# One-Year Academic Plan 2023-2024

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

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<th>Kealakehe Intermediate</th>
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</thead>
<tbody>
<tr>
<td>Address:</td>
<td>74-5062 Onipa’a St Kailua Kona 96740</td>
</tr>
<tr>
<td>Phone:</td>
<td>808-313-3000</td>
</tr>
<tr>
<td>Website:</td>
<td>kishawks.org</td>
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Approved CAS Signature: [Signature]

Date: APR 1 4 2023
### Plan Items

#### 1 Student Success Smarter Balance Assessment Math

**Description:**
SMART Goal: By the end of the 2024 school year, the percentage of students math at grade level proficiency on the Smarter Balance Assessment will increase to ____%, as measured by the assessment results. Specific: The goal targets the percentage of students reading at a grade level proficiency level as measured by the Smarter Balance Assessment. Measurable: The measurable target is a 15% increase in the percentage of students achieving math at grade level on the Smarter Balance Assessment from the previous year's results. Achievable: The goal is achievable in a year's time with appropriate interventions, teacher training, and resources. A 15% increase is reasonable when compared to typical math score growth targets. Relevant: Proficiency in math is a critical skill that is essential for academic success and life-long learning. Time-bound: The target year is set for 2024, providing a specific, measurable timeline for achieving the goal.

- **1.1 Math SBA Proficiency**
  **Description:**
  SMART Goal: By the end of the 2024 school year, the percentage of students math at grade level proficiency on the Smarter Balance Assessment will increase to ____%, as measured by the assessment results.

- **1.1.1 Action-Oriented Data Decision-Making**
  **Description:**
  Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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<td><strong>Title I</strong></td>
<td>SW 6b: AcPlan Strategies for Strengthening Academic Program</td>
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- **EA 1.1.1.1 Tier One: Curriculum Coherence**
  **Description:**
  Regularly align math curriculum to HIDOE math priority standards and Smarter Balance Assessment. Alignment will include agreed upon proficiency scales, regular summative assessments.
1.1.1.2 Professional Development

Description:
Math teachers will receive regular professional development on effective math pedagogy.

Person Responsible:
Victoria Mailo

Estimated Begin Date:
7/31/2023

Estimated Completion Date:
5/31/2024

2 Student Success: Smarter Balance Assessment Reading

Description:
SBA Reading SMART Goal: By the end of the 2024 school year, the percentage of students reading at grade level proficiency on the Smarter Balance Assessment will increase to ____% (an increase of 15% from SY 2022-2023), as measured by the assessment results. Specific: The goal targets the percentage of students reading at a grade level proficiency level as measured by the Smarter Balance Assessment. Measurable: The measurable target is a 15% increase in the percentage of students reading at grade level on the Smarter Balance Assessment from the previous year's results. Achievable: The goal is achievable in a year's time with appropriate interventions, teacher training, and resources. A 15% increase is reasonable when compared to typical reading score growth targets. Relevant: Proficiency in reading is a critical skill that is essential for academic success and life-long learning. Improving reading proficiency will improve the academic performance of students in all areas. Time-bound: The target year is set for 2024, providing a specific, measurable timeline for achieving the goal.

2.1 SBA Reading Proficiency

Description:
SBA Reading SMART Goal: By the end of the 2024 school year, the percentage of students reading at grade level proficiency on the Smarter Balance Assessment will increase to ____% (an increase of 15% from SY 2022-2023), as measured by the assessment results.
2.1.1 Action-Oriented Data Decision-Making

Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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EA 2.1.1.1 Tier One: Curriculum Coherence

Description:
Regularly align ELA curriculum to HIDOE ELA priority standards and Smarter Balance Assessment. Alignment will include agreed upon proficiency scales, regular summative assessments.

Person Responsible: Calista Liu
Estimated Begin Date: 7/31/2023
Estimated Completion Date: 5/31/2024

EA 2.1.1.2 Professional Development in Effective Literacy Pedagogy

Description:
All teachers will receive targeted professional development in effective literacy pedagogy. It is our urgent responsibility to equip all teachers with the knowledge and skills necessary to deliver high-quality instruction that supports students’ literacy development across all content areas. Through this professional development, our teachers will acquire the tools and strategies to create engaging and rigorous learning environments that foster literacy growth for all students.

Person Responsible:
3 Student Success Hawaii State Assessment Science

Description:
SMART Goal: By the end of the 2024 school year, the percentage of students reading at grade level proficiency on the Hawaii State Assessment Science will increase to _____%, as measured by the assessment results. Specific: The goal targets the percentage of students attaining science at a grade level proficiency level as measured by the Hawaii State Science Assessment. Measurable: The measurable target is a 15% increase in the percentage of students attaining science proficiency at grade level on the Hawaii State Science Assessment from the previous year's results. Achievable: The goal is achievable in a year's time with appropriate interventions, teacher training, and resources. A 15% increase is reasonable when compared to typical reading score growth targets. Relevant: Proficiency in science is a critical skill that is essential for academic success and life-long learning. Improving science proficiency will improve the academic performance of students in all areas. Time-bound: The target year is set for 2024, providing a specific, measurable timeline for achieving the goal.

3.1 HSA Science Proficiency

Description:
SMART Goal: By the end of the 2024 school year, the percentage of students reading at grade level proficiency on the Hawaii State Assessment Science will increase to _____%, as measured by the assessment results.

3.1.1 Action-Oriented Data Decision-Making

Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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EA 3.1.1.1 Tier One Curriculum Coherence

Description:
Science curriculum is aligned with the standards, integrated across multiple disciplines, uses real-world phenomena, supports student-centered instruction, and supports the progression of learning across grade levels. Weekly department meetings will ensure there is curriculum coherence in science.

| Person Responsible: | Jesse Mumma |
| Estimated Begin Date: | 7/31/2023 |
| Estimated Completion Date: | 5/31/2024 |

### EA 3.1.1.2 NGSS Science Professional Development

**Description:**

All science teachers will receive professional development on NGSS science that ensures a deep understanding of the NGSS, strategies for integrating the standards across multiple disciplines, training on assessment and technology, and opportunities for collaboration and reflection.

| Person Responsible: | Jesse Mumma |
| Estimated Begin Date: | 7/31/2023 |
| Estimated Completion Date: | 5/31/2024 |

### 4 Student Success iReady Reading Universal Screener

**Description:**

SMART Goal: By the end of the third diagnostic screener, 100% of the students in our school will demonstrate an improvement of at least one grade level in reading proficiency, as measured by the iReady Universal Screen diagnostic. Specific: The goal targets students' reading proficiency levels and their improvement by the third iReady Universal Screen diagnostic screener. Measurable: The measurable target is that 100% of students will demonstrate an improvement of at least one grade level in reading proficiency as measured by the iReady diagnostic screener results. Achievable: The goal is achievable by providing students with appropriate interventions, support, and resources in reading. Improvement of at least one grade level of reading proficiency is reasonable based on the iReady diagnostic's design and effectiveness in improving student outcomes. Relevant: Reading proficiency is a key foundation skill that is essential for academic and personal success. Improving reading proficiency aligns with our school's mission.
to prepare students for future success. Time-bound: The target timeline for the goal is the end of the third diagnostic screener. This provides a specific and measurable timeline for assessing progress and outcomes.

### 4.1 iReady Diagnostic Reading Proficiency

**Description:**
SMART Goal: By the end of the third diagnostic screener, 100% of the students in our school will demonstrate an improvement of at least one grade level in reading proficiency, as measured by the iReady Universal Screen diagnostic.

### 4.1.1 Action-Oriented Data Decision-Making

**Description:**
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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**Total** $150,000.00

### 4.1.1.1 Individualized Goal Setting

**Description:**
All teachers will have individual goal setting conferences with each student prior to each diagnostic screening to set specific, measurable, attainable, relevant, and time-bound (SMART) goals that align with the school goal.

**Person Responsible:**
Ellen Gay Tupou
4.1.1.2 Consistent Monitoring of ELA Standards

Description:
Teachers will consistently monitor student progress towards mastery of ELA standards through standards-based mastery (CFAs) to ensure that each student is on track to meet the school goal.

Person Responsible:
Calista Liu

4.1.1.3 Effective Tier 1 and 2 Interventions

Description:
Tier 1 and 2 interventions will be put in place to support struggling students in meeting the school goal. These interventions will be targeted and evidence-based, and will be implemented with fidelity. August-September 2023: Analyze and interpret the results of the universal screener data to identify struggling students in math and reading. Develop a plan for Tier 1 interventions (e.g., differentiated instruction, small group instruction, technology-based interventions) to support all students in meeting the school goal. Implement the Tier 1 interventions with fidelity. October-December 2023: Monitor student progress on a regular basis to determine whether Tier 1 interventions are effective. Identify students who are not making adequate progress and may require Tier 2 interventions. Develop a plan for Tier 2 interventions (e.g., more intensive small group instruction, individualized interventions) for these students. Implement the Tier 2 interventions with fidelity. January-April 2024: Continue to monitor student progress on a regular basis to determine whether Tier 1 and Tier 2 interventions are effective. Make adjustments to interventions as necessary based on student progress. Provide additional support to struggling students as needed (e.g., after-school tutoring, summer school programs). Prepare for end-of-year assessments to evaluate progress toward the school goal. May 2024: Administer end-of-year assessments to evaluate progress toward the school goal. Analyze and interpret the results of end-of-year assessments to determine whether the school goal was met. Celebrate successes and identify areas for improvement for the next school year.

Person Responsible:
Isabella Ochoa-Bardwell
4.1.1.4 Leveraging the Literacy Block

Description:
The literacy block will be leveraged to support all students, with students thoughtfully grouped by levels to ensure that each student receives instruction that is appropriately challenging. Groups will be spread among grade levels and, in some situations, across the school to ensure that all students have access to high-quality instruction.

Person Responsible:
Isabella Ochoa-Bardwell

Estimated Begin Date:
7/31/2023

Estimated Completion Date:
5/31/2024

4.1.1.5 Individual Student Stretch Goals

Description:
Each student will have individual stretch goals for iReady reading and math set to ensure that they are challenged and supported in meeting the school goals. These goals will be specific, measurable, attainable, relevant, and time-bound, and will be reviewed regularly to ensure progress towards the school goal.

Person Responsible:
Pamela Hurley

Estimated Begin Date:
7/31/2023

Estimated Completion Date:
5/31/2024
SMART Goal: By the end of the third diagnostic screener, 100% of the students in our school will demonstrate an improvement of at least one grade level in math proficiency, as measured by the iReady Universal Screen diagnostic. Specific: The goal targets students' math proficiency levels and their improvement by the third iReady Universal Screen diagnostic screener. Measurable: The measurable target is that 100% of students will demonstrate an improvement of at least one grade level in math proficiency as measured by the iReady diagnostic screener results. Achievable: The goal is achievable by providing students with appropriate interventions, support, and resources in math. Improvement of at least one grade level of math proficiency is reasonable based on the iReady diagnostic's design and effectiveness in improving student outcomes. Relevant: Math proficiency is a key foundation skill that is essential for academic and personal success. Improving math proficiency aligns with our school's mission to prepare students for future success. Time-bound: The target timeline for the goal is the end of the third diagnostic screener. This provides a specific and measurable timeline for assessing progress and outcomes.

5.1 iReady Math Diagnostic
Description:
SMART Goal: By the end of the third diagnostic screener, 100% of the students in our school will demonstrate an improvement of at least one grade level in math proficiency, as measured by the iReady Universal Screen diagnostic.

5.1.1 Action-Oriented Data Decision-Making
Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

6 Student Success WIDA Access for ELs Assessment
Description:
SMART Goal: By the end of the academic year '23-'24, at least 75% of our English Learners will increase their overall WIDA English language proficiency level by at least 0.5 points, as measured by the Access for ELLs WIDA assessment. Specific: The goal focuses on English Learners and their overall language proficiency level, which is measured by the Access for ELLs WIDA assessment. Measurable: The measurable target is that at least 75% of the English Learners will increase their overall WIDA English language proficiency level by at least 0.5 points. Student progress will be measured by the Access for ELLs WIDA assessment results. Achievable: The goal is achievable by providing the English Learners with appropriate instructional support, resources, and interventions. An increase of at least 0.5 points in overall WIDA English language proficiency level is reasonable based on Access for ELLs WIDA's design and effectiveness in improving student outcomes. Relevant: English language proficiency is crucial to students' success in school and in their future endeavors. Improving students' language proficiency aligns with our school's mission of providing quality education resources to our students. Time-bound: The goal targets the end of the academic year. This timeline provides a specific and measurable period for assessing progress and outcomes.

6.1 WIDA Access for ELs
Description:
SMART Goal: By the end of the academic year ’23-'24, at least 75% of our English Learners will increase their overall WIDA English language proficiency level by at least 0.5 points, as measured by the Access for ELLs WIDA assessment

6.1.1 Action-Oriented Data Decision-Making
Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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6.1.1.1 Professional Development on Language Acquisition Strategies:
Description:
All teachers will receive professional development on effective language acquisition strategies that can be used in all content areas to support English Learners in making progress towards meeting the school goals.

Person Responsible:
Suzanne Dadzie

Estimated Begin Date:
7/31/2023

Estimated Completion Date:
5/31/2024

6.1.1.2 Commitment to Using Language Acquisition Strategies
Description:
All teachers will identify and commit to using a language acquisition strategy each quarter to ensure that English Learners are receiving consistent support across all content areas.

Person Responsible:
Suzanne Dadzie

Estimated Begin Date:
**6.1.1.3 Targeted Interventions for EL Students**

**Description:**
Targeted interventions will be put in place to support English Learners in increasing proficiency in the language domains. These interventions will be evidence-based and targeted to the specific needs of each student.

**Person Responsible:**
Suzanne Dadzie

**Estimated Begin Date:**
7/31/2023

**Estimated Completion Date:**
5/31/2024

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**6.1.1.4 Family Engagement Events**

**Description:**
Three family engagement events will be organized, specifically targeted at supporting our EL families and students. These events will provide opportunities for families to learn about language acquisition strategies, receive resources to support their child's learning, and engage with the school community.

**Person Responsible:**
Randal Smith

**Estimated Begin Date:**
7/31/2023

**Estimated Completion Date:**
5/31/2024

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**6.1.1.5 Curriculum in ESOL Classes**

**Description:**
A comprehensive and aligned curriculum will be implemented in the ESOL classes to ensure that English Learners receive high-quality instruction that is focused on meeting the school goal. This curriculum will be aligned to WIDA standards and will be evidence-based.
7 Successful Systems of Support: Community School

Description:
Create a community school support system at Kealakehe Intermediate School.

7.1 Increase the number of community partnerships:

Description:
Identify and establish partnerships with local organizations, businesses, and individuals that can provide resources, expertise, and support to the school and its students.

7.1.1 Healthy Habits, Healthy Schools

Description:
Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

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7.1.1.1 Community School Action Plan

Description:
Work with Partners in Development to create and implement a Community School Action Plan that involves: 1. Conducting a needs assessment to identify areas where community partnerships could benefit the school and its students. 2. Research and reach out to local organizations, businesses, and individuals that align with the school's mission and goals. 3. Establish formal partnership agreements with community partners, outlining roles, responsibilities, and expectations. 4. Develop a system for tracking and maintaining relationships with community partners. 5. Identify community partners that can provide experiential learning opportunities for students. 6. Develop a system for tracking and assessing the impact of experiential learning opportunities on student learning and engagement. 7. Provide professional development for teachers on integrating experiential learning into their curriculum. 8. Create opportunities for students to reflect on their experiential learning experiences and connect them to their academic learning.

Person Responsible:  
Ellen Gay Tupou

Estimated Begin Date:  
7/31/2023

Estimated Completion Date:  
5/31/2024

7.1.1.2 Family Engagement Plan.

Description:
Conduct a survey to assess current levels of family engagement and identify areas for improvement. Develop a family engagement committee with representation from families, staff, and community partners. Host family events quarterly and workshops regularly that provide opportunities for families to connect with each other and with school staff. Use multiple communication channels (e.g., social media, newsletters, text messaging) to keep families informed and engaged.

Person Responsible:  
Randal Smith

Estimated Begin Date:  
7/31/2023

Estimated Completion Date:  
5/31/2024

7.1.1.3 Out of School Time Programming

Description:
Identify community partners that can provide out-of-school time programming. Develop a system for assessing student need and interest in out-of-school time programming. Provide transportation for students who need it to participate in out-of-school time programming. Use data to track student participation in out-of-school time programming and adjust strategies as needed.
Person Responsible:
  Ellen Gay Tupou
Estimated Begin Date:
  7/31/2023
Estimated Completion Date:
  5/31/2024