



Kea'au Middle School Academic Plan SY 2024-2025

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Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Gregg Yonemori	
	3/25/2024

Approved by Complex Area Superintendent Stacey Bello	
	3/31/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	Into Literature	iReady Mathematics		
Grade 7	Into Literature	iReady Mathematics		
Grade 8	Into Literature	iReady Mathematics		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade 6-8	iReady ▾	iReady ▾





IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: SY2019-2020, Next Full Self-Study: SY2025-2026
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Student achievement and growth in reading and math is consistently low for the past two years.</p> <p><u>Root/Contributing cause(s):</u> Rigorous evidence-based instruction is not consistently provided at Keaau Middle School so we need to use a variety of differentiated instructional strategies and modes that emphasize students' ability to read to learn and emphasize vocabulary development.</p>
2	<p><u>Student Need:</u> Student achievement and growth in reading and math is consistently low for the past two years.</p> <p><u>Root/Contributing cause(s):</u> Routine diagnosis and response to student learning needs are not consistently provided at Keaau Middle School so we need to consistently use student learning data and instructional strategy data to design fluid instructional groupings that respond to student needs.</p>
3	<p><u>Student Need:</u> Students have struggled in emotional regulation for the past two years resulting in inappropriate behavior leading to disciplinary consequences.</p> <p><u>Root/Contributing cause(s):</u> Rigorous evidence-based instruction is not consistently provided at Keaau Middle School and we need to reinforce classroom rules and procedures by positively teaching them.</p>



4 **Student Need:** Chronic absenteeism has consistently been high for the past two years.

Root/Contributing cause(s): A strong community intensely focused on student learning is not present at Keaau Middle School so we need to facilitate two way communication among school personnel, students, and students' families to work together to advance student learning

WASC Mid-Cycle Review (MCR) March 2023:

Implications of the data – School data continue to reflect low academic achievement in statewide and school level assessments. After reflective conversations, hunches to low academic achievement and growth are identified in the major preliminary student learner needs listed below:

- Increase trauma informed practices and social-emotional learning for students.
- Increase practices specific to middle level education (adolescent) students.
- Implement instructional strategies that are targeted for and specific to student need.
- Improve the quality of positive behavior interventions and support (PBIS).

WASC Full Self-Study February 2020:

School Identified Critical Areas for Follow-Up (School CA):

1. Increase participation and engagement of parents in school initiatives and activities to support their child’s education.
2. Teachers will implement rigorous, Interdisciplinary Units incorporating project-based, problem-based, and/or service learning driven by student voice, in a relevant real-world context.
3. The teachers will establish a school wide common understanding of student voice, using student voice to inform and adjust instruction.
4. All teachers who support or instruct EL students will participate in PD to learn and to implement language acquisition strategies that support EL students.
5. Teachers will provide opportunities for students to evaluate or reflect on their own learning and develop goals focused on their progress.
6. The leadership team will establish a process for evaluating school wide activities that meet the needs of all students, support personal development and increase

WASC Identified Critical Areas for Follow-Up (WASC CA):

1. Teachers and administrators continue to refine schoolwide processes in place and design more effective systems as needed to evaluate the effectiveness, using student achievement as measures, of programs including RtI A and RtI B, Honors Classes, ELL and Special Education instruction, and implementation of rigorous instruction and assessment practices.



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2. The leadership team, the PLCs, and teachers need to improve the practice of collecting and using disaggregated data to drive decision-making and achievement.
3. KMART will monitor rigor and relevance of common formative and standards-based content assessments to inform instruction and improve student achievement.



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> On our 2023-2024 Strive HI report, only 6% of our ELs were on track to exit the EL program on time. ELs need increased support in developing their English skills enough to access grade level curriculum and to get on track to exit the EL program.</p>
2	<p><u>Targeted Subgroup:</u> Special Education (IDEA) Students</p> <p><u>Identified Student Need(s):</u> Special Education students need targeted, specially designed instruction to close the gap in their current skill level proficiencies.</p>
3	<p><u>Targeted Subgroup:</u> Chronically Absent Students</p> <p><u>Identified Student Need(s):</u> Chronically absent students need increased support in making academic growth and achievement in grade level standards. For SY2023-2024, Kea'au Middle School's chronic absence rate was 52%.</p>



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. <i>Required for all schools.</i></p>	<p>RCS 1 RCS 2</p>	<p>Teachers provide all students with direct instruction in reading and/or math at their skill levels:</p> <ul style="list-style-type: none"> ● Student Support Class (all students) ● Workshop Classes ● Honors Classes <p>(Literacy coach/Schoolwide Coordinator)</p> <p>All students assessed with diagnostic, formative and summative assessments to inform instructional practices and monitor growth. (Schoolwide coordinator)</p> <p>All students will receive an evidence-based curriculum that is aligned with the state’s reading standards and demonstrates evidence of student growth. (Literacy coach/Schoolwide Coordinator)</p> <p>All students will receive both Tier I classwide ELA instruction as well as targeted Tier II ELA instruction in the form of small group instruction, differentiated and targeted instruction, and/or skill based tutoring. (Schoolwide coordinator)</p> <p>All students will receive direct, targeted instruction in small groups formed using data in their math and reading support classes. (Schoolwide coordinator)</p>	<p>By the end of the 24-25 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.</p> <p>By the end of the 24-25 school year, there will be a 6% increase in the number of students meeting their typical growth goals as measured by the iReady assessment.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the ELA SBA.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$50,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$2,500</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. <i>Required for all schools.</i></p>	<p>RCS 1 RCS 2</p>	<p>Teachers provide all students with direct instruction in reading and/or math at their skill levels:</p> <ul style="list-style-type: none"> ● Student Support Class (all students) ● Workshop Classes ● Honors Classes <p>(Schoolwide Coordinator)</p> <p>All students assessed with diagnostic, formative and summative assessments to inform instructional practices and monitor growth. (Schoolwide coordinator)</p> <p>All math classes will implement an evidence-based curriculum that is aligned with the state’s reading standards and demonstrates evidence of student growth. (Literacy coach/Schoolwide Coordinator)</p> <p>All students will receive both Tier I classwide math instruction as well as targeted Tier II math instruction in the form of small group instruction, differentiated and targeted instruction, and/or skill based tutoring. (Schoolwide coordinator)</p> <p>All students will receive direct, targeted instruction in small groups formed using data in their math and reading support classes. (Schoolwide coordinator)</p>	<p>By the end of the 24-25 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.</p> <p>By the end of the 24-25 school year, there will be a 6% increase in the number of students meeting their typical growth goals as measured by the iReady assessment.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the Math SBA.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$50,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$2,500 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>RCS 1 RCS 2</p>	<p>All English Learners will receive English Language Development instruction until they graduate from the EL program according to the WIDA ACCESS assessment. (EL Coordinator)</p> <p>Teachers and paraprofessionals who support and instruct ELs will implement agreed upon English language development (ELD) strategies consistently. (EL Coordinator)</p> <p>Teachers will provide all ELs with opportunities to further develop their English language skills:</p> <ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing <p>(EL Coordinator)</p> <p>Teachers and paraprofessionals will support and instruct SpEd identified students in a variety of ways:</p> <ul style="list-style-type: none"> ● appropriate LRE ● specially designed instruction ● appropriate accommodations and modifications <p>(SpEd DH)</p> <p>High-risk counselor will identify, monitor, and support students who experience academic/behavioral/attendance challenges that impede their ability to show academic growth. (Counseling DH)</p>	<p>By the end of the 24-25 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment for math and reading.</p> <p>By the end of the 24-25 school year, there will be a 6% increase in the number of students meeting their typical growth goals as measured by the iReady assessment for math and reading.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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			<p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the ELA SBA.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the Math SBA.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the Science SBA.</p> <p>HSA-ALT</p>	
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			In the 24-25 school year, 10% of ELs will be on track to EL proficiency.	
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>RCS 1 RCS 2</p>	<p>All students will be provided best practices that support their transition based on:</p> <ul style="list-style-type: none"> ● Middle Level Education (MLE) research ● Positive behavior interventions and support (PBIS) ● Social-Emotional Learning ● Trauma informed practices ● Adolescent brain research <p>(Schoolwide Coordinator)</p> <p>Summer transition program will be available to all incoming 6th grade students to help them to prepare for middle school. (Schoolwide Coordinator)</p>	<p>Infinite Campus referral data</p> <p>Attendance data to summer programs</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>RCS 4</p>	<p>Provide students with support to increase school attendance:</p> <ul style="list-style-type: none"> ● implement PBIS based incentive program supporting attendance (Attendance Team) <p>Increase student connectedness and engagement with opportunities for:</p> <ul style="list-style-type: none"> ● student voice ● leadership opportunities ● school service (Schoolwide Coordinator) <p>Provide students with support to increase school attendance:</p> <ul style="list-style-type: none"> ● High-risk counselor will identify, monitor, and support students who experience academic, behavioral, and/or social challenges that decrease their school attendance. (Counseling DH) 	<p>In the 24-25 school year, the percentage of students identified as chronically absent (>15 days) will decrease by 7%.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$15,000 <input type="checkbox"/> Title I, \$5,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>RCS 3</p>	<p>All students will receive SEL lessons and activities:</p> <ul style="list-style-type: none"> ● Schoolwide alignment of SEL curriculum ● Schoolwide expectations for implementation schedule ● Lessons implemented with fidelity <p>(Team Leads)</p> <p>All students provided with advisory lessons and activities:</p> <ul style="list-style-type: none"> ● Schoolwide alignment of advisory curriculum ● Schoolwide expectations for implementation schedule ● Lessons implemented with fidelity <p>(Team Leads)</p> <p>All students provided with a variety of PBIS activities:</p> <ul style="list-style-type: none"> ● Class PBIS ● Team PBIS ● Grade level PBIS ● Schoolwide PBIS <p>(PBIS Team)</p>	<p>In the 24-25 school year there will be a 10% decrease in all classes of disciplinary action.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>RC4</p>	<p>Increase student sense of belonging, aloha, excellence and engagement with opportunities for:</p> <ul style="list-style-type: none"> ● student voice ● leadership opportunities ● school service <p>(Schoolwide Coordinator)</p> <p>Increase student sense of belonging, excellence and engagement in learning and achievement with ELO opportunities for:</p> <ul style="list-style-type: none"> ● student interests ● enrichment ● need areas <p>(VP)</p> <p>Restorative practice programs will be built to support positive student behavior and support students’ total well being.</p> <p>(VP)</p>	<p>In the 24-25 school year, there will be a 5% increase in the sense of belonging on the Panorama student survey.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	RCS 1 RCS 2	<p>Opportunities for career exploration, community engagement and civic opportunities will be offered to students through relevant excursions, career day participation, and advisory lessons. (Team Leads)</p> <p>Teachers will implement rigorous IDUs for team students:</p> <ul style="list-style-type: none"> ● project based, problem based, and/or service learning, ● student voice ● relevant real world context <p>(Team Leads)</p> <p>Support will be provided to teachers on designing, implementing, and assessing IDUs. (Literacy coach)</p>	Team Minutes	<input checked="" type="checkbox"/> WSF, \$10,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>RCS 1 RCS 2</p>	<p>All students receive direct instruction in reading and/or math at their skill levels:</p> <ul style="list-style-type: none"> • Student Support Class (all students) • Workshop Classes • Honors Classes <p>(Literacy Coach/Schoolwide Coordinator)</p> <p>Teachers will implement rigorous IDUs for team students:</p> <ul style="list-style-type: none"> • project based, problem based, and/or service learning, • student voice • relevant real world context <p>(Team Leads)</p> <p>Support will be provided to teachers on designing, implementing, and assessing IDUs. (Literacy coach)</p> <p>Increase student connectedness and engagement with ELO opportunities for:</p> <ul style="list-style-type: none"> • student interests • enrichment • need areas <p>(VP)</p> <p>Special education (IDEA) students will receive specially-designed instruction, appropriate LRE placement, progress monitoring and individualized goal setting in order to close the gap in academic achievement. (SpEd DH)</p> <p>English Learners (ELs) will receive direct English Language Development (ELD) instruction in order to increase their access to grade level curriculum and to close the gap in their academic achievement.</p>	<p>By the end of the 24-25 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.</p> <p>By the end of the 24-25 school year, there will be a 6% increase in the number of students meeting their typical growth goals as measured by the iReady assessment for math and reading.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		(EL Coordinator)	<p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the ELA SBA.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the Math SBA.</p> <p>In the 24-25 school year, there will be a 4% increase in the number of students reaching proficiency in the Science SBA.</p> <p>In the 24-25 school year, 10% of ELs will be on track to EL proficiency.</p>	
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			Team Minutes IEPs	
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	RCS 1 RCS 2 RCS 3 RCS 4	<p>All math teachers will receive ongoing professional development in the implementation of the new math curriculum (iReady Mathematics) including instruction, assessment, and data analysis. (Schoolwide Coordinator)</p> <p>All ELA teachers will receive ongoing professional development in the implementation of the new ELA curriculum including instruction, assessment, and data analysis. (Schoolwide Coordinator)</p> <p>Professional development will be provided to SpEd and inclusion teachers; and paraprofessionals:</p>	<p>Meeting agendas</p> <p>PD Attendance</p>	<input checked="" type="checkbox"/> WSF, \$55,000 <input checked="" type="checkbox"/> Title I, \$55,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$



		<ul style="list-style-type: none"> ● best practices for co-teaching teams (review) ● implementing appropriate inclusive practices ● providing differentiation and accommodations/modifications <p>(SpEd Administrator)</p> <p>Professional development will be provided to SpEd and inclusion teachers supporting IEP development:</p> <ul style="list-style-type: none"> ● determining the appropriate least restrictive environment ● determining appropriate accommodations and modifications <p>(SpEd Administrator)</p> <p>Professional development will be provided to teachers of ELs and paraprofessionals:</p> <ul style="list-style-type: none"> ● instructional practices that support language acquisition and development ● accessing content curricula <p>(Literacy coach)</p> <p>Professional development on utilizing data will be provided to all teachers:</p> <ul style="list-style-type: none"> ● accessing iReady data ● analyzing different sources of data (iReady, SBA, DIBELS, CFAs, attendance, behavior, well being, Panorama, BIESY, etc.) to identify learning needs for each sub-group applying data to inform instruction ● Use data to identify necessary supports and interventions for student behavior, emotional regulation, and attendance. <p>(Schoolwide coordinator)</p> <p>Professional development will be provided to teachers and staff on effective characteristics of middle level best practices.</p> <p>(Schoolwide Coordinator)</p>		<input type="checkbox"/> Other: __, \$
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	<p>Professional development will be provided to teachers and staff to support tier 1 support for students:</p> <ul style="list-style-type: none">● Middle level education (MLE)● trauma informed practices● positive behavior interventions and support (PBIS) <p>(Schoolwide Coordinator)</p> <p>Professional development will be provided to all department heads:</p> <ul style="list-style-type: none">● Understanding data● Facilitating group discussions and decision making processes <p>(Schoolwide coordinator, Literacy coach)</p> <p>Professional development and ongoing support will be provided to teachers on how to use and instruct using the social-emotional learning curriculum. (Counseling DH)</p> <p>Professional development and ongoing support will be provided to teachers on how to use and instruct using the advisory curriculum. (Counseling DH)</p> <p>Professional development will be provided to teachers on trauma informed practices to increase understanding of and supporting student needs. (Counseling DH)</p> <p>Professional development will be provided to teachers on restorative practices to increase understanding of and supporting student needs. (Counseling DH)</p> <p>Support will be provided to teachers on designing, implementing, and assessing IDUs.</p>		
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		<p>(Literacy coach)</p> <p>All teachers, years 1-4, will receive official and unofficial mentoring support with on-campus mentors to guide them in the logistics, philosophy and practices of Kea'au Middle School. (Schoolwide Coordinator)</p>		
<p>2.2.2 All support staff are effective or receive the necessary support to become effective.</p>	<p>RCS 1 RCS 2 RCS 3 RCS 4</p>	<p>Professional development will be provided to teachers and paraprofessionals of students with disabilities:</p> <ul style="list-style-type: none"> ● best practices for co-teaching teams (review) ● implementing appropriate inclusive practices ● Developing specially designed instruction ● Providing specially designed instruction <p>(SpEd DH)</p> <p>Professional development will be provided to EL teachers and paraprofessionals:</p> <ul style="list-style-type: none"> ● instructional practices that support language acquisition and development ● accessing content curricula <p>(Literacy coach)</p> <p>Professional development will be provided to teachers and staff on effective characteristics of middle level education. (Schoolwide Coordinator)</p> <p>Professional development will be provided to teachers and staff to support tier 1 support for students:</p> <ul style="list-style-type: none"> ● Middle level education (MLE) ● trauma informed practices ● positive behavior interventions and support (PBIS) <p>(Schoolwide Coordinator)</p>	<p>Meeting agendas</p> <p>PD Attendance</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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		Professional development will be provided to teachers on trauma informed and restorative practices to increase understanding of and supporting student needs. (Counseling DH)		
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	RCS 1 RCS 2 RCS 3 RCS 4	<p>School Community Council (SCC) will meet regularly throughout the school year and will be trained on the role of the SCC as well as receive explanation of key areas of interest including the school budget, academic plan and relevant school data.</p> <p>School Community Council (SCC) will meet regularly to discuss the needs of the school and its students and provide members the opportunity to provide feedback on the school focus, academic plans, budgets and other important school related issues. (Schoolwide Coordinator)</p>	SCC Meeting Schedule and Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>School level leaders will effectively facilitate communication, guide decision making, and support their department or grade level teams in the development and implementation of school initiatives.</p>	<p>RCS 1 RCS 2 RCS 3 RCS 4</p>	<p>All Department Heads and Team Leads will receive professional development in meeting facilitation strategies that will result in professional, effective, and student-centered discussion, decision making, and planning. (Schoolwide Coordinator)</p> <p>All Department Heads and Team Leads will meet regularly with administration to participate in professional development, school level decision making, and communication of school needs between their department/team and administration. (Schoolwide Coordinator)</p>	<p>KMART Minutes Team Lead Meeting Minutes</p>	<p><input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>Families will be given opportunities to participate meaningfully in the school decision making process and activities that can support students' academic achievement.</p>	<p>RCS 1 RCS 2</p>	<p>PTSA (Parent, Teacher, Student Association) will meet regularly to communicate and plan for activities that will support positive experiences for students at our school to increase engagement, motivation and achievement. (Schoolwide Coordinator)</p> <p>Family engagement activities relating to the academic achievement, health and wellness, behavioral and social emotional needs of students will occur throughout the school year in an effort to boost family participation in the success and well-being of students. (Family Engagement VP)</p>	<p>Meeting minutes Sign in sheets to indicate attendance</p>	<p><input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5,000 <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$</p>



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Kea’au Middle School’s current bell schedule and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)

1,080 hours

Did your school submit a SCC Waiver Request Form? Please explain.

An SCC waiver request form was submitted for SY24-25 in order to provide time to implement training for faculty in staff in the areas of middle level education practices, trauma informed practices, instructional practices, and other targeted supports necessary to move the school forward.

Bell Schedule: (Image below also links to viewable .pdf)



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BELL SCHEDULE WORKSHEET- C

Classes meet 3 times a week, No internal prep. School end 2:15 on M,T,Th, F and 1:00 on W. Longer HR on W, Advisory pd on W, Support pd, split lunch

Monday					Tuesday					Wednesday					Thursday					Friday					
Teacher Start Time		8:00 AM			Teacher Start Time		8:00 AM			Teacher Start Time		8:00 AM			Teacher Start Time		8:00 AM			Teacher Start Time		8:00 AM			
Student Start Time		8:00 AM			Student Start Time		8:00 AM			Student Start Time		8:00 AM			Student Start Time		8:00 AM			Student Start Time		8:00 AM			
Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	
8:00 AM	8:24 AM	24	Advisory	Instr	8:00 AM	8:24 AM	24	Advisory	Instr	8:00 AM	8:40 AM	40	Advisory	Instruction	8:00 AM	8:24 AM	24	Advisory	Instr	8:00 AM	8:24 AM	24	Advisory	Instr	
8:24 AM	8:28 AM	4	Passing	Other	8:24 AM	8:28 AM	4	Passing	Other	8:40 AM	8:44 AM	4	Passing	Other	8:24 AM	8:28 AM	4	Passing	Other	8:24 AM	8:28 AM	4	Passing	Other	
8:28 AM	9:31 AM	63	Instruction	P1**	8:28 AM	9:31 AM	63	Instruction	P5	8:44 AM	9:47 AM	63	Instruction	P3	8:28 AM	9:31 AM	63	Instruction	P5	8:28 AM	9:31 AM	63	Instruction	P3	
9:31 AM	9:46 AM	15	Recess	Other	9:31 AM	9:46 AM	15	Recess	Other	9:47 AM	10:02 AM	15	Recess	Other	9:31 AM	9:46 AM	15	Recess	Other	9:31 AM	9:46 AM	15	Recess	Other	
9:46 AM	9:50 AM	4	Passing	Other	9:46 AM	9:50 AM	4	Passing	Other	10:02 AM	10:06 AM	4	Passing	Other	9:46 AM	9:50 AM	4	Passing	Other	9:46 AM	9:50 AM	4	Passing	Other	
9:50 AM	10:53 AM	63	Instruction	P2	9:50 AM	10:53 AM	63	Instruction	P6	10:06 AM	11:09 AM	63	Instruction	P4	9:50 AM	10:53 AM	63	Instruction	P6	9:50 AM	10:53 AM	63	Instruction	P4	
10:53 AM	10:57:00 A	4	Passing	Other	10:53 AM	10:57:00 A	4	Passing	Other	11:09 AM	11:13:00 A	4	Passing	Other	10:53 AM	10:57:00 A	4	Passing	Other	10:53 AM	10:57:00 A	4	Passing	Other	
10:57:00 A	11:27 AM	30	Instruction	Support	10:57:00 A	11:27 AM	30	Instruction	Support	11:13:00 A	11:43 AM	30	Instruction	Support	10:57:00 A	11:27 AM	30	Instruction	Support	10:57:00 A	11:27 AM	30	Instruction	Support	
11:27 AM	11:31 AM	4	Passing	Other	11:27 AM	11:31 AM	4	Passing	Other	11:43 AM	11:47 AM	4	Passing	Other	11:27 AM	11:31 AM	4	Passing	Other	11:27 AM	11:31 AM	4	Passing	Other	
11:31 AM	12:01 PM	30	Lunch		11:31 AM	12:01 PM	30	Lunch		11:47 AM	12:17 PM	30	Lunch		11:31 AM	12:01 PM	30	Lunch		11:31 AM	12:01 PM	30	Lunch		
12:01 PM	12:05 PM	4	Passing	Other	12:01 PM	12:05 PM	4	Passing	Other	12:17 PM	12:21 PM	4	Passing	Other	12:01 PM	12:05 PM	4	Passing	Other	12:01 PM	12:05 PM	4	Passing	Other	
12:05 PM	1:08 PM	63	Instruction	P3	12:05 PM	1:08 PM	63	Instruction	P1**	12:21 PM	1:00 PM	39	Advisory	Instr	12:05 PM	1:08 PM	63	Instruction	P1**	12:05 PM	1:08 PM	63	Instruction	P5	
1:08 PM	1:12 PM	4	Passing	Other	1:08 PM	1:12 PM	4	Passing	Other	1:15 PM	2:15 PM	60	Meeting	Other	1:08 PM	1:12 PM	4	Passing	Other	1:08 PM	1:12 PM	4	Passing	Other	
1:12 PM	2:15 PM	63	Instruction	P4	1:12 PM	2:15 PM	63	Instruction	P2	2:15 PM	3:00 PM	45	Tprep	Cmn Prep	1:12 PM	2:15 PM	63	Instruction	P2	1:12 PM	2:15 PM	63	Instruction	P6	
2:15 PM	3:00 PM	45	Tprep	Cmn Prep	2:15 PM	3:00 PM	45	Tprep	Cmn Prep						2:15 PM	3:00 PM	45	Tprep	Cmn Prep	2:15 PM	3:00 PM	45	Tprep	Cmn Prep	
Student End Time	2:15 PM				Student End Time	2:15 PM				Student End Time	1:00 PM				Student End Time	2:15 PM				Student End Time	2:15 PM				
Teacher End Time	3:00 PM				Teacher End Time	3:00 PM				Teacher End Time	3:00 PM				Teacher End Time	3:00 PM				Teacher End Time	3:00 PM				
Student Minutes	375				Student Minutes	375				Student Minutes	300				Student Minutes	375				Student Minutes	1800				
Tchr Instruct Time	243				Tchr Instruct Time	243				Tchr Instruct Time	235				Tchr Instruct Time	243				Tchr Instruct Time	306				1270
Tchr Duty-free Lunch	30				Tchr Duty-free Lunch	30				Tchr Duty-free Lunch	30				Tchr Duty-free Lunch	30				Tchr Duty-free Lunch	30				150
Tchr Prep Time	45				Tchr Prep Time	45				Tchr Prep Time	45				Tchr Prep Time	45				Tchr Prep Time	45				225
Tchr "Other" Time	102				Tchr "Other" Time	102				Tchr "Other" Time	95				Tchr "Other" Time	102				Tchr "Other" Time	39				440
SUMMARY	M, T, Th, F	W	Instructions on how to assess your school's bell schedule:																				School	Complies	
Total Teacher Workday	7 hr	6 hr 45 mi	<ul style="list-style-type: none"> Type in Start and End times for each block of time. Minutes automatically calculated. Use the drop down menu to describe the time block. 																						
Teacher Prep	Common after school		<ul style="list-style-type: none"> Student Instructional Minutes (Bell to Bell) = no less than 1,800 per week 																				1800	yes	
Teacher Start Time	8:00 am	8:00 am	<ul style="list-style-type: none"> Teacher Instructional time = no more than 1,285 minutes per week for Secondary Levels. (Need waiver if >1,285 min) 																				1270	yes	
Teacher End Time	3:00 pm	3:00 pm	<ul style="list-style-type: none"> Teacher Duty-free lunch = 150 minutes per week 																				150	yes	
Student Start Time	8:00 am	8:00 am	<ul style="list-style-type: none"> Teacher Prep time = no less than 225 minutes per week. (Need waiver if <225 minutes) 																				225	yes	
Student End Time	2:15 pm	1:00 pm	<ul style="list-style-type: none"> Teacher "Other" time = no more than 440 minutes per week includes meetings (faculty, departmental, grade level, curriculum), opening/closing time, 																				440	yes	