

One-Year Academic Plan 2020-2021

Version Protocol:

V.1 – original in **BLACK**

V.2 - changes in **RED**/ omitting - strikethrough instead of delete

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


V.4- changes in **GREEN**/ omitting - strikethrough instead of delete

V.5- changes in **ORANGE**/ omitting - strikethrough instead of delete

Approved by HKKK CAS

6/2/2020

Date

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Where are we now?										
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none">● Comprehensive Needs Assessment (Title I Schools)● WASC Self Study<ul style="list-style-type: none">▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction▪ WASC Category C: Standards Based Student Learning: Instruction▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability● International Baccalaureate (IB) Authorization● Other	<ol style="list-style-type: none">1. Need: Develop, implement, and monitor a rigorous curriculum with effective instructional practices aligned with national and state standards. Curriculum maps, pacing guides, common formative and summative assessments, common instructional strategies, common rubrics monitored by a quality data analysis system to improve student learning and achievement.2. Need: Create shared decision-making processes to evaluate, create, and implement, monitor and adjust to maximize systems, programs, and instruction.3. Need: Design and implement a multi-year school staff/admin PD schedule that provides all staff with the tools and strategies necessary for relevant and successful learning outcomes critical for engaging students in their learning and developing the whole child.4. Need: Changing demographics (student and staff) requires the establishment of programs that foster a sense of belonging and cultural understanding. Personnel, parents, and students within the school community need to be given information about school goals, policies, expectations and available supports to empower and facilitate engagement.5. Need: Establishment and emphasis on the characteristics of a successful Kealakehe Intermediate community member, i.e. being respectful, being responsible and being a problem solver. Re-examine the goals of our Advisory program as a means of familiarizing students with school rules, behavior expectations, school safety and well-being in order to increase student success. <p>Establishment and emphasis on the characteristics of a successful Kealakehe Intermediate community member, i.e. being respectful, being responsible and being a problem solver. Re-examine the goals of our Advisory program as a means of familiarizing students with school rules, behavior expectations, school safety and well-being in order to increase student success.</p>									
	Addressing Equity: SubGroup Identification									
	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>									
	<table><tr><th>Sub Group</th><th>Identified Need(s)</th><th>Enabling Activiti(es)</th></tr><tr><td>English Learners</td><td>Targeted English Literacy</td><td>ESOL EL Instruction</td></tr><tr><td>Students With Special Needs</td><td>Specialized Instruction</td><td>RTI</td></tr></table>		Sub Group	Identified Need(s)	Enabling Activiti(es)	English Learners	Targeted English Literacy	ESOL EL Instruction	Students With Special Needs	Specialized Instruction
Sub Group	Identified Need(s)	Enabling Activiti(es)								
English Learners	Targeted English Literacy	ESOL EL Instruction								
Students With Special Needs	Specialized Instruction	RTI								

	At Promise Students (aka at risk)	SEL	Tier 2 & 3 Behavioral Supports; SOAR;
	Native Hawaiian Ancestry	Culturally Relevant Instruction	Kumu Program,CRP

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal	1. PD, Data Review, Continuous Improvement Cycle, Counseling Department Framework, PBIS, Restorative Practices, Teacher Support, PD Plan, ILT Lead, SOAR Academy, SCC and Coordinating Council, EES, Library/Media
2. Vice Principal 1	2. Teacher Support, ILT, PD, EES, SPED, Website
3. Vice Principal 2	3. PBIS, Restorative Practices, Advisory Program, EES, SEL
4. Curriculum Coordinator/EL Coordinator	4. Data Review, iReady, Achieve3000, EL Coordination, PD plan, New Teacher Support
5. Counselor Department Head	5. Counseling Department Framework, PBIS, Restorative Practices, Advisory Program
6. Head IT	6. Technology Infrastructure, PD, Tech Support, Website
7. SSC	7. SPED Department support, RTI/Referral Process, Timeline/Evaluation Compliance

8. PCNC	8. Parent/Community Engagement, Communications, Newsletter, Website,
9. Department Head	9. Data Team Meetings, New Teacher Support
10. Team Leads	10. Coordinating Council, ILT, Team Meetings, Advisory, Achieve 3000, IReady
11. The McCarley Group	11. Data Teams, New Teacher Support

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).

Outcome: By the end of sy20-21	Rationale:
<p>All students will increase their reading level by a minimum of one grade level. Writing will be a required component within all content curriculums. IReady, Achieve 3000, Imagine Learning, and GLAD strategies will be used to differentiate instruction to meet the needs of all students. KIS has a new bell schedule that has advisory every day with a literacy component. Also, all 6th grade students will receive specialized reading support through one of their elective classes.</p> <p>The current redesign of the Library leveraging 21st century technologies and strategies will support the access, focus, and strengthening of literacy for all students and faculty. Through UPLINK and REACH funding KIS also provides summer and after school literacy enrichment activities and support.</p> <p>All students will show growth in their math proficiency as measured by iReady diagnostics or SBA scores.</p>	<p>Literacy is essential for students' academic success and social agency. Actively closing the reading divide supports student equity.</p> <p>DATA: December 2019 iReady Reading Scores: Grade 6: Tier 1 (On or Above Grade Level) - 19%; Tier 2 (One Below Grade Level) - 21%; Tier 3 (Two or More Below Grade Level)- 60% Grade 7: Tier 1 (On or Above Grade Level) - 25%; Tier 2 (One Below Grade Level) - 14%; Tier 3 (Two or More Below Grade Level) - 62% Grade 8: Tier 1 (On or Above Grade Level) - 22%; Tier 2 (One Below Grade Level)- 14%;</p>

	<p>Tier 3 (Two or More Below Grade Level) - 63%</p> <p>2018-19 ELA SBA scores: Percent at Level 3 or Above Grade 6: 30%, Grade 7: 32%, Grade 8: 34%</p> <p>December 2019 iReady Math Scores: Grade 6: Tier 1 (On or Above Grade Level) - 23%; Tier 2 (One Below Grade Level) - 40%; Tier 3 (Two or More Below Grade Level)- 37% Grade 7: Tier 1 (On or Above Grade Level) - 11%; Tier 2 (One Below Grade Level) - 34%; Tier 3 (Two or More Below Grade Level) - 55% Grade 8: Tier 1 (On or Above Grade Level) - 11%; Tier 2 (One Below Grade Level)- 24%; Tier 3 (Two or More Below Grade Level) - 66%</p> <p>2018-19 Math SBA scores: Percent at Level 3 or Above Grade 6: 18%, Grade 7: 12%, Grade 8: 32%</p> <p>Tier I literacy support for all incoming 6th grade students will help to address the literacy achievement gap.</p> <p>Literacy can be accelerated and reinforced, through our Library and UPLINK programs. It is through this intentional and complimentary programming, that students can discover meaning and joy within learning.</p>
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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.

Outcome: By the end of sy20-21	Rationale:
<p>To foster a positive, respectful, and restorative school culture, KIS will ensure teachers receive restorative practices and meeting facilitation training. Teacher input via surveys will guide professional development offerings.</p> <p>To strengthen literacy schoolwide, KIS will utilize the roles of our curriculum coordinator, department heads, and the The McCarley Group. KIS will have a minimum of one data team meeting per week to review student work and discuss best practices to implement. GLAD strategies will be provided to the staff led by the curriculum coordinator during 21 hour professional development.</p>	<p>Cultivating a positive, respectful, and restorative school creates a space where all staff can engage in their practice of teaching and learning safely and authentically.</p> <p>The curriculum coordinator will serve the valuable role of aligning and supporting schoolwide literacy. Department heads will guide and support their content colleagues in developing and assessing the performance of literacy through the data team process. The professional development provided by the McCarley Group will guide and develop professional practices and pedagogy relating to the implementation of literacy strategies. The combination of these roles will cohesively strengthen the overall literacy outcomes at KIS.</p>

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).

Outcome: By the end of sy20-21	Rationale:
<p>A comprehensive multi-year professional development program will be developed. Topics included in this professional development plan: iReady, Achieve, Data Teams, and Google (ie, drive, classroom, mail). Introduce the use of GLAD strategies and G Suite applications within more classrooms.</p> <p>A Comprehensive HMTSS system will be guided by Restorative and SEL</p>	<p>Quality and authentic professional development guided by our values empowers staff to lead and implement effective and responsive practices to ensure our promises to our stakeholders.</p> <p>The creation and implementation of the Student Support Services department will provide whole child support/interventions for learners</p>

practices.	who are struggling with social emotional and behavioral learning. Creating a safe space for reflection, restoration and responsive learning. Providing an inclusive and equitable process to address and support the complex needs.
ILT <ul style="list-style-type: none"> - Orientation of ILT process and purpose for ILT team - Instructional goal of CER (claim, evidence, reasoning) - Curriculum coordinator and The McCarley Group will support departments in the successful completion of three complete cycles. - Peer Observations through safe practice of CER - Use ILT process as a system of support 	ILT <ul style="list-style-type: none"> -Our ILT instructional goal of CER will allow for content personalization, support vertical articulation, and strengthen critical thinking within literacy. -Our curriculum coordinator and The McCarley Group will help plan and guide the faculty through this learning and implementation process. -To ensure understanding, support, and confident implementation the peer observation and safe practice process will be used throughout the three cycles of completion. -Orientation of ILT process and purpose will be valuable in supporting facilitation and leadership of the team.

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		1. Enabling Activity		Lead(s)			
Literacy for all students will be improved by: - Increasing their		Hawai'i		READING -All students complete 25-45 minutes of iReady reading per week -Data will be reviewed weekly in teacher	Teachers, Admin, Curriculum Coordinat	x	WSF	READING -iReady Reading Scores -Tracking sheets kept in each class
		Equity				x	Title I	

reading level by a minimum of one grade level - Receiving writing instruction across all content curriculums	x	School Design		collaboration meeting. -Program guidelines and expectations clear - Create a 21st century Library model that provides access, differentiation, and reinforces literacy for all learners. Increase literacy opportunities, platforms, and visuals for EL and SPED students. WRITING - Writing will be a required part of all courses taken - Students will receive differentiated direct instruction for writing strategies - Students will take CFAs in each course to accurately assess equitable teaching practices - Opportunities for students to access culturally relevant, multi-sensory, and rigorous curriculum - PBL activities that are horizontally collaborated/planned and executed between subject areas.	or, Librarian/ Media, Dept Heads		Title II	WRITING - CFA data and student work reviewed by departments on a weekly basis -Demonstrations of culturally relevant student work -Demonstrations of PBL
	x	Empowerment					IDEA	
	x	Innovation					Other	
		Hawai'i	Staff Courses	READING -All teachers are provided with iReady training on how to implement with effectively and with fidelity -Advisory teachers are provided with incentives and trackers to visually monitor student progress and optional sharing at SLC -Data is reviewed weekly to inform continuation of successful strategies, assess levels of differentiation, and determine adjustments in instruction	Admin, Team Leads, Advisory Teachers; Curriculum Coordinator, SSC, Team Leader, Coordinator	x	WSF	READING -training dates and materials kept in teacher handbook -SASA; Admin , SAC and SSC -Weekly minutes from team meetings; admin attendance at meetings
		Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	

		Innovation		<ul style="list-style-type: none"> -Weekly school wide advisory schedule includes 25-45 minutes for iReady reading <p>WRITING</p> <ul style="list-style-type: none"> - Department meetings scheduled for a minimum of 1 hour per week to review student work and plan writing supports - PD for creation and understanding of 1 point rubric followed by safe practice implementation - Data teams through departments will utilize Continuous Improvement Cycle to help inform and assess CFA process - Peer observations led through ILT team - To ensure differentiated access to strategies and activities, PD will be provided to support writing across all content areas 	ing Council		Other	<p>WRITING</p> <ul style="list-style-type: none"> - Dept. agenda, minutes - Templates and student work samples - Admin/outside provider attendance at meetings - PD plan
		Hawai'i		<p>READING</p> <ul style="list-style-type: none"> -System implementation resources are provided (computer, tracking sheets, calendar, incentives) -All teachers are held accountable -Data is reviewed weekly using the Continuous Improvement Cycle 	Admin, Teachers, Curriculum Coordinator, Dept Heads	x	WSF	<p>READING</p> <ul style="list-style-type: none"> - ILT cycle data
	x	Equity					Title I	
	x	School Design					Title II	
CNA Root Causes Pg #18, #24		Empowerment		<ul style="list-style-type: none"> -Staff trained in common reading strategies for school wide implementation 			IDEA	
FRF Line #		Innovation		<ul style="list-style-type: none"> - Achieve 3000 to promote literacy and differentiated learning <p>WRITING</p> <ul style="list-style-type: none"> - Departments receive ongoing support in developing rubrics and common formative 			Other	<p>WRITING</p> <ul style="list-style-type: none"> - Record of internal/external PD provided
WASC Critical Area for Follow up #1-3								
Title 1 Addendum								

SW #6				assessments - Department meetings scheduled minimum 1 hour per week focusing on CER Data Cycle				- Sign in sheets; meeting notes; agenda
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		2. Enabling Activity		Lead(s)			
MTSS: A multi tiered system of support will foster a positive, respectful and restorative school culture where all stakeholders benefit from social emotional learning experiences.	x	Hawai'i	Student	<ul style="list-style-type: none"> - The Student Support Services Department will develop a student behavior plan with clear expectations for our student community. - Revising our response to behavior system to be more responsive, inclusive, restorative, and encompassing of social emotional needs of students. - The Student Support Services Department will elicit student voice in creating a positive school-wide behavior incentives system (PBIS). - Continued training and professional development in Restorative Practices allow for a cadre to teach and train students in Restorative Practices while providing increased opportunities for students to participate in restorative practices in the classroom and school. - The development of student led committees such as the "pono patrol" to create and foster positive student behavior and connection to school activities and initiatives. - The change in bell schedule allows for a daily advisory program with one day per week devoted to Social Emotional Learning and Restorative Practices. - The administration sees and values the importance of their presence in the school. The administration will support a positive, respectful and restorative 	Admin, Dept Heads, Team Lead, Teachers	x	WSF	- Comprehensive Response to Behavior System
	x	Equity					Title I	- Student awareness of restorative practices and restorative language
		School Design					Title II	- Student participation (MindUp program)
	x	Empowerment					IDEA	- RP curriculum embedded in the Advisory
		Innovation					Other	- PBIS (inclusive of direct student input)
								- Student Ambassadors and Student Leadership

			<p>school culture by engaging in positive, respectful and restorative interactions with students inside and outside of the classroom. The use of technology and media to support administrative presence in classrooms will be utilized.</p> <p>- An additional way to increase the positive engagement and interactions will be student lunches with the administration.</p>				
x	Hawai'i	Staff	- Continued training and professional development in Restorative Practices allow for a cadre to teach and train students in Restorative Practices while providing increased opportunities for staff to participate in restorative practices in the classroom and school.	Admin, Counselors Teachers	x	WSF	- Completion of trainings quarterly
x	Equity		- Under the guidance of the Student Support Services Department Head counselors will be empowered and supported to hold consistent year long programs that address the social emotional needs and professional development.			Title I	- Completion of programs/trainings
x	School Design		- The Student Support Services Department will provide SEL and HA advisory lessons to support the teachers advisory curriculum and support that with regular classroom visits to progress check and support.			Title II	- Staff satisfaction survey
x	Empowerment		- Teachers and staff will model the importance of building and strengthening relationships.			IDEA	- HA and Advisory lesson plans
	Innovation		- Professional Development will be provided for teachers on: <ul style="list-style-type: none">Restorative Practices trainingPositive and collaborative meetingsCulturally Relevant Practices			Other	- Positive adult climate (social events, staff feedback via surveys)
							-Staff survey results

	x	Hawai'i	Customized	<ul style="list-style-type: none">- Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior- The Student Support Services Department will develop SEL committee- In efforts to make transparent our HA framework and SEL framework will be posted everywhere- Our PCNC will help to present and facilitate opportunities for parents to learn about social emotional learning and how it is implemented within our district and at our school.- Response to Behavior System: Revising our response to behaviors to be more responsive, inclusive, restorative, and encompassing of social emotional needs. Responses need to be clear, consistent, responsive and restorative- The school will develop systems of support for cultivating, facilitating and supporting co-teacher relationships. Professional development as well as professional and collegial collaboration time, will be provided and supported by school	Admin & Counselors PCNC & Admin	x	WSF	-Counselor classroom visit schedule/calendar
		Equity					Title I	- Creation and actions of SEL committee (committee objectives, and goals)
	x	School Design					Title II	- Posted HA and SEL Framework
								- Parent nights
CNA Root Causes Pg #18, #25		Empowerment						
FRF Line #	x	Innovation						
WASC Critical Area for Follow up #1-5								
Title 1 Addendum SW #6, #7								
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		3. Enabling Activity					
All students will show growth in their math proficiency as measured by IReady		Hawai'i		<ul style="list-style-type: none">- Students will receive math instruction based on the common core standards that integrate the following eight mathematical practices:<ul style="list-style-type: none">• Make sense of problems and persevere	Dept Heads, Teachers, Curriculum	x	WSF	- Student/teacher academic language
		Equity					Title I	- Peer observations, learning walks
								- iReady Math Scores

diagnostics or SBA scores.	x	School Design	Student	<p>in solving them.</p> <ul style="list-style-type: none"> Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. (Especially with use of math vocabulary.) Look for and make use of structure. Look for and express regularity in repeated reasoning. <p>- Students will complete a minimum of math iReady activity per week during advisory time.</p> <p>- After school tutoring, funded by UPLINK and REACH grants, is made available five days a week.</p> <p>- Students will receive direct instruction followed by periods of independent practice. Multiple opportunities for questions and small group help within a typical class period.</p> <p>- Go Math used as a curriculum resource.</p>	Coordinator, Admin		Title II	- SBA Math scores
	x	Empowerment					IDEA	- After school tutoring attendance
	x	Innovation					Other	
		Hawai'i	Staff	<p>- Staff will receive PD on how to utilize iReady Math beyond administering the diagnostic.</p> <p>- Team meetings scheduled weekly to allow for the development of interdisciplinary lessons/units.</p> <p>- Department meetings scheduled weekly for teachers to modify pacing guides, vertically align standard coverage, and utilize data teams to create common formative assessments, common rubrics, monitor student growth and share best practices to integrate in all math classes.</p>	Admin, Dept Heads, Team Leads	x	WSF	- Track implementation using data tracking within the iReady program.
		Equity					Title I	-Department and Team meeting agendas and notes.
	x	School Design					Title II	-CFA templates, rubrics and completed student work samples.
	x	Empowerment					IDEA	

CNA Root Causes Pg #18, #24 FRF Line # WASC Critical Area for Follow up #1-3 Title 1 Addendum SW #5, #6	x	Innovation		- PD on EL researched-based strategies provided to teachers. - Each math teacher continues to have online access to the student and teacher Go Math curriculum materials.			Other	
		Hawai'i	Customized	- Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level. - School uses only one program (ie iReady) for diagnostic and progress monitoring. - Go Math provided as the main resource for content.	Admin, Dept Heads, McCarley Group	x	WSF	- School-wide implementation of Iready - EES classroom observations - Team meeting agenda and notes. - ILT learning walks and peer observations.
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
	x	Innovation					Other	

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		4. Enabling Activity		Lead(s)			
A comprehensive multi-year professional development program will be developed.	x	Hawai'i		- School/Home connection through SLC twice a year	PCNC, admin, advisory teachers registrar, admin, teachers dept heads,	x	WSF	- Surveys - Reflections - CFA data
		Equity		-Student leadership; Internships			Title I	
	x	School Design		- School wide Student Learner Outcomes (SLO)			Title II	

CNA Root Causes Pg #18, #25 FRF Line # WASC Critical Area for Follow up #-5 Title 1 Addendum SW #6		Empowerment	Student		C. McCarley, Admin		IDEA	
	x	Innovation					Other	
	x	Hawai'i	Staff Success	<ul style="list-style-type: none"> - Teacher initiated PD - Identify critical areas that we need PD - School-wide or larger PD opportunities - New teacher orientation - Teacher handbook - Continue with staff led PD that gives space for immediate application, discussion, and interaction - Administration supports teachers through setting student plans for success and the core professionalism reflection process. - Introduce the use of GLAD strategies and G Suite applications within more classrooms. 	Team Leaders; Dept. Heads; Admin, CC; committee	x	WSF	<ul style="list-style-type: none"> - Integrated into staff meetings - Align with vision/mission - Peer collaboration - Pre/Post Assessment scores - Teacher Surveys
		Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
		Hawai'i						
	x	Equity						
		School Design						
		Hawai'i		<ul style="list-style-type: none"> - Topics included in this multi year professional development plan: iReady, Achieve, Data Teams, and Google (ie: drive, classroom, mail). - PD process checklist (ie: align with academic plan DO, acquire sub, present to peers, etc) - Conduct ongoing needs assessments to adjust 	Admin, Curriculum Coordinator, Teachers, Dept heads, Team Leads	x	WSF	<ul style="list-style-type: none"> - Completed PD process checklists - PD attendance records - Learning walks, peer observations, EES to monitor implementation - Staff Satisfaction Surveys
	x	Equity				x	Title I	
		School Design					Title II	

	x	Empowerment		PD topics and levels. - PD budget given to staff. Allocated by team, dept, etc			IDEA	- Team/Dept. meeting agendas and notes
	x	Innovation					Other	- PLC and faculty share out - PD calendar pacing
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		5. Enabling Activity		Lead(s)			
The ILT is focused on continuous instructional improvement and completes all elements of the cycle of processional learning three times within the school year. .		Hawai'i	Student	- Learning targets are utilized in each class. - Common Formative Assessment in all contents based on CER (Clain, Evidence, Reasoning)	Dept Heads Curriculum Coordinator The McCarley Group		WSF	- Learning targets posted in each class - - Common 1 point rubric - CFA data; beginning, middle, and end of year
		Equity				x	Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation				x	Other	
CNA Root Causes Pg #25 FRF Line #		Hawai'i	Staff	- ILT cycle orientation and training prior to the first cycle - Learning target alignment school wide - Safe Practice and peer observations completed within each cycle	ILT team; Admin Teams, Departments Team Leads, Dept heads		WSF	- Staff survey and department feedback - Feedback from Dept Heads and classroom observations - Peer observation protocol (ie Instructional Rounds)
		Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	

WASC Critical Area for Follow up #1-3, 5	x	Innovation				x	Other	
		Hawai'i	Customs of	- ILT cycle calendar outlining SY20-21 cycles provided at the start of the school year. Elements of the cycle will include: a powerful instructional practice, a SMARTe goal, safe practice, learning walks/peer observations, and evidence of implementation. - Structured focus on claim, evidence and reasoning	Admin, Dept Heads, Curriculum coordinator, McCarley		WSF	- Active ILT calendar - Completion of cycles (benchmark data and process feedback)
		Equity					Title I	
		School Design					Title II	
	Empowerment					IDEA		
	Innovation	x				Other		
Planning								
Desired Outcome	Promise		6. Enabling Activity		Lead(s)	Funding Source(s)		How will you measure this enabling activity?
Chronic Absenteeism: Improve student truancy rate to ≤5% chronic absences at KIS by increasing attendance and decreasing behavior referrals through attendance/truancy RTI programs		Hawai'i	Student	- Students participate in PBIS Programs: <ul style="list-style-type: none">• Positive incentive assemblies• Activities and clubs to support student involvement and to improve upon the current truancy rate• Student of the week recognized by each team for attendance and participation.• Student lunch with Admin each semester for perfect attendance. - Students identified with multiple absences will be given to an Academic/Attendance Coach and receive support through a check and connect system -Refine SOAR academy to include experiential learning, interdisciplinary units and core subject	Admin, Counselors, SAC, SSC, Academic/Attendance Coach, SOAR teacher	x	WSF	- 3 tiered truancy intervention system- - Completion of assemblies, clubs and activities - Attendance Data- Admin review of quarterly data of notices sent at each level.
	x	Equity				x	Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

				support.				
		Hawai'i	Staff Circles	-Teacher/ Team Truancy Incentives are needed to encourage attendance improvements.	Admin, Counselors, SAC, Team Leads	x	WSF	-Attendance data -Individual go Improvements made
	x	Equity		-Attendance pep rallies			Title I	- Completion of quarterly pep rallies
	x	School Design		- Quarterly attendance certificates distributed in advisory classes			Title II	- Attendance Data - Students at higher levels are discussed and intervention suggestions are made at monthly peer review team meetings.
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawai'i	Custom of	- Three-Tiered Truancy Intervention System will provide:	Admin, Counselors Admin, SOAR Teacher	x	WSF	-Three- tiered truancy intervention system
		Equity		<ul style="list-style-type: none"> Universal check and connect protocols to be facilitated by counselors Activities and incentives for attendance Intensive programming and supports for the highest needs 		x	Title I	- SOAR Academy
		School Design					Title II	- Attendance Data
CNA Root Causes Pg #25		Empowerment		-The notification system of the Three Tiered Truancy Intervention System is set up to monitor student's absences and provide data for the families (7,10, and 14 days of unexcused absences are determinants of the three levels and actions needed based on each level.			IDEA	
FRF Line #		Innovation					Other	
WASC Critical Area for Follow up #2, 4, 5								
Title 1 Addendum SW #6								

				<ul style="list-style-type: none"> - In an effort to track accurate attendance records, we will work with district and infinite campus capabilities to record absences by period as compared to day count tracking. - Bell schedule adjustment to accommodate a daily advisory program. - Check and connect system in place to build relationships with at promise students and support them in earning core credits. 				
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome		Promise		7. Enabling Activity	Lead(s)			
Increase participation of students and their families in community engagement activities that foster positive and inclusive feedback Students' voices are involved in part of the planning stages of some community engagement activities.		Hawai'i	Student	<ul style="list-style-type: none"> - Pop-ups in the community by student-led school groups with school support - Culturally Relevant Family Fun Day Makahiki Games (two times a year) - Students, families, and community will participate in Cultural awareness activities that introduce different beliefs, values, food preparation (i.e. lau lau making), clothing, dance, etc. - All students will participate in Student Led Conferences (SLC) to showcase their learning and share progress relating to their self designed academic and social goals - School and community events (i.e. EL night, music performances, Family Fun Nights, May Day, and AVID Night) will be shared via communication app(ie. Class Dojo, Remind) 	Admin, Counselors, SAC, PCNC, Team Leads	x	WSF	<ul style="list-style-type: none"> - Attendance - Student participation in planning stage of events -Pre and Post surveys -Earn Community Volunteering Certificate based on hours of voluntarism
	x	Equity				x	Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

				- Students will participate in Community Volunteer Programs (such as Meet and Eat) to build on being a community contributor strengthen their sense of belonging				
		Hawai'i	Staff	<ul style="list-style-type: none"> - Staff will have access to community opportunities that will allow for their students to strengthen their sense of Hawai'i and belonging through the telling of mo'olelo (stories). - KIS will provide PD to ensure that all teachers have access and knowledge in using Communication App (ie. Class Dojo, Remind, Google Classroom, etc) to communicate with students and their families. 	Admin, team leads, dept heads PCNC, IT, Media		WSF	<ul style="list-style-type: none"> - Meeting attendance, agenda, handouts, notes, sign-in sheets at events. - A survey will be created to gather feedback from teachers who participate in each of the collaboration meetings in order to gather feedback on the effectiveness of the meetings and events from the perception of those who participate. - Communication logs
	x	Equity				x	Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawai'i	Custom	<ul style="list-style-type: none"> - Update www.kishawks.org to ensure a user friendly and interactive site - Maintain a consistent online social media presence (KIS Facebook, Instagram, etc) - Communication App (ie. Class Dojo, Remind, Google Classroom) - IC kept up to date with E card information - Develop and provide Academic PD and support for families -Expand on already well attended events (May Day, Holiday Concerts, SLCs) to provide opportunities for students to demonstrate and showcase diversity and student learning. 	Admin, IT, Media, PCNC Teachers, SASA, office clerks		WSF	<ul style="list-style-type: none"> - User responses; # of users, user feedback - Information update deadlines. - Attendance (Events, Parent PD) - Communication logs
	x	Equity				x	Title I	
	x	School Design					Title II	
CNA Root Causes Pg #8, 13, 25		Empowerment					IDEA	
FRF Line #		Innovation					Other	
WASC Critical Area for Follow up #3-5								
Title 1 Addendum								

SW #6, #7				-Provide training for parents on how to support support social emotional learning/development and adolescent maturation				
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		8. Enabling Activity		Lead(s)			
Staff is provided with multiple opportunities to participate in shared leadership.		Hawai'i	Student	<ul style="list-style-type: none"> - Student voice opportunities - Student led classroom instruction - Student needs assessment (Academic and SEL) - SLC - School Community Council - Through class projects, students will have choice and voice in focused leadership opportunities relating to campus and community improvements 	Teachers	x	WSF	- Student surveys
		Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
CNA Root Causes Pg # FRF Line #		Hawai'i	Staff	<ul style="list-style-type: none"> - Department Heads provide peer support according to HSTA contractual language. DH rotate every 2-3 years, when possible, to increase leadership capacity within the staff - Staff involvement to plan and lead activities in faculty meetings - PD opportunities are provided by in-house staff, when and where possible 	Admin , Dept Heads, Staff, Curriculum Coordinator	x	WSF	<ul style="list-style-type: none"> - DH list from previous 3 school years - PD handouts, agendas, notes, attendance - PD multi year plan/pacing guide
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	

WASC Critical Area for Follow up # Title 1 Addendum SW #		Innovation		- Open door policy with administration			Other	
		Hawai'i	C o o r d i n a t i n g C o u n c i l	- Coordinating Council support/feedback for school programing, operations, and decisions - Multi year PD plan outlining opportunities for staff participation and leadership.	Admin, Team Leads, Dept Heads, Curriculum Coordinator	x	WSF	- CC meetings and notes - PD multi year plan/pacing guide
		Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	