Kealakehe Intermediate School One-Year Academic Plan 2022-23

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
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Relationships are the Heart of all Learning.

One-Year Academic Plan | Version **1** - April 1, 2022

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May 13, 2022
Date

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

Comprehensive Needs Assessment Priority Needs

1. The need to 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. The need for a collaborative structure, shared decision-making processes to evaluate, create, implement, monitor and adjust to maximize systems, programs, and instruction.
3. The need exists for a collaborative process that assesses, designs, and implements a multi-year school staff and leader 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. 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 support to empower and facilitate engagement.
5. 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.

WASC 2016 Schoolwide Critical Areas for Follow Up

1. The administration and staff, through a collaborative process, will develop, implement and monitor a focused staff development multi-year plan that trainteachers with the tools and strategies to provide students relevant, challenging learning experiences that emphasize rigor and engages students in active learning.
2. The administration and staff, through a collaborative process, will develop authentic community relations and communications that empowers and facilitates effective parent engagement through greater outreach and reciprocal understanding of cultures.
3. For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff's demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system includes:
   • Common Formative and Summative Assessments
   • Common Instructional Practices
   • Common Rubrics for standardized grading
4. The administration and staff, through a collaborative process, will develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning. The elements of the documented curriculum include:
   • Curriculum Maps and Pacing Guides
   • Common Formative Assessments used to inform and modify instruction
   • Common Summative Assessments
   • Common Project-based Learning

5. The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
Janice Blaber, Principal	1. Instructional Leadership Team 2. Literacy Plan
Isabella Bardwell Ochoa, Curriculum Coordinator and Academic Coach	1. Professional Development 2. Common Formative Assessments 3. Powerful Instructional Practice
Ronda Barker, Student Activities Coordinator	1. Shared Leadership
Christopher Barron, Vice Principal	1. Advisory Program
Victoria Mailo, Vice Principal	1. Special Education IEP Progress Reports
Dayle Yokoyama, Student Services Coordinator	MTSSScreeners 1. Data from Multiple Sources
Heather Shorey, English Language Learner Department Lead	1. ELL Support Class 2. ELL RTI

Deborah Richard, Counselor	1. School Level Mentoring of New Teachers
Mathieu Williams, Teacher	1. Full Distance Learning

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 SY 22-23	Rationale:
By June 2023 100% of teachers will engage in the CFA cycle at least twice a quarter.	Common formative assessment data will help us focus on giving timely feedback about learning to our students and gather timely feedback about our instructional practices. This feedback will help provide"just in time" information to all of our school stakeholders about how to reach our summative school goals. The feedback will inform our school improvement process.
By June 2023, at least 10% of our ELL students will test out of ACCESS for ELs examination.	The ACCESS for ELs assessment is a summative measure that helps to gauge the learning of our EL students. Exiting at least 10% of our ELL students from our EL program will show that our supports are helping EL students to be on track to graduation.
By June 2023, 100% of our students who receive IDEA services shall meet all of the goals in their IEP.	The meeting of IEP Goals helps to gauge the learning of our students with IDEA services and will show that they are on track to graduation.

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 SY 22-23	Rationale:
By June 2023, 100% of students, staff, parents, and community will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys.	Developing a strong sense of belonging among all of our school stakeholders is imperative to building a culture of excellence grounded in our school vision.

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 SY 22-23	Rationale:
By June 2023, our school will earn a 3 overall MTSS rating , according to the Multi-Tiered System of Support Fidelity of Implementation Rubric.	Implementing a cohesive system of support for all students is key to high growth among all students. The MTSS Fidelity of Implementation Rubric will create strong guidelines for our school to follow in order to build a strong system. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define ,ideate; do - prototype; check - test; act - implement)

By June 2023, our school will earn at least an "Initial Implementation" score for component on the HIDOE School Design Matrix	A successful school ensures that values and mindset, curriculum and learning design, infrastructure, and student learning products and voice are aligned to promote equity and high growth among all students. The HIDOE School Design Matrix will provide strong guidelines for our school to ensure high growth and equity is promoted at our school everyday. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define,ideate; do - prototype; check - test; act - implement).	

Desired Outcome	Promise			Planning						
				Enabling Activity		Lead(s)		Funding Source(s)		How will you measure this enabling activity?
By June 2023 100% of teachers will engage in the CFA cycle at least twice a quarter.	X	Hawai`i			Student Success	Isabella Ochoa Bardwell	X	WSF		• CFA data • iReady • Smarter Balanced Assessment • Hawaii State Assessment Science • Report Card Data
	X	Equity						Title I		
	X	School Design					X	Title II		
	X	Empowerment					X	IDEA		
CNA p.30; FRF Lines 15-18; WASC	X	Innovation					X	Other		

Critical Area 3 & 4 Title 1 Addendum Crosswalk SW # 1								
	X	Hawai`i		Staff Success	1. All grade level counterparts in the same department will have an aligned tier one curriculum focused on priority standards that leverages Hawaii. 2. All department agendas shall be created at least one week before the actual meeting, and they shall be created by the department lead with feedback from the teachers in the department and admin. 3. All departments will follow the Hawk CFA Cycle at least twice a quarter and will take action steps when meeting in weekly (45 minutes) department PLCs. 4. In whole day department meetings, teachers will vertically articulate curriculum and share common assessment data. 5. Department Leads will share CFA data bi-quarterly at Leadership Meetings 6. Leadership team will ensure that department meeting agendas are sent out each week to ensure the CFA cycle is implemented. Agendas will be kept in a Google folder that is shared with all faculty.	Isabella Bardwell Ochoa	x	WSF	• CFA Data • ILT Walkthroughs • Quarterly Climate & Culture Surveys • Report Card Data
	X	Equity					Title I	
	X	School Design					Title II	
	X	Empowerment				x	IDEA	
CNA p.30; FRF lines 15-18; WASC Critical Area 1,3,4, & 5 Title 1 Addendum Crosswalk SW #1	X	Innovation				x	Other	

				Systems of Support	Lead(s)		Funding Source(s)	How will you measure this enabling activity?
	X	Hawai`i			Isabella Ochoa Bardwell	x	WSF	• CFA Data • ILT Data • Quarterly Climate and Culture Surveys • PD Feedback • Report Card Data
	X	Equity				x	**Title I** (highlighted)	
CNA p.30; FRF lines 15-18; WASC Critical Area 1 Title 1 Addendum Crosswalk SW # 1-2	X	School Design				x	Title II	
	X	Empowerment			Janice Blaber	x	IDEA	
	X	Innovation				x	Other	

		Planning					Funding Source(s)	How will you measure this enabling activity?
Desired Outcome		Promise		Enabling Activity	Lead(s)			
By June 2023, at least 10% of our ELL students will test out of ACCESS for ELs examination.	X	Hawai`i	Student Success	All EL support classes will focus on language development through relevant learning opportunities. • career pathways exploration • interdisciplinary and place based supports • PBL • GLAD strategies • Targeted intervention will be given to ELs in response to their level of need. • Multi-Sensory interventions will be used to hone structured literacy skills	Heather Shorey	x	WSF	• CFA data • iReady data • ACCESS for ELs WIDA • Report Card Data
	X	Equity				x	**Title I** (highlighted)	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	

Reference		Priority	Focus Area	Description	Lead		Funding Source	Data Sources
CNA p.30; FRF lines 15-18 ; WASC Critical Area 3 & 4 Title 1 Addendum Crosswalk SW #1-2	X	Innovation				x	Other	
		Hawai`i		Provide regular professional development, aligned to our school vision and professional development plan, for all staff members in curriculum work, science of literacy, and shared leadership, and language development	Isabella Ochoa Bardwell	x	WSF	• CFA data • Intervention data • iReady Data • Report Card Data
	X	Equity	Staff Success			x	Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
CNA p.30; FRF lines 15-18; WASC Critical Area 3 & 4 Title 1 Addendum Crosswalk SW #		Innovation				x	Other	
	X	Hawaii		Utilize and systematize the use of data from multiple sources to determine what supports are needed for each identified student. • CFA data • WIDA data • ILT data • Culture and climate surveys	Dayle Yokoyama	x	WSF	• CFA Data • ILT Data • Quarterly Climate and Culture Surveys • PD Feedback
	X	Equity	Systems of Support				Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
CNA p.30; FRF lines 15-18 and 10, 22; WASC Critical Area 1 Title 1 Addendum Crosswalk SW # 1-3	X	Innovation				x	Other	

| Desired Outcome | Promise | | | Planning | | Lead(s) | Funding Source(s) | | How will you measure this enabling activity? |
				Enabling Activity					
By June 2023, 100% of our students who receive IDEA services shall meet all of the goals in their IEP.	X Hawai`i X Equity X School Design X Empowerment X Innovation		Student Success	Special Education case managers will meet monthly with students on their caseload to help monitor IEP goal progress.		Victoria Mailo	x WSF Title I Title II x Title II *(IDEA row?)*		• CFA data • Progress Monitoring IEP Goals Data • ILT Data • Report Card Data

Desired Outcome	Promise			Enabling Activity	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
By June 2023, 100% of our students who receive IDEA services shall meet all of the goals in their IEP.	X — Hawai`i X — Equity X — School Design X — Empowerment X — Innovation		Student Success	Special Education case managers will meet monthly with students on their caseload to help monitor IEP goal progress.	Victoria Mailo	x — WSF ( ) — Title I ( ) — Title II x — (Title II) x — IDEA x — Other		• CFA data • Progress Monitoring IEP Goals Data • ILT Data • Report Card Data
	X — Hawai`i X — Equity X — School Design X — Empowerment X — Innovation		Staff Success	School level mentorship programs will meet at least twice a month beyond the school day; experienced school level mentors will mentor new (1-2 years new) teachers for an entire school year.	Deborah Richard	x — WSF x — Title I (highlighted) x — Title II x — IDEA x — Other		• Quarterly Climate and Culture Surveys • Panorama Surveys • ILT Data

				Enabling Activity	Lead(s)		Funding Source(s)	How will you measure this enabling activity?
CNA p.30; FRF lines 15-18; WASC Critical Area 3,4,5 Title 1 Addendum Crosswalk SW #1,2,5,6	X	Hawai`i	Systems of Support	Universal Design for Learning principles shall be used to design learning experiences for all students with IDEA services. All special education teachers and teams will review IEP goals data bi-quarterly.	Victoria Mailo	x	WSF	• CFA Data • ILT Data • Progress Monitoring IEP Goals Data • Report Card Data
	X	Equity					Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
	X	Innovation				x	Other	

Planning							Funding Source(s)	How will you measure this enabling activity?
Desired Outcome		Promise		Enabling Activity	Lead(s)			
By June 2023, at 100% of students, parents, staff, and comm unity will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys.	X	Hawai`i	Student Success	School Advisory Program, aligned to our school vision, shall be delivered daily by all teachers.	Christopher Barron	x	WSF	• Quarterly Climate and Culture Surveys • Panorama Survey • SQS Surveys • Advisory Feedback
	X	Equity					Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
		Innovation				x	Other	

			Staff Success / Systems of Support		Lead		Funding	Evidence
	X	Hawai'i		Provide regular professional development, aligned to our <u>school vision</u> and <u>professional development plan</u>, for all staff members in curriculum work, science of literacy, and <u>shared leadership</u>, and language development. The PD will be focused on 'Aina Aloha to support our advisory program.	Isabella Ochoa Bardwell	x	WSF	• CFA Data • ILT Data • Quarterly Climate and Culture Survey PD Feedback
	X	Equity	Staff Success				Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
	X	Innovation				x	Other	
CNA p.30; FRF lines 20 and 22; WASC Critical Area 2 Title 1 Addendum Crosswalk SW # 1,2,5,6	X	Hawai'i	Systems of Support	<u>Shared Leadership</u> among all stakeholders will be practiced within the various leadership teams to improve school culture and student achievement.i.e., • SCC • ILT • Student Government • Community Partnerships • Leadership Team	Ronda Barker	x	WSF	• HIDOE School Design Matrix Data • ILT Data • Quarterly Climate and Culture Surveys • PD Feedback
	X	Equity					Title I	
	X	School Design				x	Title II	
	X	Empowerment				x	IDEA	
		Innovation				x	Other	

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

Desired Outcome	Promise		Enabling Activity	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
By June 2023, our school will earn a 3 overall MTSS rating , according to the Multi-Tiered System of Support Fidelity of Implementation Rubric.	X	Hawai`i	All students will take academic and behavioral universal screeners in academic to help school identify students who may be at risk for learning. Interventions will be provided to these students.	Dayle Yokoyama	x	WSF	• Multi-Tiered System of Support Fidelity of Implementation Data • CFA Data • Intervention Data • iReady Data
	X	Equity			x	Title I	
	X	School Design			x	Title II	
	X	Empowerment			x	IDEA	
CNA p.30; FRF lines 15-18 and 20, 22; WASC Critical Area 1-5 Title 1 Addendum Crosswalk SW #1,2,3,4,5,6,7	X	Innovation			x	Other	
	X	Hawai`i	Provide regular professional development, aligned to our school vision and professional development plan, for all staff members in curriculum work, science of literacy, and shared leadership, and language development	Isabella Ochoa Bardwell	x	WSF	• CFA Data • ILT Data • Quarterly Climate and Culture Surveys • PD Feedback
	X	Equity			x	Title I	
	X	School Design			x	Title II	
CNA p.30; FRF lines 15-16; WASC Critical Area 1	X	Empowerment			x	IDEA	

(Student Success — label spanning the Enabling Activity section)

Title 1 Addendum Crosswalk SW #1-6							
			All school stakeholders shall commit to a data review of our MTSS program each quarter; this data review will help implement a Plan, Do, Check, Act Cycle of school improvement.	Dayle Yokoyama			

Desired Outcome		Promise		Planning			Funding Source(s)		How will you measure this enabling activity?
				Enabling Activity		Lead(s)			
By June 2023, our school will earn at least an "Initial Implementation" score for component on the HIDOE School Design Matrix	X	Hawai`i	Student Success	Provide a full distance learning option for in grades 6-8 who meet school level criteria for full distance learning. Systems of Support for this program will be provided via the school's MTSS.		Mathieu Williams	x	WSF	- CFA Data - ILT Data - Quarterly Climate and Culture Surveys - PD Feedback - HIDOE School Design Matrix Data
	X	Equity						Title I	
	X	School Design					x	Title II	
	X	Empowerment					x	IDEA	
CNA p.30; FRF lines 15-16; WASC Critical Area 1-5	X	Innovation					x	Other	

Title 1 Addendum Crosswalk SW #6							
	X	Hawai`i	Staff Success	Provide regular professional development, aligned to our school vision and professional development plan, for all staff members in curriculum work, science of literacy, and shared leadership, and language development	Isabella Ochoa Bardwell	x **WSF**	• CFA Data • ILT Data • Quarterly Climate and Culture Surveys • PD Feedback
	X	Equity				x **Title I**	
	X	School Design				x **Title II**	
	X	Empowerment				x **IDEA**	
CNA p.30; FRF lines 15-18 and 20 and 22; WASC Critical Area 1 Title 1 Addendum Crosswalk SW #6	X	Innovation				x **Other**	
	X	Hawai`i	Systems of Support	All school stakeholders will review data aligned to the HIDOE School Design Matrix to ensure equitable systems are in place to promote high growth among all our learners; this data review will help implement a Plan, Do, Check, Act Cycle of School Improvement.	Dayle Yokoyama	x **WSF**	Quarterly Climate and Culture Surveys CFA Data • Report Card Data
	X	Equity				**Title I**	
	X	School Design				x **Title II**	
CNA p.30; FRF lines 15-18 and 20 and 22; WASC Critical Area 2,3,4 Title 1 Addendum Crosswalk SW #1-6	X	Empowerment				x **IDEA**	
	X	Innovation				x **Other**	