One-Year Academic Plan
2020-2021

Janette Snelling   6/2/2020

Approved by HKKK CAS   Date

School:	Kohala Middle School	
Address:	53-4155 Akoni Pule Highway P.O. Box 777 Kapaau, Hi 96755	**Kohala Middle School** The Place To Be
Phone:	808 889-7119 Fax 808889-7121	
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Where are we now?

	CNA focus areas

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● WASC Self Study
  ▪ 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
 	
CNA Crosswalk Sw 1
	1. Need
	1. Physiological and safety, love and belonging (Hawaii)
	Specific attention and support must be directed at ELL and IDEA academic and emotional needs. The school must continue to improve, monitor and implement all **RtI / SEL/ Restorative Justice**, and **cultural** Practices which identify students in need (academic and emotional) and supports them in a timely manner.
	2. Need:
	Esteem and Self Actualization (Equity)
	The variety of curriculum being used to implement standards and the levels of rigor of implementation makes it essential for all schools in the complex to continue **articulation** to ensure seamless transitions and a K-12 College and career-oriented focus.
	
	Leadership must step up to perform a wide variety of implementation, **monitoring** and reporting processes (RTI/PBIS, data team and grade level meetings, AVID, Teacher clarity, AVID, ILT, ART, Cycle of Instruction, EES, WASC, CSSS. PBL) to ensure that processes are being implemented with fidelity. The school has worked with District RTs on these processes and needs to continue to seek District support.
	3. Need:
	Student Learning (School Design)
	All school personnel need to promote the success and well-being of every student by keeping a clear focus on student learning, growth, and achievement at all times.
	4. Need:
	School and Community (Empowerment and Innovation)
	A diverse, low income school **population** which has shown that it can be high achieving but it provides pedagogical challenges to KMS teachers. Data indicates that a commitment to a continuous process of the **Deconstruction of Standards into learning progressions and Student success criteria coupled with Project Based Teaching and Learning** is best suited to this student population. (see Matrix below)

PBL and Teacher Clarity Matrix

Project Based Learning		Teacher Clarity
Teacher Practices	**Student Practices**	**Concepts and skills**
Build the culture	Student voice	Standards, learning progressions
Align to standards	Challenging problem or question	Crafting success criteria
Design and plan	Sustained inquiry	Determine relevance of learning
Manage activities	Authenticity	Creating meaningful learning experiences
Scaffold learning	Critique and revision	Establishing mastery of standards
Engage and coach	Public product	Reflection, what and why
Assess learning	Reflection	Collaborate to improve

WASC critical areas for focus
As you plan and implement your work, include:

1. **Parent and student involvement**
2. **Input from staff on Master Scheduling**
3. **Seek professional development opportunities for critical areas of focus**

Self-study identified areas of focus (Note these areas were identified in report as growth areas. The committee report did not specifically identify them as areas of concern.)
The self-study identified and work should continue on:
   A. **Processes for monitoring the effectiveness of programs**
   B. **Parent and community involvement in decision making**
   C. **Student directed elective choices**
   D. **Develop a common assessment process**
   E. **Teachers need to be facilitators in student-centered classrooms**
   F. **Expand project-based learning**

Addressing Equity: Sub Group Identification (SW

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.

Sub Group	Identified Need(s)	Enabling Activities
Native Hawaiian 37%	**Reading and Speaking** (reading closely and analytically, effective speaking and listening) **Writing** (effective writing for a range of purposes and audiences) **Math** (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life) **Science** (analysis of Physical, Life, Earth and Space, Engineering Design) **Social Studies** (civics, politics, economics, cultures, critical thinking) **Socio-emotional** (foundational beliefs, progress monitoring, belonging, safety, valuing school)	<u>School-wide activities</u> Classroom curricula derived from standards-based learning progressions, clear learning intentions and student success criteria, RTI and differentiation, Technology, PLC data teams, Advisory goal setting and GLO based activities, School-wide grading and assessment, Thinking Maps, K-12 Articulation, Effective Behavioral Management Plan, Implement Multi-Tiered System of Support <u>Specific activities targeting Native Hawaiian students learning style</u> Project based Learning Teaming and collaborative work Activities based on cultural heritage AVID teaching and learning strategies
ELL 7%	**Reading and Speaking** (reading closely and analytically, effective speaking and listening)	<u>School-wide activities</u> Classroom curricula derived from standards-

		Writing (effective writing for a range of purposes and audiences) **Math** (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life) **Science** (analysis of Physical, Life, Earth and Space, Engineering Design) **Social Studies** (civics, politics, economics, cultures, critical thinking) **Socio-emotional** (foundational beliefs, progress monitoring, belonging, safety, valuing school)	based learning progressions, clear learning intentions and student success criteria, RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting and GLO based activities, School-wide grading and assessment, AVID teaching and learning strategies, Thinking maps, K-12 Articulation, Effective Behavioral Management Plan, Implement Multi-Tiered System of Support <u>Specific activities targeting best practices for ELL students learning</u> Frequent checks for understanding, reading materials at reading level, grouping with student supporters, graphic organizers and visual ques, participation (as needed) in ELL workshop class.
	SPED 12%	**Reading and Speaking** (reading closely and analytically, effective speaking and listening) **Writing** (effective writing for a range of purposes and audiences) **Math** (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life) **Science** (analysis of Physical, Life, Earth and Space, Engineering Design) **Social Studies** (civics, politics, economics, cultures, critical thinking) **Socio-emotional** (foundational beliefs, progress monitoring, belonging, safety, valuing school)	<u>School-wide activities</u> Classroom curricula derived from standards-based learning progressions, clear learning intentions and student success criteria, RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting and GLO based activities, School-wide grading and assessment, AVID teaching and learning strategies, Thinking Maps, K-12 Articulation, Effective Behavioral Management Plan Implement Multi-Tiered System of Support <u>Specific activities targeting best practices for SPED students</u> Implement IEP accommodations and modifications, coordinate with SPED case manager, implement specially designed instruction as indicated, participate in regular ed classes with support as needed, teachers utilize Monday and Tuesday meeting times for collaboration.
	Low SES 68%	**Reading and Speaking** (reading closely and	Classroom curricula derived from standards-

| | | analytically, effective speaking and listening)
Writing (effective writing for a range of purposes and audiences)
Math (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life)
Science (analysis of Physical, Life, Earth and Space, Engineering Design)
Social Studies (civics, politics, economics, cultures, critical thinking)
Socio-emotional (foundational beliefs, progress monitoring, belonging, safety, valuing school) | based learning progressions, clear learning intentions and student success criteria, RTI and differentiation, Technology, PLC data teams, Advisory goal setting and GLO based activities, School-wide grading and assessment, K-12 Articulation, Effective Behavioral Management Plan, Implement Multi-Tiered System of Support

<u>Specific activities targeting low SES students</u>
Project based Learning, AVID teaching and learning strategies, Thinking Maps, Multi-media usage |

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	**Enabling activities this lead is responsible for:**
1. Language Arts and EL, DH and leadership team	Differentiation to ensure learning is meaningful, supported by standards based formative and summative assessments. School-wide standards-based literacy grading and assessment.
2. Sheri Preston, Math DH and leadership team.	Students use of Thinking Maps to support fundamental thinking processes.
3. Science DH and leadership team	The use of AVID teaching and learning strategies to engage and support student learning.
4. Duncan Anderson, Social Studies DH and leadership team	Students utilizing Project Based Learning to access standards-based knowledge, understandings and success skills such as critical thinking, collaboration, creativity and project management. Classroom curricula derived from standards-based learning progressions Clear learning intentions and student success criteria

5. Lauren Canton, School Counselor and leadership team	A school and classroom environment which is conducive to learning.
6. Ellen Stone, Special Education DH and leadership team	Student goal setting to enhance engagement (classroom level, grade level and normed reference testing such as iReady)
7. Wendy Nickl, Curriculum Coordinator	Students engaged in literacy-based curriculum activities grounded in Na Hopena A`o (HA) PLC data teams designed to support student learning.
8. Alan Brown, Principal	Technology to support student leaning in all areas.

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community). Title 1 SW 1

Outcome: By the end of sy20-21	**Rationale:**
All students will engage in rich, purposeful, and active learning which is challenging, exploratory, integrative, relevant and based on the Hawaii standards for the respective content areas. This will result in a 10% decrease in the number of Ds and Fs in the year end content area grades as compared to 2019-20 and a 10% increase in the school belonging and valuing of school components of the Panorama student school survey.	Students must be prepared to advance from middle school with the skills needed to become College and Career Ready through the full implementation of the Common Core Standards In order to be successful, students need the timely and direct delivery of preventive and developmental services, and intervention and corrective services, to address their social and emotional needs. "…if we actually implement the most "high-leverage" practices, they would result in "stunningly powerful consequences" for students" (Fullan, 2010)

Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success. Title 1 SW 1

Outcome: By the end of sy20-21	**Rationale:**

Teachers will be able to utilize multiple learning and teaching approaches along with varied and on-going assessments to ensure student attainment of the Hawaii standards in the respective content areas. All teachers will achieve proficient or distinguished on the Danielson components of: Establishing a culture for learning, managing student behavior, using questioning and discussion techniques, and using assessment in instruction.	It is essential for Kohala Middle School to have consistent framework for professional growth as the school seeks to enhance the skills of all in the task of teaching. Kohala Middle School must always be willing and able to apply the best practices of educational research to the Kohala Middle School classroom. "According to Buckingham, survey data reveal that employees crave clarity; they want to know precisely what they must do to be most effective – and not be distracted from that." (Schmoker 20018) "…teachers beliefs and commitments are the greatest influence on student achievement over which we have some control…"(Hattie)

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources). Title 1 SW 1

Outcome: By the end of sy20-21	**Rationale:**
All students, parents and other stakeholders in the K-12 + construct will hold common high expectations for achievement and post high school transitions. This will be reflected by a 10% increase in the %positive response of the well-being and satisfaction (student, parent and teacher) components of the SQS. Parents and community will become partners in a multi-year implementation plan. Community engagement strategies will measure student achievement of competency-based standards, leading to individualized education for all students. This will be reflected in a 10% increase in the % positive components of the involvement/engagement components of the SQS and Panorama.	It is essential for Kohala Middle to focus on three pillars required for young people and their communities to succeed: 1.Involving the broader community with public education to support the learning and development of young people; 2.Building more effective pathways into the workforce for all young people and supporting the transition to adulthood; 3. Preparing generations of leaders with the know-how to drive collaborative efforts at all levels. By creating a shared common vision emphasizing the importance of student growth and achievement across the Kohala Elementary, Middle and High School, the school complex K-12 will implement learning goals aligned to the shared vision. "I contend that a citizen anywhere in the world is someone who seriously asks, "What should we do?". Peter Levine

5 Promises	
HAWAIʻI	Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution. **MARKERS: Nā Hopena Aʻo; languages; culture; context; place-based; safety & total well-being** *State Proposed Indicators:* - 2A. Increase School-Community partnerships for ʻāina-based stewardship in alignment with the *Hawaiʻi Green Initiative* indicator. *BOE 6710* - 4D. Increase access to *HĀ* assessment of the learning environment ***Complex Area Foci:*** - ***Developing Community Partnerships/H*** - ***Hōkūpaʻa***
EQUITY	Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. **MARKERS: Access; personalization; community; closing achievement gaps; quality** *State Proposed Indicators: (to increase)* - *1A. honors diploma* - *1B. attainment of Seal of Biliteracy* - *1C. equitable access to education* - *1D/1E. access to postsecondary credits and qualifying marks on assessments* - *2B. staff engagement* - *2C. after school programming* - *2D reduce student health risks* - *2E. internships and teacher externships* - *3A. enrollment in Pre-K* ***Complex Area Foci:*** - ***SPED*** - ***ELL*** - ***Induction & Mentoring*** - ***Literacy*** - ***Math*** - ***Instructional Leadership Teams***
SCHOOL DESIGN	Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaiʻi. **MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners** *State Proposed Indicators: (to increase)* - *4A. Implement 10-year Facilities plan* - *4B. Implement School Safety and Culture Plan* - *4C. 80% clean energy use by 2030* ***Complex Area Foci:*** - ***MTSS/Whole Child*** - ***Project or Place Based Learning***
EMPOWERMENT	Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. **MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice** ***Complex Area Foci:*** - ***Student leadership/voice initiatives/Student Government/Enrichment*** - ***Robotics/STEM*** - ***Staff Engagement***
INNOVATION	Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. *MARKERS: Applied learning; design thinking; project-based learning; creativity* - *3B. Increase Career Pathway access*

- *3C. Grow student internships for diploma credit*
- *3D. Grown externships to scale real world relevance in curriculum*

Complex Area Foci:
- **Technology for learning/ Computer Science**
- **CTE/Internships/Academies**
- **Digital Citizenship**

Planning

Desired Outcome	Promise		Enabling Activity #1	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
Reading "Adolescents entering the adult world of the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." (Richard Vacca) Math "The need for mathematics is pervasive. We should want all students to become confident, capable users of math; who know how to apply it to the real world they will enter as citizens,…" (Schmoker)		Hawaiʻi	Implement high impact literacy strategies to improve **reading, writing, and speaking** knowledge and skills. (reading closely and analytically, effective speaking and listening) Implement high impact strategies to improve **math** (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life) Implement high impact literacy strategies to improve **Science** knowledge (analysis of Physical, Life, Earth and Space, Engineering Design) Implement high impact strategies to improve **Social Studies** knowledge (civics, politics, economics, cultures) - Classroom curricula derived from standards-based learning progressions - Clear learning intentions and student success criteria - Differentiation to ensure learning is meaningful, supported by standards based formative and summative assessments - Technology to support student leaning in reading, writing and speaking - PLC data teams designed to support student learning in the language arts	(Student Success)		WSF	ELA Proficiency Baseline 58% Target 20-21: 60% — Actual 20-21 ELA Gap Baseline 20% Target 20-21: 15% — Actual 20-21 Math Proficiency Baseline 37% Target 20-21: 40% — Actual 20-21 Math Gap Baseline 15% Target 20-21: 10% — Actual 20-21 Science Proficiency Baseline 22% Target 20-21: 27% — Actual 20-21 Panorama Pedagogical Effectiveness baseline 67.8% Target 20-21: 70% — Actual 20-21 AVID strategies are apparent in 80% of classrooms Target 20-21 — Actual 20-21
		Equity			x	Title I 14,564	
	X	**School Design**				Title II	
		Empowerment				IDEA	
	X	**Innovation**				Other	

School Name Academic Plan Page | 9 Version #2 Date May 8, 2020

Science "…we could truly transform science education – by integrating the teaching of content with simple, powerful literacy, lecture, and science activities." (Schmoker) Social Studies "Helping students learn how to distinguish truth from falsehood, how to judge the credibility of sources, how to make ethical choices, and how to deal with ambiguities that characterize human affairs is vital to our success as a nation. Not surprisingly, those very abilities are needed - and much valued – by employers." (Jim Haas)			- Student goal setting to enhance engagement (classroom level, grade level and normed reference testing such as iReady) - School-wide standards-based literacy grading and assessment - The use of AVID teaching and learning strategies to engage and support student learning of language arts - Students use of Thinking Maps to support fundamental thinking processes in language arts - A classroom environment which is conducive to learning language arts - Students utilizing Project Based Learning to access standards-based knowledge, understandings and success skills such as critical thinking, collaboration, creativity and project management utilizing multiple content area subjects - Students engaged in literacy-based curriculum activities grounded in Na Hopena A`o (HA)				85%

	Hawaiʻi	**Staff Success**	Provide supports to ELA, Math, Science, Social Studies, and elective teachers to ensure teacher confidence and ability to apply effective instructional strategies for reading writing and speaking via professional development and or collaboration time to implement: - Classroom curricula derived from standards-based learning progressions - Clear learning intentions and student success criteria - Differentiation designed to ensure all students are gaining the intention of lessons - Technology for learning training and collaboration - PLC data teams designed to impact student		WSF	
	Equity			**x**	Title I 8,898	Baseline ILT ELA goal is met by 75% of students
						Target 20-21 | Actual 20-21
						80%
X	School Design				Title II	
	Empowerment				IDEA	
X	Innovation				Other	Baseline AVID strategies are apparent in 80% of classrooms
						Target 20-21 | Actual 20-21
						85%
						Panorama classroom engagement baseline 41.88%

Innovation All students will engage in rich, purposeful, and active learning which is challenging, exploratory, integrative, relevant and based on the Hawaii standards for the respective content areas. **School Design** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaiʻi.			learning growth ● Rigorous expectations and goal setting based on curriculum standards, learning progressions and norm referenced testing. ● The benefits of guaranteed and viable curriculum assessments ● AVID teaching and learning strategies ● The use of Thinking Maps as a common visual language ● An effective Behavior management plan based on school wide expectations ● The design and application of Project Based Learning practices ● Curriculum activities which support student and community success ● Seek staff input on Master Scheduling			**Target 20-21:** 45% / **Actual 20-21:** Panorama Rigorous expectations baseline 64.94% **Target 20-21:** 68% / **Actual 20-21:**
	Hawaiʻi	**Systems of Support**	COMPLEX Enabling activity-- Implement the school and complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills in all the core content areas. ● Support the use of the ILT process to enhance effective literacy instruction ● Address technology needs to support literacy instruction and intervention ● Attain standards based coherency in curricular programs ● K-12 Articulation too ensure seamless K-12 transitions School level activities ● Implementation of School wide behavior expectations ● Create and implement processes for monitoring effectiveness of all programs and enabling activities.		WSF	ILT math component goal is met by 75% of students **Target 20-21:** 80% / **Actual 20-21:** ILT Science component goal is met by 75% of students **Target 20-21:** 80% / **Actual 20-21:**
	Equity			x	Title I 8,897	
	X School Design				Title II	

					Funding Source(s)	How will you measure this enabling activity?

CNA Crosswalk 2,3 FRF Line # 16, 17,18, 19, 20 WASC Critical Area for Follow up # 2,3,A,D, E, F Title 1 Addendum Crosswalk 1,3,4,6		Empowerment	● Intentional and regular scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT) ● Design and utilize `Aina Aloha competency progressions for the school community to use as resources to design community-based collaborations and place-based programs and services. ● Provide resources, expertise and time to grow teachers and staff effectiveness in key teaching and learning initiatives such as differentiation, technology use, PLC data teams, socio-emotional supports, AVID, thinking maps, project based learning, community and family communication, and other tools as needed. ● Continuous monitoring by Leadership throughout the year to ensure that the teaching and learning systems in place to are being implemented with fidelity on a regular basis.		IDEA	**ILT guided visit results positive**
	X	Innovation			Other	Target 20-21 / Actual 20-21 / **80%**

Desired Outcome		**Promise**	**Enabling Activity #2**	**Lead(s)**	**Funding Source(s)**	**How will you measure this enabling activity?**

| School environment safe, inclusive and supportive

Every student's development guided by adult advocate

Comprehensive guidance and support services | X | Hawai'i | Student Success | Implement high impact strategies to improve **Socio-emotional** (foundational beliefs, progress monitoring, belonging, safety, valuing school) ● Classroom curricula derived from standards-based learning progressions ● Clear learning intentions and student success criteria ● Advisory goal setting and GLO based activities across all content areas. ● School-wide standards-based grading and assessment ● Effective Behavioral Management Plan constructed with student input | | WSF | |
	X	Equity				x Title I 18,037	**Chronic absenteeism 17%** Target 20-21 / Actual 20-21 / **15%**
		School Design			Title II	
	X	Empowerment			IDEA	
		Innovation			Other	**Panorama classroom student teacher relationships 63.25%** Target 20-21 / Actual 20-21 / **65%**

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meet the needs of young adolescents

Health and wellness in curricula, programs and policies

School actively involves families in education of their children

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- Community service project-based learning
- Activities based on cultural heritage
- Advisory House System
- Restorative Justice Practices
- Implement Multi-Tiered System of Support with input from student leaders
- Elective and wheel classes designed to enhance Hawaiian cultural values, physical and mental well-being, the arts and life skills.

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SQS Student safety 68% positive

Target 20-21	Actual 20-21
70% positive	

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			Staff Success	Provide supports to ensure teacher confidence and ability to apply effective instructional strategies in the Socio-emotional and life skills arena.				

X	Hawaiʻi		WSF
X	Equity		Title I 12,369 (x)
	School Design		Title II
X	Empowerment		IDEA
	Innovation		Other

Empowerment
Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.

Equity
Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially,

Provide supports to ensure teacher confidence and ability to apply effective instructional strategies in the Socio-emotional and life skills arena.
- Classroom curricula derived from standards-based learning progressions
- Clear learning intentions and student success criteria
- Advisory goal setting and GLO based activities across all content areas.
- School-wide standards-based grading and assessment
- Effective Behavioral Management Plan
- Community service project-based learning
- Activities based on cultural heritage
- Advisory House System
- Restorative Justice Practices
- Implement Multi-Tiered System of Support
- Seek input from staff on Master Scheduling

Teacher Student relationships Panaroma   Baseline 63%

Target 20-21	Actual 20-21
68%	

School climate Panaroma 61%

Target 20-21	Actual 20-21
65%	

(AMLE This We Believe)

and civically. **Hawaii** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution. <mark>CNA Crosswalk 1,3 FRF Line # 16, 17, 18, 19, 20, 21, 22 WASC Critical Area for Follow up #1, 3, B, C Title 1 Addendum Crosswalk 1,2,3,4,5,6,7</mark>	X	Hawaiʻi				WSF		

Full table

Vision text	Mark	Priority	Systems of Support	Activities		Funding	Metrics
and civically. **Hawaii** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution. <mark>CNA Crosswalk 1,3 FRF Line # 16, 17, 18, 19, 20, 21, 22 WASC Critical Area for Follow up #1, 3, B, C Title 1 Addendum Crosswalk 1,2,3,4,5,6,7</mark>	X: Hawaiʻi X: Equity School Design X: Empowerment Innovation	Systems of Support	COMPLEX Enabling activity-- Utilize the complex Socio-emotional learning framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level. ● Create and implement processes for monitoring effectiveness of all programs and enabling activities. ● Complex MTSS implementation support ● Middle School model implementation School Level activities ● Monitor advisory goal setting and GLO based activities across all content areas. ● Facilitate School-wide standards-based grading and assessment ● Continue and upgrade Effective Behavioral Management Plan ● Provide time for planning and funding for Community service project-based learning ● Seek out partners to support activities based on cultural heritage ● Utilize Advisory House System to create student led support system for KMS. ● Continue to utilize and expand Restorative Justice Practices for students and faculty as needed. ● Implement Multi-Tiered System of Support in conjunction with District guidance.		WSF <mark>x</mark> <mark>Title I 12,379</mark> Title II IDEA Other	SPED inclusion rate Baseline 70% <table><tr><td>Target 20-21</td><td>Actual 20-21</td></tr><tr><td>80%</td><td></td></tr></table> SQS parent satisfaction 73.5% <table><tr><td>Target 20-21</td><td>Actual 20-21</td></tr><tr><td>78%</td><td></td></tr></table> KMS Infinite campus use baseline 80% <table><tr><td>Target 20-21</td><td>Actual 20-21</td></tr><tr><td>90%</td><td></td></tr></table>

Item description	FRF Line	Item cost	Category subtotal	EA 1			EA 2			Totals
				Student	Teacher	System	Student	Teacher	System	
Technology										0
Achieve 3000	17	5000		833	833	833	833	833	835	5000
iReady	17	4500		750	750	750	750	750	750	4500
Go Guardian	17	3200		533	533	533	533	533	535	3200
Covers for computers 1200	16									0
Computers	20	15000	27700	7500			7500			15000
										0
Professional Development										0
McCarley	18	20000		3333	3333	3333	3333	3333	3335	20000
Subs	16	9693	29693	1615	1616	1615	1616	1615	1616	9693
										0
										0
Conferences										0
Middle School 8596	19	4000			1000	1000		1000	1000	4000
AVID 6966	19	3333	7333		833	833		833	834	3333
										0
Community										0
Parent involver	21	8620					2873	2873	2874	8620
Community supplies	22	1798	10418				599	599	600	1798
										0
Grand Total			75144	14564	8898	8897	18037	12369	12379	75144

Kohala Middle Title 1 Summary for Academic Plan