

KOHALA MIDDLE SCHOOL

One-Year AcPlan 2022-2023

Version Protocol

V.1 – original in BLACK

V.2 - changes in RED/


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V.3- changes in BLUE/ omitting - strikethrough instead of delete

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School:	Kohala Middle School	<hr/>  <hr/> CAS Signature. <div data-bbox="1791 1036 1913 1068">4/15/22</div> <hr/> Date
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Where are we now?

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
- Panorama Survey

1. Need:

Focus on - Literacy

Longitudinal data from the Smarter Balanced Assessments indicate a need for a strong foundation of literacy skills in order for students to fully access and engage in learning across all content areas. Research asserts that students who are not able to read at grade level by grade three will most likely struggle throughout their educational experience and are at a higher risk for dropping out of school. A focus on literacy will significantly impact the acquisition of requisite skills that students need, and enhance the opportunities for students to apply them in authentic and innovative ways. Literacy skills should be taught in all classrooms - ELA, math, science, social studies, and electives. They should also be embedded and reinforced in other contexts - project based learning opportunities, community service activities, and other non-instructional times. Finally, it is important to educate parents on ways in which they work to improve their child's literacy skills.

SBA Longitudinal Proficiency Rates

	16-17 % Proficient	17-18% Proficient	18-19 % Proficient	20-21 % Proficient	2020 Statewide Target
ELA	36.52%	37.39%	42.43%	42.85%	61%
Math	20.48%	27.83%	28.15%	19.05%	54%
Science	39.28%	43.94%	40.91%	17.65%	64%

2. Need:

Focus on - STEM

Kohala Middle School is a Targeted Support and Improvement (TSI) school. TSI schools are schools that are identified as low performing based on statewide assessment data. KMS students have historically scored significantly below their complex and state-level peers in math and science. Strategically selecting the appropriate curriculum, improving pedagogical skills, and using regular assessment to monitor student learning is an important part in addressing the deficits we see in our students' math and science skills. In addition, it is important that these skills are reinforced in as many contexts as possible - in other content areas, project based learning opportunities, community service activities, and in other extra-curricular activities. Finally, it is important to educate parents on ways in which they work to improve their child's math and science skills.

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3. Need:

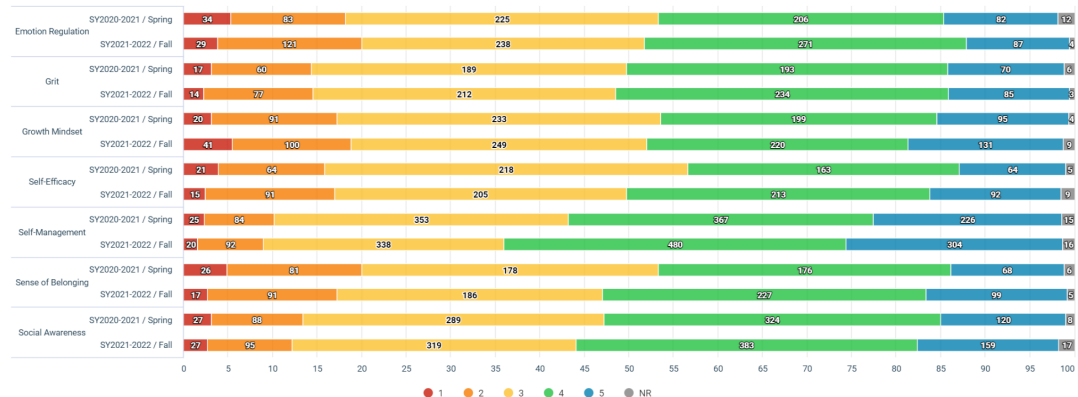
Focus on - Social Emotional Learning

The social emotional well being of students is foundational for academic growth. It is also an important part of educating the “whole child”. Students at Kohala Middle School have shown needs in several areas measured by the Panorama survey administered in the fall and the spring of the 2021-2022 school year. It is important to strategically address these areas of concern to help our students develop the skills they need to learn and grow despite adversity.

How did students respond overall on our SEL survey?



1 = least favorable, 5 = most favorable, NR = no response



ORGANIZE: Identify your priorities and leads	
Name and Title of Accountable Lead	Enabling Activities This Lead Is Responsible For
Trisha Sanborn, Principal	Academic Review Team, Leadership, Grade Level Teams, Data Teams
Wendy Nickl, Curriculum Coordinator/Registrar	Literacy, CSSS, NGSS, HCSSS
Renee Bautista, Officer of Student Affairs	MTSS, SEL, PBIS
Sheri Preston, Student Services Coordinator and Special Education DH	Special Education, RTI
Ramzen “Kekai” Coakley, English Language Coordinator	English Learners
Lauren Canton, School Counselor	MTSS, SEL, PBIS, Advisory
8th Grade Level Chair	Grade Level Collaboration - RTI, MTSS, Data Teams
7th Grade Level Chair	Grade Level Collaboration - RTI, MTSS, Data Teams
6th Grade Level Chair	Grade Level Collaboration - RTI, MTSS, Data Teams

Lia Emeliano, Parent Community Networking Coordinator	Family Engagement Activities
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Student Centered. (ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES)

All students will be empowered and engaged in learning through a multi-tiered system of support to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community). To achieve this the focus will be on literacy, social-emotional learning, strong family and community connections, and real-world connections.

Outcome: By the end of SY22-23	Rationale:
<p>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:</p> <ul style="list-style-type: none"> - Improved literacy skills - as shown in SBA, iReady, and Grades - Improved math and science skills - as shown in SBA, iReady, and Grades - Improved knowledge of content area concepts - as shown in Grades - Improved Social Emotional Management Skills - as shown in Panorama and School Quality Survey 	<p>Students must be prepared to advance from middle school with the skills needed to become college and career ready through the full implementation of Common Core Standards, Hawaii Core Standards for Social Studies (HCSSS), and Next Generation Science Standards (NGSS).</p>

Student Centered - ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES: Building a Multi-Tiered System of Supports to address Literacy, SEL, Real World Application, and Family/Community Connection					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
Implement high impact literacy strategies to improve reading, writing, and speaking knowledge and skills (reading closely and	Grade Level Team Meetings <ul style="list-style-type: none"> - Data Teams - RTI/MTSS 	Smarter Balanced Assessment (SBA)	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl Grade Level Chairs	WSF Title I

analytically, effective speaking and listening). CNA pg. # WASC Critical Follow Up Area #: SW #:	Grades Universal Screener			Sheri Preston Ramzen Coakley	FRF Line #: (if Title 1 is funding source)
Implement high impact strategies to improve math skills (numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and applications to real life). CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Team Meetings - Data Teams - RTI/MTSS Grades Universal Screener	Smarter Balanced Assessment (SBA)	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl Chyler Imai Sheri Preston Ramzen Coakley	WSF Title I FRF Line #: (if Title 1 is funding source)
Implement high impact strategies to improve science knowledge (analysis of physical, life, earth and space, engineering design). CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Team Meetings - Data Teams - RTI/MTSS Grades	Hawaii State Assessment - Science	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl Darin Morris Sheri Preston Ramzen Coakley	WSF Title I FRF Line #: (if Title 1 is funding source)
Implement high impact strategies to improve social studies knowledge (civics, politics, economics, cultures) CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Team Meetings - Data Teams - RTI/MTSS Grades Universal Screener	Smarter Balanced Assessment (SBA)	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl Duncan Anderson Sheri Preston Ramzen Coakley	WSF Title I FRF Line #: (if Title 1 is funding source)
Implement high impact strategies to improve social emotional	Grade Level Team Meetings	Panorama Survey	8.1.2022 - 5.26.2023	Trisha Sanborn Renee Bautista	WSF

learning CNA pg. # WASC Critical Follow Up Area #: SW #:	<ul style="list-style-type: none"> - Data Teams - RTI/MTSS 	School Quality Survey		Lauren Canton Sheri Preston Ramzen Coakley	Title I FRF Line #: (if Title 1 is funding source)
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Staff Centered

Schools will have high-performing collaborative cultures where staff have the training, support, and professional development to contribute effectively to student success. To achieve this, we support the establishment of positive and safe school cultures, staff well being, targeted professional development, and building leadership excellence.

Outcome: By the end of SY22-23	Rationale:
Teachers will improve skills at data-based decision making and using data to plan instruction. Teachers will use a variety of Tier 1 strategies and implement a Response to Intervention process to adequately address struggling students.	It is essential to have a consistent framework for assessing students, monitoring student progress, and addressing student needs with high impact teaching and learning strategies.

Staff Centered					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
1. Professional Development <ul style="list-style-type: none"> - Data Teams - RTI - Differentiation 	Grade Level Collaboration Time Classroom Walkthroughs	Student Achievement Data <ul style="list-style-type: none"> - statewide tests - grades - attendance - behavior 	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl GL Chairs Sheri Preston Ramzen Coakley	WSF TITLE I FRF Line #: (if Title 1 is funding source)

CNA pg. # WASC Critical Follow Up Area #: SW #:	Student Progress				
2. Professional Development - SEL CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Collaboration Time Classroom Walkthroughs Student Progress	Panorama Survey School Quality Survey	8.1.2022 - 5.26.2023	Trisha Sanborn Renee Bautista Lauren Canton Sheri Preston Ramzen Coakley	WSF FRF Line #: (if Title 1 is funding source)
3. Intentional scheduling for teacher collaboration time (e.g. ART, leadership, grade level data teams, content area data teams, grade level RTI) CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Meeting Minutes Classroom Walkthroughs Student Progress	Student Achievement Data - statewide tests - grades - attendance - behavior Panorama Survey School Quality Survey	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl	N/A FRF Line #: (if Title 1 is funding source)

Systems. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of SY22-23	Rationale:
Kohala Middle School will have systems in place to provide time and structure for teachers and staff to collaborate, use data to monitor impact of curriculum and instruction on student learning, implement RtI for struggling students, and have the skills to differentiate for all students in their classroom.	Structure, support, guidance, and resources needed for staff to collaborate will equip them with the tools needed to improve student achievement outcomes.

Systems					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
1. Collaborative teams will have discussions focused on student data, adjusting instruction, and creating action plans with interventions to support students. CNA pg. # WASC Critical Follow Up Area #: SW #:	Grade Level Meeting Minutes Classroom Walkthroughs Student Progress	Student Achievement Data <ul style="list-style-type: none"> - statewide tests - universal screener - Achieve 3000 - grades - attendance - behavior Panorama Survey School Quality Survey	8.1.2022 - 5.26.2023	Trisha Sanborn Wendy Nickl GL Chairs Sheri Preston Ramzen Coakley	WSF TITLE I FRF Line #: (if Title 1 is funding source)

<p>2. KMS will host family engagement opportunities to educate families on:</p> <ul style="list-style-type: none"> - literacy strategies - fun ways to practice math and science - preparing for college/career <p>CNA pg. # WASC Critical Follow Up Area #: SW #:</p>	<p>Sign In sheets for activities</p> <p>Parent Surveys</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> - statewide tests - universal screener - Achieve 3000 - grades - attendance - behavior <p>Panorama Survey</p> <p>School Quality Survey</p>	<p>8.1.2022 - 5.26.2023</p>	<p>Trisha Sanborn Wendy Nickl Lia Emeliano GL Chairs Sheri Preston Ramzen Coakley</p>	<p>TITLE I</p> <p>FRF Line #: (if Title 1 is funding source)</p>
<p>3. KMS will connect with community resources, including the high school, to provide opportunities to enhance and extend student learning</p> <ul style="list-style-type: none"> - CTE teacher collaboration - college and career - Place Based Learning - Project Based Learning - Cultural Education <p>CNA pg. # WASC Critical Follow Up Area #: SW #:</p>	<p>CTE Teacher Planning Meeting Minutes</p> <p>CTE Teacher pacing guides</p> <p>College and Career Activity Interest</p> <p>Student Surveys</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> - statewide tests - universal screener - Achieve 3000 - grades - attendance - behavior <p>Panorama Survey</p> <p>School Quality Survey</p>	<p>8.1.2022 - 5.26.2023</p>	<p>Trisha Sanborn Wendy Nickl Lia Emeliano</p>	<p>Gear Up</p> <p>Partners In Development Foundation</p> <p>FRF Line #: (if Title 1 is funding source)</p>