



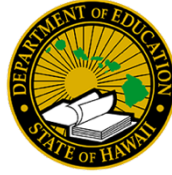
# Academic Plan School Year 2023-2024 Kapaa Middle School

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Submitted by <b>Paul Zina</b>	Date
	4/13/2023

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	4/14/23



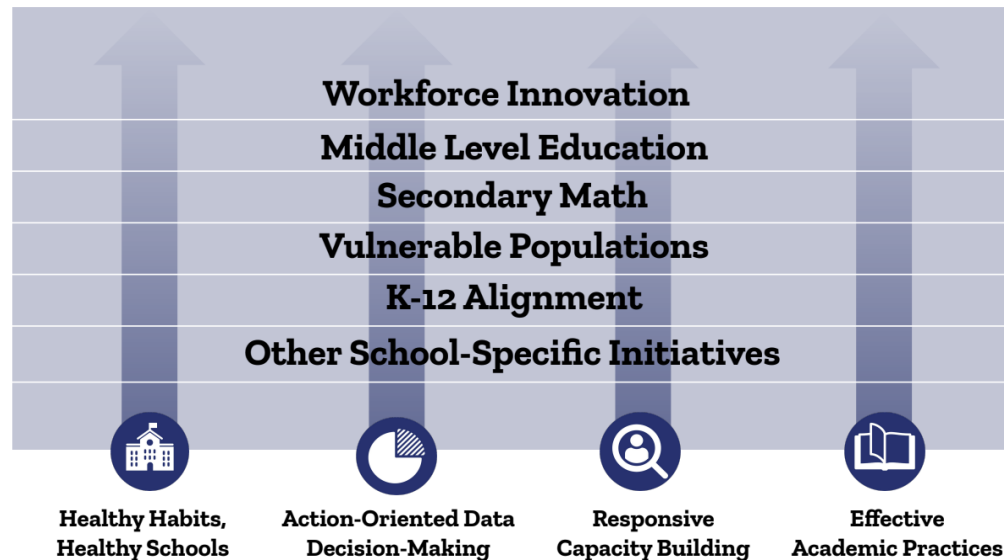
# Kapa'a Middle School

## Academic Plan School Year 2023-24

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused Academic Plan. An effective Academic Plan is developed based on the results of a comprehensive needs assessment (CNA) and clearly incorporates the following:

- 1) Analysis of data to identify learning needs and achievement gaps, including vulnerable populations needing the most support, as well as root causes for those needs and gaps;
- 2) specifies enabling activities with clear staff and student action steps designed to address the root causes and strengthen growth for all students while simultaneously closing the achievement gaps;
- 3) determines measurable goals in relation to Strive HI accountability indicators; and
- 4) incorporates interim measures to monitor progress.

Additionally, an effective Academic Plan embeds the HIDOE's 4-Statewide Strategies and High-Leverage Initiatives.



**RATIONALE**

**Prioritized Needs**

**Literacy** - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

SBA ELA-Literacy								
Proficiency 80%			Gap <10 pts.			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
40%	39%	39%	29 pts.	24 pts.	18 pts.	44	41	39

**Numeracy** - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

SBA Math								
Proficiency 80%			Gap <10 pts.			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
27%	17%	17%	19 pts.	13 pts.	17 pts.	41	44	40

SW1

**Science** - 80% of all students need to attain proficiency as measured by the NGSS HSA.

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
28%	18%	19%

**School Climate** - 80% of all students need to have a strengthened sense of a positive school climate in which to learn.

School Climate		
Favorability 80%		
19-20	20-21	21-22
50%	60%	49%

[Rationale Worksheet for AcPlan 2023-24](#)

[Academic Plan Summary 2023-24](#)

Initiative 1: STUDENT ACADEMIC ACHIEVEMENT			
Initiative 1 - Enabling Activity 1	Measurable Outcomes	Source of Funds	
<p><b>EA 1. Literacy</b></p> <p>Student literacy will increase through the implementation of Achieve3000 in all classrooms, instruction of cross-content vocabulary, and the incorporation of reading and writing activities in their instruction of content. Additionally, all ELA teachers will implement curriculum, instruction, and assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.</p> <p>Action Steps:</p> <p>➤ <b>Schoolwide Literacy</b></p> <p>a. School administration/leadership will continue to provide PD for teachers on the use of Achieve3000 and will monitor the usage and impact of the program.</p> <p>b. Teachers of all content areas will implement Achieve3000 with fidelity including the use of identified strategies that support student success.</p> <p>c. Teachers of all content areas will provide instruction on the cross-content vocabulary words included on the <a href="#">SBA-Sample Academic Vocabulary</a> list, as well as those identified within the <a href="#">SBA-ELA and Literacy Vocabulary</a> list.</p> <p>d. Teachers of all content areas will incorporate reading and writing activities into their instruction of content and will teach/reinforce students' use of basic writing conventions and skills.</p> <p>e. Teachers will review schoolwide and individual student literacy data during teacher collaboration time to monitor progress, and to plan for student feedback, and instructional response.</p> <p>f. All students will complete at least two Achieve3000 articles/activities a week at 75% or higher on the first try.</p> <p>➤ <b>English Language Arts Department</b></p> <p>g. School administration will continue to provide time for ELA teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses.</p> <p>h. All ELA teachers will implement a vertically aligned curriculum to teach the CCSS and GLOs, and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment, and/or will state if components of the curriculum are teacher-created.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24.</li> <li>The ELA-Literacy high needs achievement gap will be at 10 points or less in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b> <b>42101</b> <b>B - 3010</b> Student earbuds 600 x 2 per year x \$1 <b>\$1,200</b></p> <p><b>B - 7104/07</b> Renaissance Place PD, STAR Assessment, Freckle Math <b>\$1,800</b></p> <p><input checked="" type="checkbox"/> <b>ESSER III</b> <b>39696</b> <b>B - 3502</b> Amplify ELA curriculum and other learning supplies curriculum and consumables (SY23-34 purchased in FY22-23) <b>\$28,000</b></p> <p>Social Studies electronic textbooks and curriculum (SY23-34 purchased in FY22-23) <b>\$13,380</b></p> <p>Achieve 3000 <b>\$16,700</b></p> <p>Renaissance Place, STAR, Freckle Subscription <b>\$18,000</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>

<p>i. All ELA teachers will identify real-world connections for using ELA concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students.</p> <p>j. All ELA teachers will provide instruction on the ELA content-specific vocabulary words included within the <a href="#">SBA-ELA and Literacy Vocabulary</a> list.</p> <p>k. The ELA department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</p> <p>l. The ELA department will identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing <a href="#">CCSS Writing Exemplars</a> and <a href="#">SBA-Rubrics/Scoring Guides</a> as guides for expectations/rigor, and will share the common rubrics with other departments.</p> <p>m. All ELA teachers will receive guidance/support to select and utilize items from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>n. All ELA teachers will utilize at least two ELA IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</p> <p>o. All ELA teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed within the classroom.</p> <p>p. All students will complete a variety of learning activities/tasks and assessments to strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>SW6 (i, ii, iii) WASC #2, #3, #4</p>			
Initiative 1 - Enabling Activity 2	Measurable Outcomes	Source of Funds	
<p><b>EA 2. Numeracy</b></p> <p>Student numeracy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> </ul>	<input type="checkbox"/> <b>WSF</b>	<input type="checkbox"/> <b>Title I</b>

<p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration will continue to provide time for Math teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses.</li> <li>All Math teachers will implement a vertically aligned curriculum to teach the CCSS and GLOs, and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment, and/or will state if components of the curriculum are teacher-created.</li> <li>All Math teachers will identify real-world connections for using mathematical concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students.</li> <li>All Math teachers will provide instruction on the content-specific vocabulary words included on the <a href="#">SBA-Math Vocabulary</a> list.</li> <li>The Math department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</li> <li>The Math department will identify/create common scoring methods for teacher and student use utilizing the <a href="#">SBA-Mathematics General Scoring Rubric</a> as a guide.</li> <li>All Math teachers will receive guidance/support to select and utilize items from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</li> <li>All Math teachers will utilize at least two Math IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> <li>All Math teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed within the classroom.</li> <li>All students will complete a variety of learning activities/tasks and assessments to strengthen their numeracy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).</li> </ol> <p>SW6 (i, ii, iii) WASC #2, #3, #4</p>	<ul style="list-style-type: none"> <li>At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>The Math high needs achievement gap will be at 10 points or less in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ESSER III</b>  <b>39696</b>  <b>B - 3502</b>          Math curriculum and other learning supplies (SY23-34 purchased in FY22-23)  <b>\$20,000</b></p>	
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Initiative 1 - Enabling Activity 3	Measurable Outcomes	Source of Funds	
<p><b>EA 3. Science</b></p> <p>Students' understanding of Science concepts will increase through the implementation of curriculum, instruction, and assessment that is congruent with the NGSS, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration will provide PD/coaching on the Science Standards (NGSS) and time for Science teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses.</li> <li>All Science teachers will implement a vertically aligned curriculum to teach the NGSS and GLOs that meets the <a href="#">NGSS Evidence Statements for MS</a>, and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment, and/or will state if components of the curriculum are teacher-created.</li> <li>All Science teachers will identify real-world connections for using scientific concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students.</li> <li>The Science department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</li> <li>All Science teachers will receive guidance/support to select and utilize items from the NGSS Interim Assessments <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</li> <li>All Science teachers will utilize at least two NGSS Interim Assessments <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the HSA online tools, and will conduct assessment feedback sessions with students.</li> <li>All Science teachers will examine student work and assessment data in relation to clear criteria and learning expectations/outcomes (e.g., utilizing rubrics/scoring guides), and will provide students with timely feedback and ongoing interventions/support as needed within the classroom.</li> </ol>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will meet proficiency as measured by NGSS-aligned formative assessments.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> <b>ESSER III</b> <b>39696</b> <b>B - 3502</b> Amplify Science curriculum and consumables (SY23-24 purchased in FY22-23) <b>\$10,000</b></p>	<p><input type="checkbox"/> Title I</p>



<p>h. All students will complete a variety of learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., NGSS HSA). SW6 (i, ii, iii) WASC #2, #3, #4</p>			
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**Initiative 2: SCHOOL IMPROVEMENT SYSTEMS - Including support of MIDDLE-LEVEL EDUCATION and WORKFORCE INNOVATION**

Initiative 2 - Enabling Activity 4	Measurable Goals	Source of Funds	
<p><b>EA 4. High-Yield Instructional Strategies</b> Students' understanding of standards-based concepts, application of grade level skills, and ability to consistently demonstrate the General Learner Outcomes will increase through the implementation of high-yield instructional strategies. Action Steps: a. School administration/leadership will coordinate PD sessions/activities that strengthen understanding and use of high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice) and best practices to strengthen teaching and learning of the standards and GLOs in all classrooms. b. All teachers will implement high-yield instructional strategies and best practices to teach the standards and GLOs and will provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work). c. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies (e.g., learning walks/peer visits during PLC). d. All students will participate in a variety of learning activities that incorporate the use of identified high-yield instructional strategies to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs. e. The administration/leadership will conduct data sweeps to gather data on using identified high-yield instructional strategies. f. The Academic Reflection Team (ART)/leadership will examine evidence and data to progress monitor the impact of the PD sessions/activities on teacher practice and student learning. SW3, SW6 (i, ii, iii) WASC #4</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b> <b>42106</b> <b>A1 - 2769</b> 20 New Teacher Stipend PD days/Subs for Meeting Days (20 x \$184.66) <b>\$3,693</b></p> <p><b>42106</b> <b>A1 - 2769</b> 37 x 3 = 111 days for Stipend PD days/Subs for teacher coaching/collaboration days x \$184.66 <b>\$20,497</b></p>	<p><input checked="" type="checkbox"/> <b>Title I</b> <b>18902</b> <b>B - 7104/04</b> Limiting curriculum, instruction, and assessment variability &amp; Coaching/Mentoring <b>\$151,000</b></p>



Initiative 2 - Enabling Activity 5	Measurable Goals	Source of Funds	
<p><b>EA 5. Interdisciplinary Instruction</b></p> <p>A variety of standards-based interdisciplinary learning units will be implemented to make the learning of content engaging, meaningful, and relevant for middle school students and strengthen their transfer of concepts/skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration will provide PD/guidance to teachers on interdisciplinary units of instruction that make the learning of content engaging, meaningful, and relevant for students while strengthening their transference of concepts/skills.</li> <li>The administration will provide time for teams of teachers to collaboratively plan standards-based interdisciplinary units of instruction designed to make the learning of content engaging, meaningful, and relevant for middle school students.</li> <li>Teams of teachers will identify/create and implement the interdisciplinary units of instruction to teach and reinforce standards-based concepts and skills.</li> <li>All students will engage in a variety of standards-based interdisciplinary learning activities/tasks.</li> <li>The ART will examine evidence and data to monitor the effect on teacher practice and student learning.</li> </ol> <p>SW3, SW6 (i, ii, iii) WASC #6</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42106</b>  <b>B - 7104/07</b>                      PBLWorks PD                      on-site/online  <b>\$25,000</b></p> <p><b>B - 4804</b>                      High Tech High School                      PBL visit - materials,                      registration, travel)  <b>\$25,000</b></p> <p><b>42101</b>  <b>B - 7104/07</b>                      Malama                      Huleia/Alakoko                      School-wide                      partnership  <b>\$22,500</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds	
<p><b>EA 6. Multi-Tiered System of Support</b></p> <p>A Multi-Tiered System of Support (MTSS) will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <p>➤ <b>Academic Response to Interventions (Rtl)</b></p> <ol style="list-style-type: none"> <li>School administration/leadership will coordinate the schoolwide ELA and Math intervention programs (e.g., Achieve3000, IXL, Freckle) and processes and provide PD/guidance on the schoolwide programs and expectations to diagnose and address students' academic needs, as well as incentives to reinforce effort and recognize/reward student academic growth.</li> </ol>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener.</li> <li>At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school-level components.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42104</b>  <b>A1 - 2741</b>                      PCNC (PPE NID)                      19 hr/wk x 40 weeks =                      760 hrs x \$23.52  <b>\$17,875</b></p> <p><b>B - 7104/11</b>                      HeyTutor  <b>\$49,000</b></p> <p><b>42101</b>  <b>B - 4801</b></p>	<p><input checked="" type="checkbox"/> <b>Title I</b>  <b>18935</b>  <b>B - 3401</b>                      Refreshments for                      Academic and SEL                      Family Engagement.  <b>\$1,221</b></p> <p><b>B - 3006</b>                      Supplies for Academic                      and SEL Family                      Engagement  <b>\$500</b></p>

<p>b. The administration/leadership will provide PD/guidance and expectations on the schoolwide use of inclusive practices.</p> <p>c. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events.</p> <p>d. Teachers will implement the academic intervention programs/systems with fidelity, will incorporate the use of inclusive practices in all classrooms, and will reinforce effort and recognize/reward student progress.</p> <p>e. All students will reflect on their learning, set goals, and self-monitor their progress (e.g. ELA/Math diagnostic data, GLOs).</p> <p>➤ <b>Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</b></p> <p>f. School administration will provide PD/guidance to strengthen behavioral Rtl, social-emotional learning (SEL), proactive classroom management routines, Advisory, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors.</p> <p>g. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing proactive classroom management routines (e.g., learning walks/peer visits during PLC).</p> <p>h. School counselors will clearly define a school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling, and guidance lessons in all classrooms.</p> <p>i. The administration, teachers, and staff will implement the Rtl, SEL, Advisory, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>j. All students will thrive in a positive learning environment that is inclusive and strengthens their sense of belonging.</p> <p>➤ <b>Parent/Guardian Involvement and Engagement</b></p> <p>k. School administration, counselors, and teachers provide parents/guardians with a variety of opportunities, activities, and events throughout the school year that enable them to support their child's learning and overall well-being at school.</p> <p>SW5, SW6 (i, ii, iii) WASC #1, #7</p>	<p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>• At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24.</li> <li>• At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.</li> <li>• At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24.</li> <li>• At least 80% of students will report a positive School Climate in 2023-24.</li> </ul>	<p>Transportation (\$208/bus x 3 buses middle school transition)  <b>\$624</b></p> <p><b>42104</b>  <b>B - 3502</b>  PBIS Rewards System  <b>\$2,000</b></p> <p><b>B - 3006</b>  PBIS Supplies &amp; Incentives  <b>\$5,000</b></p>	
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Initiative 2 - Enabling Activity 7	Measurable Goals	Source of Funds	
<p><b>EA 7. College/Career Awareness, Exploration, and Preparation</b></p> <p>Students' awareness of college/career options and their ability to demonstrate middle-level preparatory skills will strengthen their learning of content while preparing them for post-secondary options.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, excursions, student research, making a connection to how adults use a particular skill in a job field, and a variety of elective classes).</li> <li>School administration and teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year (e.g. GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science).</li> <li>The administration will designate time for teachers to review the Computer Science (CSTA) standards and will coordinate training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students.</li> <li>All students will take interest/ability inventories and reflect on their results.</li> <li>Administration and teachers/staff will coordinate activities that support student transitions, including the transition to high school.</li> <li>All students will participate in a variety of learning activities that increase their awareness of colleges/careers, strengthen their learning of content, transition them to high school, and prepare them to have options.</li> </ol> <p>SW6 (i, ii, iii) WASC #5</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school level components.</li> </ul> <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will report a positive School Climate in 2023-24.</li> </ul>	<p><input checked="" type="checkbox"/> <b>WSF</b> <b>42101</b> <b>B - 4801</b> Transportation \$208/bus x 4 buses/grade x 3 grades x 2 field trips/year <b>\$4,992</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>

ADDITIONAL ACTION STEPS IF FUNDING IS AVAILABLE		
Existing Initiative and Overarching Enabling Activity	Additional Action Steps (If Additional Funding is Available)	Potential Source and Use of Funds (If Additional Funding is Available)

**Kapa'a Middle School  
Rationale Worksheet for Academic Plan 2023-24**

[Academic Plan Summary 2023-24](#)

[WASC Areas of Growth for Follow-up](#)

Enabling Activities	Root Causes	<i>What will we do in 2023-24 that is new, different, or enhanced from the previous school year?</i>	<i>How will these modifications address the root causes to yield better results?</i>
<p><b>Literacy</b></p>	<p><b>1A.</b> There are varying levels of implementation of ELA standards-based curriculum, instruction, assessment, and grading practices.</p> <p><b>1B.</b> The levels of instruction and use of reading strategies vary from classroom to classroom in the implementation of Achieve3000.</p> <p><b>1C.</b> There has been insufficient implementation of ELA/Literacy data teams due to a lack of dedicated time to engage in the process.</p> <p><b>1D.</b> There is a lack of common grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of ELA concepts and skills.</p>	<ul style="list-style-type: none"> <li>● We will set Achieve3000 benchmarks for implementation and achievement aligned with program expectations, including students' use of identified reading strategies that increase their success in Achieve3000.</li> <li>● We will establish expectations for Reading and Writing across content areas to teach conventions and skills, including the use of common rubrics.</li> <li>● We will provide cross-content vocabulary PD based on SBA vocabulary.</li> <li>● We will establish a bell schedule that provides time for ELA department planning and supports the 18 characteristics of a successful middle school (AMLE model).</li> <li>● We will utilize common PLC expectations and complete two ELA Data Team cycles per year.</li> <li>● We will select at least three common high-yield instructional strategies for ELA department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</li> <li>● We will provide guidance/support</li> </ul>	<ul style="list-style-type: none"> <li>● <i>By setting benchmarks for Achieve3000 for implementation and achievement that are aligned with program expectations, including students' use of identified reading strategies, we will ensure that teachers of all content areas understand how to support students in their successful completion of Achieve3000 articles/activities, which will calibrate and increase the use of these strategies from classroom to classroom. (WASC #4)</i></li> <li>● <i>By establishing expectations for Reading and Writing across content areas to teach conventions and skills, including the use of common rubrics, we will utilize the <a href="#">CCSS Writing Exemplars</a> and <a href="#">SBA-Rubrics/Scoring Guides</a> as a reference in regards to rigor, which will calibrate the implementation of ELA standards-based curriculum, instruction, assessment, and grading practices. (WASC #2, #3, #4)</i></li> <li>● <i>By providing cross-content vocabulary PD based on SBA vocabulary, we will identify which vocabulary words will be introduced and reinforced in each grade level, which will calibrate the implementation of ELA standards-based curriculum, instruction, and assessment. (WASC #4)</i></li> <li>● <i>By establishing a bell schedule that provides time for ELA department planning to support the 18 characteristics of a successful middle school (AMLE model), we will establish dedicated time for teacher collaboration that focuses on meeting the academic needs of middle level learners, which will calibrate the implementation of ELA standards-based curriculum, instruction, assessment, and grading practices.</i></li> <li>● <i>By utilizing common PLC expectations and completing two ELA Data Team cycles per year, we will ensure that teachers analyze assessment data, conduct feedback sessions, and provide instruction to address learning gaps, and implement standards-based grading practices, which will result in the sufficient implementation and engagement in ELA/literacy data teams, as well as more consistent implementation of</i></li> </ul>

		<p>to all ELA teachers to select and utilize items from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content.</p> <ul style="list-style-type: none"> <li>We will provide guidance/support to all ELA teachers to select and utilize at least two ELA IABs <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> </ul>	<p><i>standards-based curriculum, instruction, assessment, and grading practices.</i> (WASC #2, #3, #4)</p> <ul style="list-style-type: none"> <li><i>By selecting at least three common high-yield instructional strategies for department-wide implementation and using those strategies multiple times throughout the school year and indicating those strategies within their pacing guides, we will be better able to monitor and support the use of those strategies through walkthroughs and PLC, which will will calibrate the implementation of ELA standards-based instruction.</i> (WASC #4)</li> <li><i>By providing guidance/support to all ELA teachers to select and utilize items from the ELA SBA Interim Assessment Blocks informally for instruction multiple times throughout quarters 1-3, we will examine and implement IAB items to develop an understanding of the types of questions and rigor of the standards as measured by the SBA, which will calibrate the implementation of ELA standards-based instruction and assessment.</i> (WASC #4)</li> <li><i>By providing guidance/support to all ELA teachers to select and utilize at least two ELA IABs formally within the testing system as formative assessments and conducting feedback sessions with students, we will implement IAB assessments that meet the rigor of the standards as measured by the SBA while familiarizing teachers and students with the testing format and online tools, and will conduct feedback sessions which will calibrate the implementation of ELA standards-based instruction and assessment.</i> (WASC #2, #4)</li> </ul>
<p><b>Numeracy</b></p>	<p><b>2A.</b> There are varying levels of implementation of Math standards-based curriculum, instruction, assessment, and grading practices.</p> <p><b>2B.</b> There has been insufficient implementation of Math data teams due to a lack of dedicated time to engage in the process.</p> <p><b>2C.</b> There is a lack of common grading practices identified for schoolwide implementation, leading to inconsistencies in our</p>	<ul style="list-style-type: none"> <li>We will establish a bell schedule that provides time for Math department planning and supports the 18 characteristics of a successful middle school (AMLE model).</li> <li>We will utilize common PLC expectations and complete two Math Data Team cycles per year.</li> <li>We will select at least three common high-yield instructional strategies for Math department-wide implementation which will be used multiple times</li> </ul>	<ul style="list-style-type: none"> <li><i>By establishing a bell schedule that provides time for Math department planning to support the 18 characteristics of a successful middle school (AMLE model), we will establish dedicated time for teacher collaboration that focuses on meeting the academic needs of middle level learners, which will calibrate the implementation of Math standards-based curriculum, instruction, assessment, and grading practices.</i></li> <li><i>By utilizing common PLC expectations and completing two Math Data Team cycles per year, we will ensure that teachers analyze assessment data, conduct feedback sessions, and provide instruction to address learning gaps, and implement standards-based grading practices, which will result in the sufficient implementation and engagement in Math data teams, as well as more consistent implementation of standards-based</i></li> </ul>



	<p>grading practices of Math concepts and skills.</p>	<p>throughout the school year and indicated within their pacing guides.</p> <ul style="list-style-type: none"> <li>We will provide guidance/support to all Math teachers to select and utilize items from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content.</li> <li>We will provide guidance/support to all Math teachers to select and utilize at least two Math IABs <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> <li>We will conduct vertical articulation sessions with our feeder schools to strengthen math alignment.</li> </ul>	<p><i>curriculum, instruction, assessment, and grading practices. (WASC #2, #3, #4)</i></p> <ul style="list-style-type: none"> <li><i>By selecting at least three common high-yield instructional strategies for department-wide implementation and using those strategies multiple times throughout the school year and indicating those strategies within their pacing guides, we will be better able to monitor and support the use of those strategies through walkthroughs and PLC, which will will calibrate the implementation of Math standards-based instruction. (WASC #4)</i></li> <li><i>By providing guidance/support to all Math teachers to select and utilize items from the Math SBA Interim Assessment Blocks <u>informally for instruction</u> multiple times throughout quarters 1-3, we will examine and implement IAB items to develop an understanding of the types of questions and rigor of the standards as measured by the SBA, which will calibrate the implementation of Math standards-based instruction and assessment. (WASC #4)</i></li> <li><i>By providing guidance/support to all Math teachers to select and utilize at least two Math IABs <u>formally within the testing system</u> as formative assessments and conducting feedback sessions with students, we will implement IAB assessments that meet the rigor of the standards as measured by the SBA while familiarizing teachers and students with the testing format and online tools, and will conduct feedback sessions, which will calibrate the implementation of Math standards-based instruction and assessment. (WASC #2, #4)</i></li> <li><i>By conducting vertical articulation sessions with our feeder schools to strengthen math alignment, we will collaborate on the teaching and assessing of priority standards and mathematical practices, which will calibrate the implementation of Math standards-based curriculum, instruction, assessment, and grading practices.</i></li> </ul>
<p><b>Science</b></p>	<p><b>3A.</b> There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.</p> <p><b>3B.</b> There has been insufficient implementation of Science data teams due to a lack of</p>	<ul style="list-style-type: none"> <li>We will establish a bell schedule that provides time for Science department planning and supports the 18 characteristics of a successful middle school (AMLE model).</li> <li>We will utilize common PLC expectations and complete two</li> </ul>	<ul style="list-style-type: none"> <li><i>By establishing a bell schedule that provides time for Science department planning to support the 18 characteristics of a successful middle school (AMLE model), we will establish dedicated time for teacher collaboration that focuses on meeting the academic needs of middle level learners, which will calibrate the implementation of Science standards-based curriculum, instruction, assessment, and grading practices.</i></li> <li><i>By utilizing common PLC expectations and completing two</i></li> </ul>



	<p>dedicated time to engage in the process.</p> <p><b>3C.</b> There is a lack of common grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of Science concepts.</p>	<p>Science Data Team cycles per year.</p> <ul style="list-style-type: none"> <li>• We will select at least three common high-yield instructional strategies for Science department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</li> <li>• We will provide guidance/support to all Science teachers to select and utilize items from the NGSS Interim Assessments <i>informally for instruction</i> multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content.</li> <li>• We will provide guidance/support to all Science teachers to select and utilize at least two NGSS Interim Assessments <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> </ul>	<p><i>Science Data Team cycles per year, we will ensure that teachers analyze assessment data, conduct feedback sessions, and provide instruction to address learning gaps, and implement standards-based grading practices, which will result in the sufficient implementation and engagement in Science data teams, as well as more consistent implementation of standards-based curriculum, instruction, assessment, and grading practices. (WASC #2, #3, #4)</i></p> <ul style="list-style-type: none"> <li>• <i>By selecting at least three common high-yield instructional strategies for department-wide implementation and using those strategies multiple times throughout the school year and indicating those strategies within their pacing guides, we will be better able to monitor and support the use of those strategies through walkthroughs and PLC, which will will calibrate the implementation of Science standards-based instruction. (WASC #4)</i></li> <li>• <i>By providing guidance/support to all Science teachers to select and utilize items from the NGSS Interim Assessments informally for instruction multiple times throughout quarters 1-3, we will examine and implement IAB items to develop an understanding of the types of questions and rigor of the standards as measured by the HSA, which will calibrate the implementation of Science standards-based instruction and assessment. (WASC #4)</i></li> <li>• <i>By providing guidance/support to all Science teachers to select and utilize at least two NGSS Interim Assessments formally within the testing system as formative assessments and conducting feedback sessions with students, we will implement IAB assessments that meet the rigor of the standards as measured by the HSA while familiarizing teachers and students with the testing format and online tools, and will conduct feedback sessions, which will calibrate the implementation of Science standards-based instruction and assessment. (WASC #2, #4)</i></li> </ul>
<p><b>High-Yield Instructional Strategies</b></p>	<p><b>4A.</b> There are varying levels of understanding and implementation of high-yield instructional strategies.</p> <p><b>4B.</b> There is a need to sustain and strengthen the successful practice of integrating the GLOs</p>	<ul style="list-style-type: none"> <li>• We will identify high-yield instructional strategies to be implemented schoolwide and provide PD.</li> <li>• Administration/leadership will coordinate data collection on the use of the high-yield instructional</li> </ul>	<ul style="list-style-type: none"> <li>• <i>By identifying high-yield instructional strategies to be implemented schoolwide and providing PD, we will ensure that all teachers have a common understanding of the strategies and the ability to implement them, which will calibrate and increase the levels of understanding and implementation of high-yield instructional strategies. (WASC #4)</i></li> <li>• <i>By collecting data on the use of the high-yield instructional</i></li> </ul>

	<p>into content instruction and assessment.</p> <p><b>4C.</b> There is a need to sustain the successful practice of providing teachers/staff with professional development/training to increase their understanding and implementation of best practices.</p>	<p>strategies identified for schoolwide implementation.</p> <ul style="list-style-type: none"> <li>• We will provide PD/guidance on how to integrate GLO instruction and assessment in all content areas and advisory, including the use of <a href="#">KMS GLO Indicators and Sample Integration Statements</a>.</li> <li>• We will establish a system to report student GLO progress in all content areas.</li> <li>• We will schedule and provide at least one learning walk/peer classroom observation per teacher.</li> <li>• Additional PD/training for teachers/staff on best practices will be provided as needed and identified throughout the school year.</li> </ul>	<p><i>strategies identified for schoolwide implementation, we will identify and share the findings/results in relation to strengths and opportunities for growth, and will provide refresher training, resources, and/or feedback as needed, which will increase the levels of understanding and implementation of high-yield instructional strategies. (WASC #4)</i></p> <ul style="list-style-type: none"> <li>• <i>By providing PD/guidance on how to integrate GLO instruction and assessment in all content areas and advisory, including the use of <a href="#">KMS GLO Indicators and Sample Integration Statements</a>, we will increase teachers' understanding of how the content standards and GLOs are taught and assessed simultaneously, which will strengthen our practice of integrating the GLOs into content instruction and assessment.</i></li> <li>• <i>By establishing a system to report student GLO progress in all content areas, we will increase the frequency of GLO assessment, which will strengthen our practice of integrating the GLOs into content instruction and assessment.</i></li> <li>• <i>By scheduling and providing at least one learning walk/peer classroom observation per teacher, we will enable teachers to learn from one another through modeling, observation, and reflection, which will increase the levels of understanding and implementation of high-yield instructional strategies.</i></li> <li>• <i>By providing additional PD/training opportunities for teachers/staff on best practices as needed and identified during the school year, we will maintain flexibility to target and address needs as they arise, which will support teachers/staff in their understanding and implementation of best practices. (WASC #4)</i></li> </ul>
<p><b>Interdisciplinary Instruction</b></p>	<p><b>5A.</b> There are varying degrees of understanding and implementation of interdisciplinary instruction and teaming that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</p> <p><b>5B.</b> There are varying degrees of understanding and implementation of project-based</p>	<ul style="list-style-type: none"> <li>• We will provide PD to all content area teachers through PBL Works to utilize project-based learning as a form of interdisciplinary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>By providing PD to all content area teachers through PBL Works to utilize project-based learning as a form of interdisciplinary instruction, we will ensure that teams of teachers collaborate to create and teach standards-based interdisciplinary PBL units, which will calibrate and increase understanding and implementation of interdisciplinary instruction and teaming that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills. (WASC #6)</i></li> </ul>

	<p>learning as a form of interdisciplinary instruction.</p>		
<p><b>MTSS:</b></p> <ul style="list-style-type: none"> <li>➤ Academic Response to Interventions (Rtl)</li> <li>➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</li> <li>➤ Parent Involvement and Engagement</li> </ul>	<p><b>6A.</b> There has been insufficient PD/guidance on the effective use of our schoolwide academic RTI programs and processes.</p> <p><b>6B.</b> There are inconsistencies in the implementation of some aspects within our schoolwide SEL program, as well as in the implementation of our PBIS program.</p> <p><b>6C.</b> There is a need to sustain and strengthen the successful practice of implementing activities/events for parent/family involvement to support their child's learning and overall well-being.</p>	<ul style="list-style-type: none"> <li>• We will establish a full MTSS Cohort Team to participate in HIDEOE MTSS PD activities and assist with the leading of our MTSS programs/initiatives including Rtl.</li> <li>• We will provide PD from the KCA inclusive practices team for teachers to use schoolwide.</li> <li>• We will establish common grade level PBIS reward stores.</li> <li>• We will establish an SEL committee to explore other schools' SEL best practices, including the possibility of strengthening our current community circles with P4C.</li> <li>• We will reestablish family learning engagement nights conducted by each department, as well as schoolwide quarterly activities/events that support and strengthen parent education and support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>By establishing a full MTSS Cohort Team to participate in HIDEOE MTSS PD activities and assist with the leading of our MTSS programs/initiatives including Rtl, we will strengthen understanding of our MTSS and Rtl processes and strategies, which will result in more sufficient PD/guidance on the effective use of our schoolwide academic Rtl programs and processes. (WASC #1)</i></li> <li>• <i>By providing PD from the KCA inclusive practices team for teachers to use schoolwide, we will strengthen understanding of inclusive practices that support students' academic and social-emotional learning, which will increase the use of inclusive practices in all classrooms.</i></li> <li>• <i>By establishing common grade level PBIS reward stores, we will involve all teachers/staff in the promotion and reinforcement of student positive behaviors, which will increase the consistency of implementation of our PBIS program. (WASC #7)</i></li> <li>• <i>By establishing an SEL committee to explore other schools' SEL best practices, including the possibility of strengthening our current community circles with P4C, we will identify ways to improve how we teach the SEL competencies, will provide PD/training in semester 1, and monitor implementation in semester 2, which will result in more consistent implementation of some aspects of our SEL programs and processes. (WASC #7)</i></li> <li>• <i>By reestablishing family learning engagement nights conducted by each department, as well as schoolwide quarterly activities/events that support and strengthen parent education and support student learning, we will make in-person connections and expand the number and frequency of opportunities for parent engagement, which will strengthen our practice of implementing activities/events for parent/family involvement to support their child's learning and overall well-being.</i></li> </ul>
<p><b>College/Career Awareness, Exploration, and Preparation</b></p>	<p><b>7A.</b> There is a need to sustain and increase activities and events that promote college/career awareness,</p>	<ul style="list-style-type: none"> <li>• School administration and teachers/staff will coordinate and implement activities that promote college/career awareness,</li> </ul>	<ul style="list-style-type: none"> <li>• <i>By coordinating and implementing activities that promote college/career awareness, exploration, and preparation, we will engage students in a variety of learning activities that develop lifelong skills and GLOs, and will provide them with multiple opportunities and experiences that strengthen their awareness</i></li> </ul>

	<p>exploration, and preparation throughout the school year.</p> <p><b>7B.</b> There is a need to sustain and strengthen the successful practice of using technology for teaching and learning.</p> <p><b>7C.</b> There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<p>exploration, and preparation.</p> <ul style="list-style-type: none"> <li>• We will establish a Career Explorations class according to the HIDEO ACCN# for the course.</li> <li>• We will partner with the ClimbHi program to engage community organizations in classroom learning.</li> <li>• We will designate time for teachers to review the Computer Science (CSTA) standards and will coordinate training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students.</li> <li>• We will have all students take interest/ability inventories and reflect on their results.</li> <li>• Administration and teachers/staff will coordinate and implement activities that support student transitions into, within, and out of Kapa'a Middle School.</li> </ul>	<p><i>of post-secondary options, which will increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>By establishing a Career Explorations class, we will strengthen students' awareness of their interests/abilities and related electives, high school academies, and college/career options, which will promote college/career awareness, exploration, and preparation throughout the school year.</i></li> <li>• <i>By partnering with the ClimbHi program to engage community organizations in classroom learning, we will partner with the community to provide students with multiple opportunities and experiences that strengthen their awareness of post-secondary options, which will promote college/career awareness, exploration, and preparation throughout the school year.</i></li> <li>• <i>By reviewing the Computer Science (CSTA) standards and conducting training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students, we will ensure that students have opportunities to develop relevant lifelong technology skills, which will strengthen our practice of using technology for teaching and learning. (WASC #5)</i></li> <li>• <i>By having all students take interest/ability inventories and reflect on their results, we will strengthen students' awareness of their interests/abilities and related electives, high school academies, and college/career options, which will promote college/career awareness, exploration, and preparation.</i></li> <li>• <i>By implementing transition activities that support students into, within, and out of Kapa'a Middle School, we will ensure that all students are supported through each phase of their education, which will ensure successful student transitions will be sustained and strengthened.</i></li> </ul>
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