1.1.3 Kailua Intermediate School continues to incorporate the elements of Response to Intervention to meet the individual needs of all students: <ol style="list-style-type: none"> 1. Core Curriculum 2. Universal Screener 3. Tiered Interventions 4. Progress Monitoring 5. Data-Based Decision Making <i>(WASC Need Area #3)</i>	Academic Coach SSC	<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	The six critical elements of CSSS are implemented and monitored: personalized, classroom climate and instruction, family school community partnerships, support for assistance, prevention, and early prevention.
	1.1.4 Provide Academic Supports: <ul style="list-style-type: none"> • In-school tutoring (pull outs) • Counselor study skills group • Intervention action periods (Math, Reading, & Study Hall) <i>(WASC Need Area #2)</i>	Academic Coach	<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	

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. All students meet or exceed proficiency on state assessments in reading math and science.	1.1.5 Provide college and career opportunities for students such as implementation of interactive journals, focus note-taking strategies, close reading, assessment practices, and college readiness promotion through Early College activities that include presentations by college representatives at Kailua Intermediate and visits to a college campus. (WASC Need Area #1)	AVID Coord. Counselors	<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	AVID students maintain a GPA of 2.5 or higher.
	1.1.6 Provide PD for : <ul style="list-style-type: none"> Co-teachers on co-teaching practices. All teachers on differentiation of instruction and Universal Design to support more learner variability in the general education setting. (WASC Need Area #1)	Academic Coach SpEd DH SSC	<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	Eighty percent of students demonstrate mastery of grade level standards as measured by the various student-learning data.

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
2. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas.	1.2.1. Provide professional development opportunities in scientific inquiry, engineering design, and critical thinking. <ul style="list-style-type: none"> • Google Summits • ISTE • Google School Training • Statewide ELA and Math Curriculum • Reading Plus • Makerspace • Engineering • Robotics • Cyber Patriots 	Principal & Academic Coach Tech Coord.	<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	Seventy-five percent of teachers understand scientific inquiry, engineering design, and critical thinking. STEM opportunities are available to all students through required science fair and inquiry project participation.

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	1.2.2. Provide Professional development for innovative practices and use of technology to enhance student learning.	Principal & Academic Coach Tech Coord.	<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	100% of teachers incorporate a new innovative practice into their classroom.
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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches	1.3.1. Students with more than ten absences in the 2018-2019 school year, and/or more than five absence in the first quarter of the 2019-2020 school year are monitored through CORE team meetings and receive additional supports from counselors.	Principal & Academic Coach Tech Coord.	<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	Chronic absenteeism will decrease by 5%.

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social character value and other behavioral skills.	<p>1.3.2. Provide students with access to supports for positive academic and social behaviors.</p> <ul style="list-style-type: none"> • Solution Center • SBBH Counseling • MFLC • Outreach Counseling 	SSC Counselors	<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	Behavior Referrals decrease by 20%.
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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches	<p>1.3.3. Implement Positive Behavior Program</p> <ul style="list-style-type: none"> • Quarterly Perfect Attendance recognition • Quarterly Honor Roll recognition for students who have earned a 3.0-4.0 GPA • Tribes Agreements in all classrooms creating positive expectations • MTSS Cadre training <p>(WASC Need Area #2)</p>	Academic Coach Counselor	<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	Behavior Referrals decrease by 20%.

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social character value and other behavioral skills.	<p>1.3.4. Implement AMLE Standards:</p> <ul style="list-style-type: none"> Action Periods Exploratory Wheel Electives Quarterly Exploratory Days Extra-curricular: Cyber Patriots, Robotics, Math Counts. <p>Implement Ha initiated cultural awareness activities developed by students.</p> <ul style="list-style-type: none"> Zero Waste Initiative AVID & Student Leadership created school-wide initiatives/activities. <p>(WASC Need Area #2)</p>	Principal & Academic Coach Leadership	<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	Behavior Referrals decrease by 20%.
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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

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3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.	1.3.5. Provide instructional supports for wellness, health, and nutrition such as: <ul style="list-style-type: none"> • Required Health and PE classes. • PE Electives like Team Sports and Body and Conditioning • PEP activities that promote wellness • School-wide offered volleyball, basketball, and soccer tournaments • Intramural Goodwill Games (football, volleyball, soccer) with other middle schools. 	PE Dept. Counselors	<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	Chronic absenteeism will decrease by 5%.

Goal 2: Staff Success. Kailua Intermediate 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:
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By the end of school year 2020, Kailua Intermediate School will:

- Realign professional development resources to support student success objectives as needed (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.
- Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.
- Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers)

The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua's Vision and Mission.

Our Vision:

As a community of learners, Kailua Intermediate strives to develop the potential of every child to be successful in the 21st century.

Our Mission:

To provide a positive and safe learning environment which promotes diverse academic excellence, respect for self and others, and the development of responsible citizenship for all.

Other rationale for our desired outcomes include:

- The need for a focused PD program to address the priority needs of the school with regard to student learning.
- To increase our inclusion rate of students receiving special education services (CNA)
- Ensure that our new teachers have the knowledge and skills to be prepared for classroom instruction.

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. The staff is trained and supported to best meet the needs of students and their learning.	2.1 Recruit and retain Highly Qualified Teachers (HQT) by providing assistance and support for teachers who are Not Highly Qualified (NHQ), new to the profession, new to the school.	Admin	<input 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	100% of teachers become HQ by the end of the school year.
	2.2. Ongoing monitoring of the Educator Effectiveness System (EES) components during school hours. <ul style="list-style-type: none"> Teachers use SGP data to develop student goals and plan for intervention, enrichment, and inform classroom instruction. Teachers use Tripod Student Survey data to improve classroom and instructional planning. 	Admin	<input 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	100% of teachers are trained on the Educator Effectiveness System. 100% of teachers receive an EES rating by the end of the year.

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
2. The staff incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.	<p>2.3. Provide time for professional learning team collaboration to:</p> <ul style="list-style-type: none"> • Develop common grade level pacing calendars based on CCSS, NGSS, C3, and HCPS • Develop common unit, formative and intervention assessments • Analyze student work using the various types of assessments • Triangulate the data • Share and implement research-based instructional strategies • Monitor progress • Create Student Learning Objectives • Analyze Student Growth Percentile • Analyze School Tripod Survey • Whole school attendance at HAMLE Conference • Complex area Ha Professional Development <p>(WASC Need Area #3)</p>	Admin	<input 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 meeting minutes are submitted, indicate that teachers use a protocol to look at common assessments and student work, data analysis form is completed.

Planning	Funding	Interim Measures of Progress
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Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
3. The staff incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.	2.4. Provide time for professional learning team collaboration and training for MTSS Cadre: (WASC Need Area #3)	MTSS Cadre	<input 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	Cadre collaborates at training and monitors progress of implementation of program.

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

Outcome: By the end of three years,	Rationale:
<p>By the end of school year 2020, Kailua Intermediate School will</p> <ul style="list-style-type: none">• Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).	<p>The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua's Vision and Mission.</p> <p>Our Vision: As a community of learners, Kailua Intermediate strives to develop the potential of every child to be successful in the 21st century.</p> <p>Our Mission: To provide a positive and safe learning environment which promotes diverse academic excellence, respect for self and others, and the development of responsible citizenship for all.</p> <p>Other rationale for our desired outcomes include:</p> <ul style="list-style-type: none">• Time for teachers to plan, collaborate, and participate in the data teams process to ensure that the curriculum and instruction is aligned and we are meeting the needs of all students (CNA)

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. A comprehensive technology plan that supports the technology and innovation of our students.	3.1. Develop and implement a comprehensive technology plan to cover, repair, maintenance, replacement, and growth in technology and innovation.	Tech Coord.	<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	Technology hardware and innovative practices increase.
2. A comprehensive system that supports the behavioral needs of all students.	3.2 Develop and implement a Muti-tiered System of Support for all students	MTSS Cadre	<input 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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	10 % Decrease in referrals, and behavior incidents.