



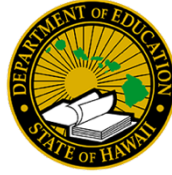
Academic Plan School Year 2023-2024

Chiefess Kamakahelei Middle School

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Submitted by Jean Morris	Date
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Approved by Daniel S. Hamada	Date
	4/10/23



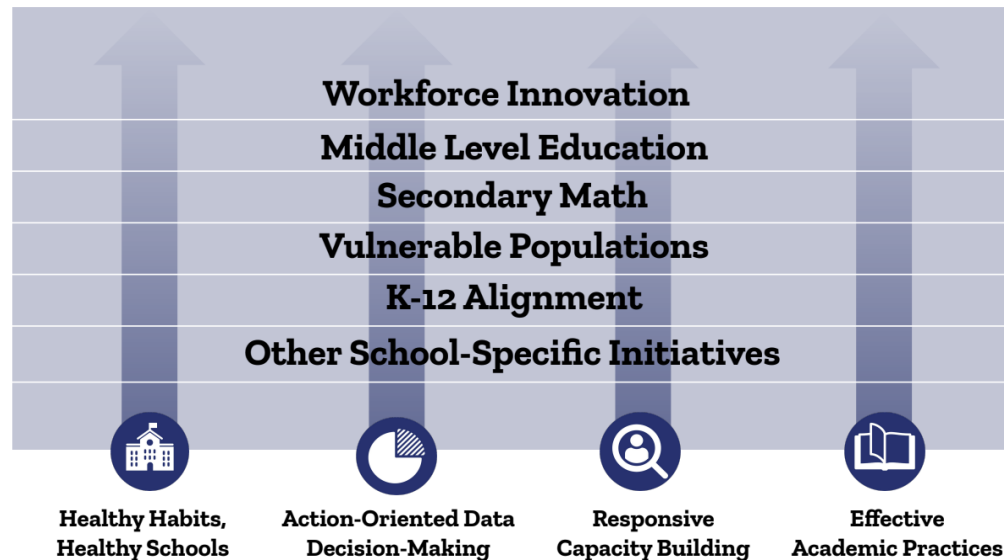
Chiefess Kamakahahei Middle School

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.

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

SBA ELA-Literacy								
Proficiency 80%			Gap <10%			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
52%	52%	48%	35 pts.	30 pts.	34 pts.	50	55	41

HSA Science		
Proficiency 80%		
18-19	20-21	21-22
32%	30%	25%

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

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

SBA Math								
Proficiency 80%			Gap <10%			Growth >60 MGP		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
44%	29%	37%	30 pts.	26 pts.	30 pts.	51	56	51

School Climate		
Favorability 80%		
19-20	20-21	21-22
62%	62%	61%

SW1

[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>EA 1. Literacy</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 who struggle.</p> <p>Action Steps:</p> <p>➤ Schoolwide Literacy</p> <p>a. School administration, along with a committee, 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. School administration will provide PD on the use of Interim Assessment Blocks (IABs) for informal and formal application to prepare students for the rigor of the SBA questions and test setting.</p> <p>c. Teachers of all content areas will implement Achieve3000 with fidelity as scheduled by the committee, including the use of strategies identified by the committee which supports student success.</p> <p>d. Teachers of all content areas will provide instruction on the cross-content vocabulary words included on the SBA-Sample Academic Vocabulary list, as well as those identified within the SBA-ELA and Literacy Vocabulary list.</p> <p>e. 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>f. All students will complete a minimum of four Achieve3000 articles/activities a month, with the expectation to attain a 75% or higher on the first try.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Reading i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24. The ELA-Literacy high needs achievement gap will be at 10 points or less in 2023-24. 	<input type="checkbox"/> WSF	<input checked="" type="checkbox"/> Title I 18902 B - 3502 Achieve3000 \$28,466 B-3502 No Red Ink \$10,398

<p>➤ English Language Arts Department</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 common vertically aligned curriculum to teach the CCSS and GLOs with real world connections, and will identify these connections in their pacing guides, along with identifying the curriculum sources used for each unit/lesson and assessment.</p> <p>i. The ELA department will examine student work and assessment data to determine at least three common high-yield instructional strategies including timely feedback for students who struggle for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.</p> <p>j. The ELA department will identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for expectations/rigor, and will share the common rubrics with other departments.</p> <p>k. All ELA teachers will select and utilize Interim Assessment Block (IAB) items <i>informally</i> (i.e., Edulastic or classroom assignment) for instruction and practice (not as assessments) 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>l. All ELA teachers will utilize at least one IAB per semester <i>formally</i> 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>m. 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 #1, #4</p>			
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Initiative 1 - Enabling Activity 2	Measurable Outcomes	Source of Funds	
<p>EA 2. Numeracy</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 who struggle.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 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. School administration will provide PD on the use of Interim Assessment Blocks (IABs) for an informal and formal application to prepare students for the rigor of the SBA questions and test setting. All Math teachers will identify and implement a common vertically aligned curriculum (for continuity in texts/materials, strategies, and terminology) to teach the CCSS and GLOs with real world connections, and will identify these connections in their pacing guides. All Math teachers will provide instruction on the content-specific vocabulary words included on the SBA-Math Vocabulary list. The Math department will examine student work and assessment data to determine at least three common high-yield instructional strategies including timely feedback for students who struggle for department-wide implementation, which will be used multiple times throughout the school year and indicated within their pacing guides. The Math department will identify/create common scoring methods for teacher and student use. All Math teachers will select and utilize Interim Assessment Block (IAB) items <i>informally</i> (i.e., Edulastic or classroom assignment) for instruction and practice (not as assessments) 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 	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. At least 80% of students will meet annual typical growth as measured by the Math i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. The Math high needs achievement gap will be at 10 points or less in 2023-24. 	<p><input checked="" type="checkbox"/> WSF 42101 B-3502 DESMOS (Math Grade 8) (paid in FY2021-2022 for 3 yrs SY2022-2023 SY2023-2024 SY2024-2025)</p> <p>B-3006 & 3502 IntoMath (Grade 7) (paid in FY2021-2022 for 3 yrs SY2022-2023 SY2023-2024 SY2024-2025)</p>	<p><input checked="" type="checkbox"/> Title I 18902 B-3901 Algebra Grade 8 booklets from Reprographics \$1,317</p>

<p>taught.</p> <p>h. All Math teachers will utilize at least one IAB per semester <i>formally</i> 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>i. 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).</p> <p>SW6 (i, ii, iii) WASC #1, #4</p>			
Initiative 1 - Enabling Activity 3	Measurable Outcomes	Source of Funds	
<p>EA 3. Science</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 who struggle.</p> <p>Action Steps:</p> <p>a. School administration will continue to provide time for Science teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses.</p> <p>b. School administration will provide PD on the use of NGSS Interim Assessments for an informal and formal application to prepare students for the rigor of the HSA questions and test setting.</p> <p>c. All Science teachers will implement a common vertically aligned curriculum to teach the NGSS and GLOs with real world connections, and will identify these connections in their pacing guides, along with identifying the curriculum sources used for each unit/lesson and assessment.</p> <p>d. The Science department will examine student work and assessment data to determine at least three common high-yield instructional strategies including timely feedback for students who struggle for department-wide implementation which will be used multiple times throughout the school year and indicated</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will meet proficiency as measured by NGSS-aligned formative assessments. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I 18902 B-3502 Amplify Subscription \$21,250</p>

<p>within their pacing guides.</p> <p>e. All Science teachers will select and utilize NGSS Interim Assessment items <i>informally</i> (i.e., Edulastic or classroom assignment) for instruction and practice (not as assessments) 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.</p> <p>f. All Science teachers will utilize at least one NGSS Interim Assessment per semester <i>formally</i> 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.</p> <p>g. 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).</p> <p>SW6 (i, ii, iii) WASC #1, #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>EA 4. High-Yield Instructional Strategies</p> <p>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.</p> <p>Action Steps:</p> <p>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) in all classrooms.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p>	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 Stipends for 10 ART team members teachers x 10 month = 100 @ \$46.17 (¼ day) \$4,617</p> <p>Summer stipend for 7 ART team members teachers x days = 14 x \$184.66 \$2,585</p>	<p><input type="checkbox"/> Title I</p>

<p>b. All teachers will implement high-yield instructional strategies to teach the standards and GLOs, and will provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work).</p> <p>c. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies (e.g., “learning walks” during PLC).</p> <p>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.</p> <p>e. The administration/leadership will conduct data sweeps to gather data on using identified high-yield instructional strategies.</p> <p>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.</p> <p>SW3, SW6 (i, ii, iii) WASC #1</p>	<ul style="list-style-type: none"> • At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24. • At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. • At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 		
<p>Initiative 2 - Enabling Activity 5</p>	<p>Measurable Goals</p>	<p>Source of Funds</p>	
<p>EA 5. Interdisciplinary Instruction</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> <p>a. 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. 3-Year Implementation Plan</p> <p>b. 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.</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> • At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. • At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> • At least 80% of students will demonstrate proficiency in 	<p><input type="checkbox"/> WSF</p>	<p><input type="checkbox"/> Title I</p>

<p>c. Teams of teachers will identify/create and implement an interdisciplinary unit of instruction in Semester 2 to teach and reinforce standards-based concepts and skills.</p> <p>d. Students will engage in at least one standards-based interdisciplinary learning unit.</p> <p>e. The ART will examine evidence of implementation.</p> <p>SW6 (i, ii, iii) WASC #2</p>	<p>ELA-Literacy as measured by the SBA in 2023-24.</p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. 		
Initiative 2 - Enabling Activity 6	Measurable Goals	Source of Funds	
<p>EA 6. Multi-Tiered System of Support</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>➤ Academic Response to Interventions (Rtl)</p> <p>a. School administration/leadership will coordinate the schoolwide ELA and Math intervention program 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.</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><u>Interim Measures</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Reading as measured by the i-Ready diagnostic universal screener. At least 80% of students will demonstrate proficiency in Math as measured by the i-Ready diagnostic universal screener. 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. <p>SW3</p> <p><u>Strive HI Goals</u></p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in ELA as measured by the SBA in 2023-24. At least 80% of students will demonstrate proficiency in Math 	<p>☑ WSF 42101 B - 3502 <i>Paid in SY2023 Read180 Digital for SY23-24 & SY24-25 \$19,154 per year</i></p> <p><i>Paid in SY2023 Math180 Digital for SY23-24 & SY24-25 \$14,850 per year</i></p> <p><i>PBIS Rewards App (paid \$5,452 in FY2021-22 for 3 years - SY2022-23, SY2023-24, SY2024-25)</i></p> <p>42102 A1 - 2744 3 ELL PTTBs x 17 hrs x 40 wks = 2,040 hrs x \$29.59 per hr = \$60,364</p> <p>A1 - 2769 3 Sub days for ELL teacher to attend district workshops x \$184.66 = \$554</p> <p>A1 - 2744 ELL Interpreter for</p>	<p>☑ Title I 18902 B - 3006 Read180/ System44 Consumables \$5,800</p> <p>Math180 Consumables \$1,800 + s/h \$108 \$1,908</p> <p>Supplies for parent/ community night (STEM, Math, Literacy, etc.) \$1,728</p> <p>B - 3502 i-Ready/Toolbox Subscriptions \$31,629</p> <p>Edlio Website \$4,900</p> <p>18935 B - 3301 Food/ refreshment for parent/ community night (STEM, Math, Literacy, etc.) \$500</p>

<p>e. Students will reflect on their learning, set goals, and self-monitor their progress (e.g. ELA/Math diagnostic data, GLOs).</p> <p>➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS</p> <p>f. School administration will provide PD/guidance to strengthen behavioral RTI, 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. 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>h. The administration, teachers, and staff will implement the RTI, SEL, Advisory, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>i. All students will thrive in a positive learning environment that is inclusive and strengthens their sense of belonging.</p> <p>SW5, SW6 (i, ii, iii) WASC #4</p>	<p>as measured by the SBA in 2023-24.</p> <ul style="list-style-type: none"> At least 80% of students will demonstrate proficiency in Science as measured by the HSA in 2023-24. At least 80% of students will report a positive School Climate in 2023-24. 	<p>17 NEP students x 4 hrs per student = 68 hrs x \$29.59 = \$2,012</p> <p>42104 A1 - 2741 PCNC (NID) x 19 hrs x 42 wks = 798 hrs x \$23.52 per hr = \$18,769</p> <p>42106 A1 - 2802 Stipends for Rtl PD 57 teachers x 1 per qtr = 228 x \$184.66 = \$42,102</p>	
Initiative 2 - Enabling Activity 7	Measurable Goals	Source of Funds	
<p>EA 7. College/Career Awareness, Exploration, and Preparation</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> <p>a. School administration, along with a committee, and teachers/staff, will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, excursions,</p>	<p><u>Interim Measures</u></p> <ul style="list-style-type: none"> 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. <p>SW3</p> <p><u>Strive HI Goals</u></p>	<p>☑ WSF 42101 B - 3502 WeVideo \$2,822</p> <p>Music First \$2,896</p> <p>GoGuardian \$8,309</p> <p>Edulastic \$3,936</p> <p>B - 3006</p>	<p>☑ Title I 18902 B - 3502 BrainPop \$3,683</p> <p>Pear Deck \$3,507</p> <p>EdPuzzle \$2,869</p> <p>Kami \$3,729</p> <p>Flocabulary \$3,763</p>

<p>student research, Career Day, Advisory activities, making a connection to how adults use a particular skill in a job field).</p> <p>b. 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).</p> <p>c. All students will take interest/ability inventories and reflect on their results during their time at CKMS.</p> <p>d. The administration and staff will conduct elective showcases to inform current and incoming students of their options (e.g., Elective Fair, Elective Night).</p> <p>e. School administration will expand classes that emphasize career path skills (e.g., computer literacy, money management/finance) as well as offer an exploratory career elective class for 8th graders.</p> <p>f. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to high school.</p> <p>g. All students will participate in a variety of learning activities to increase their awareness of colleges/careers, strengthen their learning of content, transition them to high school, and prepare them to have options.</p> <p>SW6 (i, ii, iii) WASC #3</p>	<ul style="list-style-type: none"> At least 80% of students will report a positive School Climate in 2023-24. 	<p>Student Planners SY23-24 \$13,000</p> <p>Apple Pencil \$560</p> <p>C - 7708 iPads \$12,629</p> <p>Chromebooks (130 of 300 replacements) \$55,219</p> <p>42106 B - 3401 Teacher Planners \$1,000</p>	<p>C - 7708 Chromebooks (170 of 300 replacements) \$72,281</p>
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ADDITIONAL ACTION STEPS/OUTCOMES 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)	

**Chiefess Kamakahelei 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>Literacy</p>	<p>1A. There are varying levels of implementation of ELA standards-based curriculum, instruction, assessment, and grading practices.</p> <p>1B. The levels of instruction and use of reading strategies vary from classroom to classroom in the implementation of Achieve3000.</p>	<ul style="list-style-type: none"> • We will provide a review on best practices for standards-based grading at the beginning of the school year. • We will provide a review on the expectations regarding instruction and use of Achieve3000 reading strategies at the beginning of the school year, and training for new teachers. • We will provide PD on the use of ELA Interim Assessment Blocks (IABs) for informal and formal application to prepare students for the rigor of the SBA questions and test setting. • We will update the Pacing Guide template to include an alignment/use of content area vocabulary with SBA-ELA/Literacy Vocabulary and cross-content SBA-Sample Academic Vocabulary. • We will update the Pacing Guide template to indicate the common identified high yield instructional strategies being used. • Academic coaches will cross check the ELA common rubrics against the SBA-Rubrics/Scoring Guides in regards to the expectations/rigor, will follow-up with the ELA Department if refinements are needed, and then will share the common rubrics with other departments. • Academic coaches will cross check 	<ul style="list-style-type: none"> • <i>By providing a review on best practices for standards-based grading, we will discuss methods of scoring individual assignments/assessments based on criteria and levels of proficiency, as well as standards-based methods for determining report card grades, which will calibrate and increase the implementation of standards-based grading practices. (WASC #4)</i> • <i>By providing a review/training on the expectations regarding instruction and use of Achieve3000 reading strategies, we will ensure that teachers of all content areas understand how to support students in their completion of a minimum of four Achieve3000 articles/activities a month, with the expectation to attain a 75% or higher on the first try, which will calibrate and increase the levels of implementation of these strategies. (WASC #4)</i> • <i>By providing PD on the use of ELA Interim Assessment Blocks (IABs) informally (for instruction) and formally (as assessment), we will examine and implement IAB items to develop understanding of the types of questions and rigor of the standards as measured by the SBA, and familiarize teachers and students with the testing format and online tools, which will calibrate and increase the levels of implementation of ELA standards-based instruction and assessment. (WASC #4)</i> • <i>By updating the Pacing Guide template to include an alignment/use of content area vocabulary with SBA-ELA/Literacy Vocabulary and cross-content SBA-Sample Academic Vocabulary, we will identify which vocabulary words will be introduced and reinforced in each grade level and when, which will calibrate and increase the levels of Literacy/ELA vocabulary instruction. (WASC #4)</i> • <i>By updating the Pacing Guide template to indicate common identified high-yield instructional strategies being used by the ELA department, we will be better able to monitor and support</i>

		<p>the ELA common exemplars against the CCSS Writing Exemplars in regards to the expectations/rigor, will follow-up with the Department if refinements are needed and will share the common exemplars with other departments.</p>	<p><i>the use of those strategies, which will calibrate and increase the levels of effective instruction. (WASC #1, #4)</i></p> <ul style="list-style-type: none"> • <i>By cross-checking the ELA common rubrics against the SBA-Rubrics/Scoring Guides, following up with the the ELA Department if refinements are needed, and then sharing the common rubrics with other departments, we will ensure that the expectations/rigor of classroom writing assignments match that of the SBA, which will calibrate and increase the levels of instruction and assessment in relation to rigor and expectations. (WASC #4)</i> • <i>By cross-checking the ELA common exemplars against the CCSS Writing Exemplars and sharing the common exemplars with other departments, we will ensure that the expectations/rigor of classroom writing assignments match that of the SBA, which will calibrate and increase the levels of Literacy/ELA instruction and assessment in relation to rigor and expectations. (WASC #4)</i>
<p>Numeracy</p>	<p>2A. There are varying levels of implementation of math standards-based curriculum, instruction, assessment, and grading practices.</p>	<ul style="list-style-type: none"> • We will provide PD on the use of Math Interim Assessment Blocks (IABs) for informal and formal application to prepare students for the rigor of the SBA questions and test setting. • We will provide the Math Department with time and guidance to review, discuss, and select a common vertically aligned curriculum. • We will update the Pacing Guide template to include an alignment of content area vocabulary with the SBA-Math Vocabulary. • We will update the Pacing Guide template to indicate the common identified high yield instructional strategies being used. 	<ul style="list-style-type: none"> • <i>By providing PD on the use of Math Interim Assessment Blocks (IABs) informally (for instruction) and formally (as assessment), we will examine and implement IAB items to develop understanding of the types of questions and rigor of the standards as measured by the SBA, and familiarize teachers with the testing format and online tools, which will calibrate and increase the levels of implementation of Math standards-based instruction and assessment. (WASC #4)</i> • <i>By providing the Math Department with time and guidance to review, discuss, and select a common vertically aligned curriculum, we will establish continuity in the curriculum textbook/materials, the use of curriculum-embedded instructional strategies/routines, and terminology for teaching the CCSS concepts, procedures, standards, and mathematical practices, which will calibrate the implementation of math standards-based curriculum, instruction, assessment, and grading practices. (WASC #4)</i> • <i>By updating the Pacing Guide template to include an alignment/use of content area vocabulary with SBA-Math Vocabulary, we will identify which vocabulary words will be introduced and reinforced in each grade level and when, which will calibrate and increase the levels of Math vocabulary instruction. (WASC #4)</i> • <i>By updating the Pacing Guide template to indicate common identified high-yield instructional strategies being used by the</i>

			<p><i>Math department, we will be better able to monitor and support the use of those strategies, which will calibrate and increase the levels of effective instruction. (WASC #1, #4)</i></p>
<p>Science</p>	<p>3A. There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.</p>	<ul style="list-style-type: none"> We will provide PD on the use of NGSS Interim Assessments for informal and formal application to prepare students for the rigor of the SBA questions and test setting. We will update the Pacing Guide template to indicate the common identified high yield instructional strategies being used. 	<ul style="list-style-type: none"> <i>By providing PD on the use of NGSS Interim Assessments informally (for instruction) and formally (as assessment), we will examine and implement IAB items to develop understanding of the types of questions and rigor of the standards as measured by the NGSS HSA, and familiarize teachers and students with the testing format and online tools, which will calibrate and increase the levels of implementation of Science standards-based instruction and assessment. (WASC #4)</i> <i>By updating the Pacing Guide template to indicate common identified high-yield instructional strategies being used by the Science department, we will be better able to monitor and support the use of those strategies, which will calibrate and increase the levels of effective instruction. (WASC #1, #4)</i>
<p>High-Yield Instructional Strategies</p>	<p>4A. There are varying levels of understanding and implementation of high-yield instructional strategies.</p> <p>4B. There is a need to sustain and strengthen the successful practice of providing teachers/staff with professional development/training to support them in their understanding and implementation of best practices.</p>	<ul style="list-style-type: none"> We will provide PD sessions/activities to strengthen understanding and use of high-yield instructional strategies. Teachers will be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies (e.g., “learning walks” during PLC). We will conduct data sweeps to gather data on using identified high-yield instructional strategies, will share the results/findings with teachers, and use the data to determine next steps. 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. We will provide additional PD/training opportunities for teachers/staff on 	<ul style="list-style-type: none"> <i>By providing PD sessions/activities on high-yield instructional strategies, we will utilize our teachers as resources to share examples of how they use various strategies in their classrooms, as well as bring in other presenters/trainers (e.g., district staff) and resources if needed, which will increase understanding and implementation of high-yield instructional strategies. (WASC #1)</i> <i>By providing teachers with opportunities to visit other classrooms to see peers implementing high-yield instructional strategies, we will enable teachers to learn from one another through modeling, observation, and reflection, which will increase understanding and implementation of high-yield instructional strategies. (WASC #1)</i> <i>By conducting data sweeps to progress monitor the use of identified high-yield instructional strategies in classrooms and determine next steps, 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 understanding and implementation of high-yield instructional strategies. (WASC #1)</i> <i>By the ART/leadership examining evidence and data to progress monitor the impact of the PD sessions/activities on teacher practice and student learning, we will identify and share the findings/results in relation to strengths and</i>

		<p>best practices as needed and identified throughout the school year.</p>	<p>opportunities for growth, and will provide refresher training, resources, and/or feedback as needed, <i>which will increase understanding and implementation of high-yield instructional strategies.</i> (WASC #1)</p> <ul style="list-style-type: none"> • <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.</i> (WASC #1)
<p>Interdisciplinary Instruction</p>	<p>5A. There are varying degrees of understanding and implementation of interdisciplinary instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills.</p>	<ul style="list-style-type: none"> • We 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. • 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. • Teams of teachers will identify/create and implement an interdisciplinary unit of instruction in Semester 2 to teach and reinforce standards-based concepts and skills. • Students will engage in at least one standards-based interdisciplinary learning unit. • The ART will examine evidence related to the implementation of interdisciplinary instruction. 	<ul style="list-style-type: none"> • <i>By providing PD/guidance to teachers on interdisciplinary units of instruction that make the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills, we will expose teachers to various methods and examples of interdisciplinary units, reflect on how they are beneficial to middle level learners, and begin to generate ideas for application at CKMS, which will increase understanding of interdisciplinary instruction.</i> (WASC #2) • <i>By providing 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, teams of teachers will identify/create and implement an interdisciplinary unit of instruction in Semester 2 to teach and reinforce standards from multiple content areas, which will result in an increase of learning activities/tasks that actively engage students and strengthen their ability to demonstrate and apply concepts/skills.</i> (WASC #2) • <i>By the ART/leadership examining evidence related to the implementation of interdisciplinary instruction, 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 understanding and implementation of interdisciplinary instruction.</i> (WASC #2)

<p>MTSS:</p> <ul style="list-style-type: none"> ➤ Academic Response to Interventions (Rtl) ➤ Behavioral Rtl, Classroom Management Routines, SEL, and PBIS ➤ Parent Involvement and Engagement 	<p>6A. There are varying levels of understanding and implementation of academic Rtl strategies and supports within regular classes and Reading/Math workshops.</p> <p>6B. There are varying levels of understanding and implementation of new and existing SEL programs and strategies (i.e., Panorama lessons, Choose Aloha, Hawaiian Values lessons).</p> <p>6C. There are varying levels of parent involvement in their child’s education to support their learning and overall well-being.</p>	<ul style="list-style-type: none"> ● We will provide PD sessions/activities to strengthen understanding and use of Rtl (differentiation) strategies and support in all classrooms. ● Teachers will be provided opportunities during PLC and through “learning walks” to visit other classrooms and observe other teachers implementing differentiation strategies. ● The SEL committee will schedule one SEL lesson per month for school-wide implementation. ● In addition to current opportunities for student showcases, we will conduct at least one parent engagement activity per semester to support student learning and overall well-being. 	<ul style="list-style-type: none"> ● <i>By providing PD sessions/activities to strengthen Rtl (differentiation) strategies and support in all classrooms, we will utilize our teachers as resources to share examples of how they differentiate content, process, and/or product in their classrooms, as well as bring in other presenters/trainers (e.g., district staff) and resources if needed, which will calibrate and increase understanding and use of these strategies within regular classes and Reading/Math workshops. (WASC #4)</i> ● <i>By providing teachers with opportunities to visit other classrooms to see their peers implementing differentiation strategies, we will enable teachers to learn from one another through modeling, observation, and reflection, which will increase understanding and use of these strategies within regular classes and Reading/Math workshops. (WASC #4)</i> ● <i>By the SEL committee scheduling one SEL lesson per month for school-wide implementation, we will use common learning activities and terminology to teach and reinforce the SEL competencies, which will calibrate and increase understanding and implementation of this portion of our SEL programs/strategies.</i> ● <i>By conducting at least one parent engagement activity per semester, in addition to current opportunities for student showcases, we will expand opportunities for parent engagement, which will potentially result in more parents being involved in their child’s education, parents being involved more frequently, and/or parents being involved in a wider variety of ways to support student learning and overall well-being.</i>
<p>College/Career Awareness, Exploration, and Preparation</p>	<p>7A. There is a need to sustain and increase activities and events that promote college/career awareness, exploration, and preparation throughout the school year.</p> <p>7B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<ul style="list-style-type: none"> ● We will create a committee that will coordinate and lead the implementation of activities that promote college/career awareness and exploration throughout the school year. ● We will prioritize strategies that strengthen college/career preparation (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology) and will implement them throughout the school year. 	<ul style="list-style-type: none"> ● <i>By creating a committee to coordinate and lead activities that promote college/career awareness and exploration throughout the school year, we will have a collaborative group of teachers/staff to generate a variety of ideas, receive input from administration and students, prioritize those options that are deemed to be the most beneficial to students, and plan the logistics for implementation, which will increase activities/events that expose students to future college/career options. (WASC #3)</i> ● <i>By prioritizing strategies that strengthen college/career preparation and implementing them throughout the school year, we will ensure that students have multiple opportunities</i>

	<p>7C. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<ul style="list-style-type: none"> • All students will take interest/ability inventories and reflect on their results during their time at CKMS. • We will conduct elective showcases to inform current and incoming students of their options (e.g., Elective Fair, Elective Night). • We will continue to expand classes that emphasize career path skills (e.g., computer literacy, money management/finance) as well as offer an exploratory career elective class for 8th graders. • We will seek ways to improve our processes/strategies that support student transitions into, within, and out of Chiefess Kamakahelei Middle School. 	<ul style="list-style-type: none"> • <i>to develop their abilities/skills, which will increase activities that prepare students for college/career readiness. (WASC #3)</i> • <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 increase activities/events that promote college/career awareness. (WASC #3)</i> • <i>By conducting elective showcases to inform current and incoming students of their elective options, we will enable students to make informed decisions regarding their elective selections, and promote college/career exploration. (WASC #3)</i> • <i>By expanding classes that emphasize career path skills (including computer literacy), we will ensure that students have opportunities to develop relevant lifelong skills, which will strengthen our practice of integrating technology into teaching and learning while increasing activities that promote college/career preparation. (WASC #3)</i> • <i>By seeking ways to improve our processes/strategies that support student transitions and implementing those refinements, we will ensure that all students are supported through each phase of their education, which will strengthen the successful practice of providing students with transitions.</i>
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