



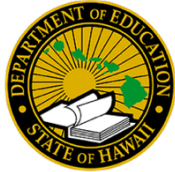
Academic Plan SY 2022-2023

Kailua Intermediate School

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2021 Academic Plan, School Year 2022-2023

2022 Academic Plan, School Year 2022-2023

Kailua Intermediate School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

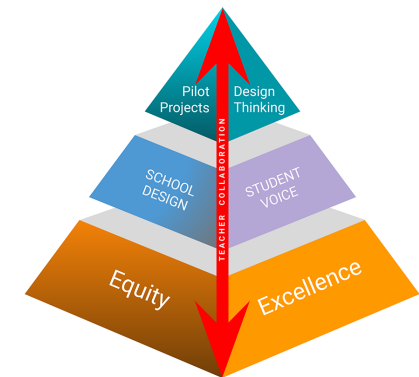
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

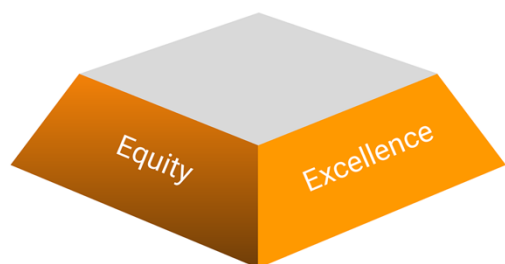
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

- The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap					Theory of Action					Enabling Activity				
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p><u>EQ1. Reduce the Achievement Gap</u> KIS's special education subgroup makes up 13% of the student population. The special education students are not performing as well as the "non-high needs" students as indicated by our SY 2018-2019 Strive HI results. According to Strive HI, 72% met the achievement standard for English Language Arts and 58% met the achievement standard for math. KIS's "non-high needs". KIS's achievement gap is 31 points for Language Arts and 20 points for Math. As a result of the COVID-19 pandemic, the SBA test formats were adjusted due to the modified school year and are not comparable with previous school year's scores.</p> <p>Strive HI results-SY 2018-2019 (2019-2020 N/A) & 2020-2021*</p>					<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><u>EQ1. Reduce the Achievement Gap</u> In order to reduce the achievement gap of our high and non-high needs students in ELA and Math, the KIS MTSS Cadre is attending HMTSS professional development to strengthen core curriculum, universal screener, tiered interventions, progress monitoring, and data-based decision making.</p> <p>If we improve the data teams process, student data will be used to inform teachers through formative assessments to modify instruction and address student needs to reduce the achievement gap.</p> <p>If we continue to build our AVID program, student use of AVID strategies such as interactive journals, focus note-taking strategies, close reading, assessment practices, and college readiness promotion, will reduce the achievement gap</p> <p><u>EQ2. Increase Sense of Belonging and Self Efficacy SEL Survey Scores</u> In order to increase student SEL survey scores KIS implemented a school-wide SEL program Choose Love in SY20-21. In school year the Foundations of Aloha were embedded into the Choose</p>					<p>What are your Enabling Activities to improve the achievement gap?</p> <p><u>EQ1. Reduce the Achievement Gap</u></p> <ul style="list-style-type: none"> Professional development for faculty and educational assistants on differentiated instruction, AVID, and co-teaching strategies to strengthen Tier 1 teaching and support Provide professional learning team time for MTSS Cadre Provide Academic and Behavior Supports: <ul style="list-style-type: none"> In-school tutoring (pull outs) Counselor study skills group Intervention periods (Math Workshop, Reading Workshop, & Study Skills) Counselor A.I.M advisory period (Mindfulness) trUSt Center Before and after school study hall for all students Part Time Teachers to provide after school tutoring support. Data Teams process to utilize student data Provide college and career opportunities for students with AVID strategies and Early College activities that include presentations by college representatives at Kailua Intermediate and visits to a college campus. <p>(WASC Need Area #1, #2 and #3)</p> <p><u>EQ2. Increase Sense of Belonging and Self Efficacy SEL Survey Scores</u></p> <ul style="list-style-type: none"> Provide students with access to supports for positive social, and emotional behaviors. 				
	ELA		MATH											
NHN(non-high needs)	85%	80%	71%	41%										
HN (high-needs)	52%	52%	38%	21%										
Gap	31	28	33	20										

EQ2. Increase Sense of Belonging and Self Efficacy SEL Survey Scores

Fall 2020, KIS administered the Panorama Student Social Emotional Learning Survey for the first time. The survey results comparing last year and this year's fall surveys are in the chart below. The two areas that students scored themselves the lowest for both years were Sense of Belonging and Self Efficacy.

	Fall 2020	Fall 2021
Sense of Belonging	43%	43%
Self Efficacy	47%	46%

EQ3. Inclusion Rate

KIS's current inclusion rate is at 71% which is above the Statewide target of 51% and of the current Windward District percentage of inclusion at 56%.

54% (StriveHI-'19-'20) 71% (StriveHI-'20-'21)

Love lessons. The Choose Love formula of courage, gratitude, forgiveness, and compassion in action, in conjunction with responding with ALOHA, (akahai, lōkahi, olu olu, ha'a ha'a, and ahonui), will increase students' sense of belonging and self efficacy.

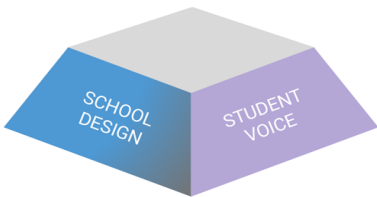
EQ3. Inclusion Rate

In order to sustain and increase the inclusion rate of 54%('19-'20) 71%('20-'21), we need to continue the articulation and collaboration between SpEd and general education teachers.

- o trUSt Center
- o Counseling Services - grade level, SBBH, MFLC, Outreach
- o Takai Transition Center
- o Choose Love SEL and Foundations of Aloha curriculum in Advisory
 - o Health & Wellness Performance Center
- Implement Positive Behavior Program
 - Quarterly Perfect Attendance recognition
 - Quarterly Honor Roll recognition for students who have earned a 3.0-4.0 GPA
 - Jr. Surfrider PRIDE expectations in all classrooms creating positive expectations
 - Pono bucks and other positive incentives.
- The Anchored for Life team develops and implements a comprehensive plan to transition KIS students into and out of KIS.

EQ3. Inclusion Rate

- Professional development for faculty and educational assistants on differentiated instruction and co-teaching strategies to strengthen and support Tier 1 instruction
 - Stetson & Associates
 - SpEd Department (Inclusive Practices)
- (WASC Need Area #1, #2 and #3)



Innovation in Support of the Core: School Design and Student Voice

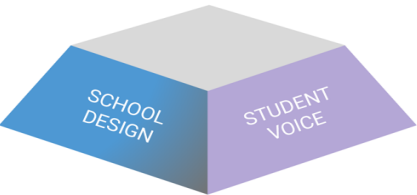
Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

SY 2021-22 <u>Measurable Outcomes</u>	SY 2022- 23 <u>Measurable Outcomes</u>	SY 2023-24 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>SD1. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> KIS's academic achievement as reported in StriveHI will increase by 2% in ELA, Math, and Science. We will be continuing the ILT process and partner with Kalaheo High to build career pathways 7-12. (WASC Need Area #1, #2 and #3)</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> KIS has supports in place to address this multi-tiered system. We will use the Panorama Survey and increase the positive responses in the Sense of Belonging and Self Efficacy components by 2%. There will be a 2% decrease in the number of referrals as reported in Infinite Campus. (WASC Need Area #1, #2 and #3)</p>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>SD1. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> KIS's academic achievement as reported in StriveHI will increase by 2% in ELA, Math, and Science. We will be continuing the ILT process and partner with Kalaheo High to implement career pathways 7-12. (WASC Need Area #1, #2 and #3)</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of proactive supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> KIS has supports in place to address this multi-tiered system. We will use the Panorama Survey and increase the positive responses in the Sense of Belonging and Self Efficacy components by 2%. There will be a 2% decrease in the number of referrals as reported in Infinite Campus. (WASC Need Area #1, #2 and #3)</p>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p>
<p>Why are you are implementing them?</p> <p><u>SD1. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> If we 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.</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> Middle school is a challenging time socially and emotionally for students. If KIS addresses their needs by embedding the AMLE 18 characteristics of successful middle schools, KIS students' basic needs will be met and they will be able to focus on the learning and growth necessary to thrive.</p>	<p>Why are you are implementing them?</p> <p><u>SD1.Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> If we 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.</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of proactive supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> Middle school is a challenging time socially and emotionally for students. If KIS addresses their needs by embedding the AMLE 18 characteristics of successful middle schools, KIS students' basic needs will be met</p>	<p>Why are you are implementing them?</p>

	and they will be able to focus on the learning and growth necessary to thrive.	
<p><i>How will you know that they are causing an improvement?</i></p> <p><u>SD1. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> Kailua Intermediate students will maintain and show improvement in their common grade level assessment, as well as their formative assessments.</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of proactive supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> Kailua Intermediate students will respond positively for Sense of Belonging and Self Efficacy in the Panorama Survey. It will increase from 43% to 45%. There will be a decrease of student behavior referrals of 2%</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><u>SD1.Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas:</u> Kailua Intermediate students will maintain and show improvement in their common grade level assessment, as well as their formative assessments.</p> <p><u>SD2. MTSS: The school incorporates a multi-tiered continuum of proactive supports that focus on proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social, emotional, and behavioral skills:</u> Kailua Intermediate students will respond positively for Sense of Belonging and Self Efficacy in the Panorama Survey. It will increase from 43% to 45% from the fall to the spring. There will be a decrease of student behavior referrals of 2%</p>	<p><i>How will you know that they are causing an improvement?</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
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<p>Add beginning of the year measurements here.</p> <p>Strive HI data: Language Arts: 72% (2018-2019) Math: 58% Science: 64%</p> <p>StriveHi data: Language Arts: 70% (2020-2021) Math: 34% Science: 42%* There was a change of assessment from HSA to NGSS (expected decline)</p> <p>Panorama Survey Sense of Belonging Dimension - 43%; Self Efficacy - 47% (Fall 2020); Sense of Belonging Dimension - 43%; Self Efficacy - 46% (Fall 2021)</p>	<p>Formative assessments (Star math, Reading Plus) Common assessments (Department, NGSS)</p> <p>Formative assessments (iReady math, Reading Plus) Common assessments (Department, NGSS)</p>	<p>Increase academic achievement (as measured by Strive HI) by 2%. Language Arts: 74% Math: 60% Science: 66% Language Arts: 72% Math: 36% Science: 44%</p> <p>Panorama Survey: Sense of Belonging Dimension - 45%; Self Efficacy - 49% (Fall 2021)</p> <p>Panorama Survey: Sense of Belonging Dimension - 45%; Self Efficacy - 48% (Spring 2022)</p>
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Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><u>SD1A. ELA</u> Students will increase ELA achievement from 72% to 74% 70% to 72% ('21-'22)</p>	<ul style="list-style-type: none"> Students engage in scientifically based core and intervention programs such as: <ul style="list-style-type: none"> Next Generation Science Standards Instruction - HMH Curriculum Springboard Amplify math curriculum Reading Plus STAR iReady math screener KIS math department quarterly collaborates with feeder schools to develop scaffolded professional development to strengthen mathematical mindsets for students K - 12. Kailua Intermediate School continues to incorporate the elements of Response to Intervention to meet the individual needs of all students: Core Curriculum, universal screener, 	Yearlong	WSF	<ul style="list-style-type: none"> Star, Reading Plus, i-Ready reports formative assessments common grade level assessments student work walkthroughs 	<ul style="list-style-type: none"> Star, Reading Plus, iReady reports 3 x a year. Data team data quarterly Walk throughs quarterly 	
<p><u>SD1B. Math</u> Students will increase Math achievement from 58 %to 60% 34% to 36% ('20-'21)</p>		Yearlong	WSF Complex			
<p><u>SD1C. Science</u> Students will increase Science achievement from 64% to 66% ('18-'19) 42% to 44% ('20-'21)</p>		Yearlong	WSF P20			

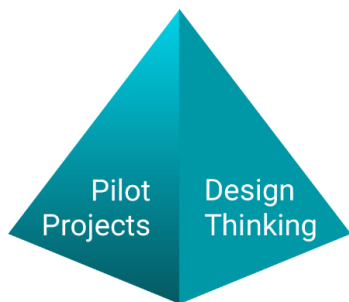
	<p>tiered interventions, progress monitoring, data-based decision making.</p> <ul style="list-style-type: none"> Partner with high schools and industry partners to design and implement exploratory programs that feed into CTE pathways for a complete P20 experience for students. <p>(WASC Need Area #1, 2, 3)</p>					
<p><u>SD2.Students will increase sense of belonging</u> from 43% to 45%; and self efficacy from 47% to 49% using the Panorama Survey. Fall 2020.</p> <p>Sense of Belonging 43% to 45%; Self efficacy 46% to 48% ('20-'21)</p>	<ul style="list-style-type: none"> Implement AMLE Standards: <ul style="list-style-type: none"> Advisory Periods Wide variety of electives Quarterly Exploratory Days Extra-curricular: Cyber Patriots, Robotics, Math Counts, GWC, eSports. Implement Hā initiated cultural awareness activities developed by students. <ul style="list-style-type: none"> Zero Waste Initiative AVID, Pū'ōlā Ambassadors, & Student Leadership created school-wide initiatives/activities. Restorative practices Hamakua Marsh Restoration Project Hawaiian Village - Summer Bridge Mele Mural Develop and implement a comprehensive behavior plan which incorporates community and cultural place-based practices and restorative discipline. Provide after school programs to enrich student learning and 	Yearlong	WSF P20 Grant ESSER	<ul style="list-style-type: none"> student surveys student work recognition awards Pono Bucks student discipline referrals KIS Morning Broadcast - KIS Short Report Leadership and AVID activity participation counselor's reports Advisory lesson reflections. Ho'okahua (Summer Bridge) surveys 	Quarterly Ho'okahua -annually	

	sense of belonging such as Robotics, Garden Club, art and music classes. (WASC Need Area #2)					
<u>SD3.Reduce chronic absenteeism will be reduced by 1% from 9% to 8%.</u> (Strive HI '19-'20) 11% to 10% (Strive HI '20-'21)	<ul style="list-style-type: none"> Students with more than ten absences in the school year are monitored through CORE team meetings and receive additional supports from counselors, such as home visits and after school counseling sessions. Provide distance learning option for students with extreme health or mental health issues. 	Yearlong	WSF ESSER	<ul style="list-style-type: none"> Counselor reports CORE notes 	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<u>SD1. Kailua Intermediate teachers have focused professional development to support student success and continuous improvement.</u>	<ul style="list-style-type: none"> Provide professional development opportunities in scientific inquiry, engineering design, innovative practices, critical thinking, and use of technology to enhance student learning. <ul style="list-style-type: none"> Google Summits Google School Training Springboard ELA and Amplify Math Curriculum Reading Plus, iReady Computer Science Engineering Robotics Cyber Patriots PBL HMH - Science 	Yearlong	WSF	<ul style="list-style-type: none"> curriculum maps Reading Plus and i-Ready reports student work walkthroughs formative assessments common formative assessments Data Teams data teacher surveys teacher's Google Classrooms 	Quarterly	

	<ul style="list-style-type: none"> • Provide professional development and time for professional learning team collaboration to: <ul style="list-style-type: none"> • Collaborate effectively • 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 <p>(WASC Need Area #1, 2)</p>					
SD2. Kailua Intermediate teachers have focused professional development to support student success socially, emotionally, and behaviorally.	<ul style="list-style-type: none"> • Provide professional development opportunities in: <ul style="list-style-type: none"> o Nā Hopena A'o o Trauma Informed Practices o PBL o HAMLE Conference • Continue to provide Advisory Choose Love/FOA SEL lessons in coordination with counselors and the PBIS program. • Provide time for professional learning team collaboration and training for MTSS Cadre. (WASC Need Area #2, 3) • Provide families with updated student attendance and notification. 	Yearlong	WSF Complex	<ul style="list-style-type: none"> • advisory lesson plans • walkthroughs • student advisory reflections 	Quarterly	
SD2. Kailua Intermediate teachers have focused professional development to support student attendance.						



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>KIS is partnering with Kalaheo High, industry partners, and P20 to develop and implement exploratory programs that feed into CTE pathways for a complete P20 experience.</p> <p>KIS is implementing an Intro to Agriculture and Farm to Fork course for SY 2022-2023 to feed into the Natural Resources Pathways at the high schools. Intro to Business course will also begin in SY 2022-2023 to feed into the business pathways at the high schools.</p> <p>(WASC Need Area #1, 2)</p> <p>KIS joined Compassionate Koolau-poko’s first cohort. Through this cohort, the KIS team went through the Design Thinking Process to develop a summer bridge program to help transition students to Kailua Intermediate School in summer 2021.</p> <p>KIS continues to use the Design Thinking Process to refine the summer bridge program for summer 2022 as well as adding additional programs.</p> <p>Transform Shop 3 into the KIS Health and Wellness Performance Center to provide the KIS community instructional supports for wellness, health, and nutrition that can also feed into the high school’s Health Pathway such as:</p> <ul style="list-style-type: none"> • Required health and physical education classes • PE electives: Team Sports and Body and Conditioning • PEP activities that promote wellness • School-side offered volleyball, basketball, and soccer tournaments • Nutrition classes • Anatomy lessons • Guest Speakers • Collaborate with high school health pathway students • Intramural Goodwill Games 	<p><i>Please describe your Conditions for Success:</i></p> <p>KIS continues to partner with Kalaheo through P20 and the Soar Higher Grant, as well as with Kupu to increase opportunities to connect our learning experiences with the high school’s pathways, and develop new elective courses to feed into the pathways.</p> <p>KIS needs to continue these partnerships to refine these learning experiences for students as well as continue to bring in industry partners to enhance opportunities for students.</p> <p>KIS needs to continue to use the Design Thinking process to refine our summer bridge program to best meet our student needs.</p> <p>Once the renovation of Shop 3 is completed, KIS needs to partner with the Health pathway teachers at the high school, as well as bring in industry partners.</p>

- Staff Wellness events