



# Three-Year Academic Plan

## SY 2017-2020

Kea'au Middle School

16-565 Kea'au-Pahoa Road

Kea'au, HI 96749

[www.keaumiddle.org](http://www.keaumiddle.org)

Submitted by Mrs. Elna Gomes, Principal	Date

Approved by Mr. Chad Farias, CAS	Date

### Where Are We Now?

#### **Needs: Comprehensive Needs Assessment** (December 2016)

1. A shift in attitudes and beliefs about individual and collective roles in student learning.
2. Strengthen Tier 1 supports for both academic (core instruction) and behavior systems.
3. Systematize the communication, development, implementation, and monitoring of school wide programs and initiatives.
4. Faculty and staff to fully understand and implement school-wide processes.
5. Systems of reflection and revision within school wide processes.

#### **Critical Areas for Follow-up: WASC Self Study** (April 2014)

1. Expand school wide high impact instructional strategies that will close the achievement gap and increase student learning.
2. Establish a process to evaluate the effectiveness of the support programs and use data to focus activities more effectively.
3. Continue to increase the rigor of classroom lessons and identify ways to successfully reach the targeted math and reading goals and extend real world learning experiences for students.
4. Continue to refine and improve the RTI process to better serve students.
5. Develop a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision.

#### **Recommendations: WASC Mid-Cycle Visit** (January 2017)

1. Revisit the school's vision aligned with core values to give purpose and understanding for educating middle-school youngsters.
2. Teachers and administrators continue to build a culture of ownership where educators see themselves as advocates for students and are empowered to adopt practices that best meet the unique needs and cultural backgrounds of KMS students. They accept the responsibility for the results/data and work to change practices if they are not in the best interests of students.
3. Teachers continue to understand the Common Core Standards and increase their skills to develop rigorous, challenging literacy lessons so KMS students learn specific content knowledge and demonstrate deeper applied understanding of their learning.
4. Teachers and administrators continue to refine school wide processes in place to evaluate the effectiveness of the RTI-A and RTI-B programs with fidelity so these programs reflect the school's vision and mission.
5. Teachers and administrators continue to identify targets and data to be monitored for all RTI-A and RTI-B programs to ensure the focus is centered on student growth.
6. The KMART continue to ensure the enabling activities on the academic plan be implemented with fidelity, understanding, and commitment school wide.

### Addressing Equity: Sub Group Identification

**In order to address equity, list the targeted subgroups and their identified needs.**

- Disadvantaged
- Disabled
- ELL

These subgroups are categorized into the “High Needs” group.

Identified needs for High Needs group: Decrease in the achievement gap between “high needs” and “non-high needs” students by increasing student achievement and strengthening intervention and remedial supports for struggling students.

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
1. Elna M. Gomes, Principal	1. ALL
2. Randi Saplan, Data Specialist/Title I	2. Goal 1 EA 1, 4, & 8, Goal 2 EA 1, 3-5
3. Connie Miyake, Academic Coach	3. Goal 2 EA 3-5
4. Julianne Arkangel-Kawaha, RTI Coordinator	4. Coal 3 EA 1
5. Angela Packer, ELA Department Head/6 Green	5. Goal 1 EA: 2, 5A-E, 6, 7A, D-F; Goal 2 EA: 2
6. Carl Soares, Math Department Head/8 Gold	6. Goal 1 EA: 2, 5A-E, 6, 7A, D-F; Goal 2 EA: 2
7. Robyn Mathews, Science Department Head	7. Goal 1 EA 5B-E; Goal 2 EA 2
8. Kristina McCracken, Social Studies Department Head/6 Gold	8. Goal 1 EA: 2, 5A-E, 6, 7A, D-F; Goal 2 EA: 2
9. Ben Blakemore, Counseling Department Head	9. Goal 1 EA 3, 7
10. Sommer Corpuz, Electives Department Head/7 Green	10. Goal 1 EA 2, 5A-E, 6, 7A, D-F
11. Janean Stone, Student Activities Coordinator/8 Green	11. Goal 1 EA 2, 5A, 6, 7A, D-F
12. Katherine DeKemper, 7 Gold	12. Goal 1 EA 2, 5A, 6, 7A, D-F

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

**Objective 1: Empowered** -All students are empowered in their learning to set and achieve their aspirations for the future.

**Objective 2: Whole Child** -All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

**Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.

**Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p>1. Decrease in the achievement gap between “high needs” and “non-high needs” students. ELA - 6 percentage point decrease by 2020. Math - 10 percentage point decrease by 2020.</p> <p>2. Rigorous lessons connected to real world learning in all classes to raise academic achievement and student growth in ELA and Math.</p> <p>3. Students demonstrate their understanding of the GLOs and know how they are being assessed.</p> <p>4. A school environment that is inviting, safe, and supportive of all students.</p> <p>5. All students are supported by a significant adult advocate who engages them in goal-setting and purposeful learning that prepares students for responsible citizenship, college, career, and life.</p>	<p>To move toward developing the 16 characteristics of successful schools for young adolescents.</p> <p><b>Curriculum, Instruction, and Assessment</b></p> <ul style="list-style-type: none"> <li>- Students and teachers are engaged in active, purposeful learning.</li> <li>- Curriculum is challenging, exploratory, integrative, and relevant.</li> </ul> <p><b>Culture and Community</b></p> <ul style="list-style-type: none"> <li>- The school environment is inviting, safe, inclusive, and supportive of all.</li> <li>- Every student’s academic and personal development is guided by an adult advocate.</li> <li>- Comprehensive guidance and support services meet the needs of young adolescents.</li> <li>- Health and wellness are supported in curricula, school-wide programs, and related policies.</li> </ul>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Strive HI: Decrease Achievement Gap	1. Decrease the achievement gap by: - A) Building basic skills and supporting grade level instruction in the workshop classes. - B) Incorporating reading and math enrichment/intervention in Ho'okele. (WASC 2014 #1)	2017-2018 2018-2019 2019-2020	Randi Saplan	WSF Title I (PTTs, PPTs, Springboard workbooks)	A) Individual student progress data reported monthly  A) STAR Enterprise Growth Scores of identified students reported quarterly  B) Activities teams have elected to implement for enrichment/ intervention; reported at the first PM meeting  B) Evaluative data tool to assess impact on reading/ math; data reported monthly
Strategic Plan Objective 1a: Increase student engagement & empowerment  Strive HI- Achievement and Growth	2. Increase rigor in classroom lessons and make connections to real-world experiences by implementing problem-based interdisciplinary units (IDU) between 2 or more content areas, at least one (1) unit completed by the end of each semester. (WASC 2014 #3)	2017-18 2018-19 2019-20	Team Reps	WSF Title I (Discovery Ed, Techbook, BrainPop, Dreambox Learning)	Description and rubric of IDU with student work samples; submitted by January and April.

<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>
Strategic Plan Objective 1b: Ensure that graduates demonstrate the GLOs	3. Implement GLO journals tied to the Huaka'i Pono lessons that reflect student understanding of the GLOs. (WASC 2014 #5)	2017-18 2018-19 2019-20	Ben Blakemore	WSF	- Student journal samples shared monthly - Ho'okele Grades reviewed quarterly
Strive HI-Achievement and Growth	4. Promote the STAR, SBA, and HSA with incentives to motivate and show students the importance of the assessments.	2017-18 2018-19 2019-20	Randi Saplan	WSF Other	- Listing of incentives or promotions conducted - Evaluation of activity and impact on student performance
Strive HI-Achievement, Growth, Readiness (8th grade literacy)	5. Increase student academic growth by implementing literacy activities school-wide. <ul style="list-style-type: none"> <li>- A) Ho'okele literacy activities: <ul style="list-style-type: none"> <li>● School-wide reading campaign</li> <li>● iReady</li> </ul> </li> <li>- B) Strong writing pieces in Science and Social Studies classes, at least 1 per quarter</li> <li>- C) Constructed responses incorporating Tier 2 and 3 academic vocabulary in Electives, administered bi-weekly</li> <li>- D) Tier 2 and 3 academic vocabulary in all content areas</li> <li>- E) AVID instructional and organizational strategies implemented in all classes</li> </ul> (CNA 2016 #2)	2017-18 2018-19 2019-20	Janean Stone (A) Team Reps (iReady) DHs (B-E)	WSF Title I (Supplies) Other	A) - Description of school-wide reading campaign - iReady student progress data reported monthly  B) Student writing samples shared quarterly  C) CR prompt and student sample responses shared monthly  D) - Current academic vocabulary posted in classrooms (classroom visits monthly) - Current student work sample (e.g. bell work, vocabulary tablet, etc.) shared monthly  E) - Instructional/ organizational strategies implemented, reported monthly - Binder check data reported monthly

Desired Outcome	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>
Strive HI- Achievement and Growth	6. Increase student academic growth by implementing numeracy activities school-wide. - Ho’okele numeracy activities: <ul style="list-style-type: none"> <li>● iReady</li> <li>● Math drills</li> </ul> (CNA 2016 #2)	2017-18 2018-19 2019-20	Team Reps	WSF Other	- Description of numeracy activities, reported by the first PM meeting - Student progress data reported monthly
Strive HI - Chronic Absenteeism and School Climate  Strategic Plan Objective 4b: Support students’ transition in adolescence	7. Build a positive school climate and reduce chronic absenteeism by implementing an advisory program: <ul style="list-style-type: none"> <li>- A) Team-building activities at least 1 per quarter</li> <li>- B) Homeroom competitions at least 1 per quarter</li> <li>- C) Attendance competitions and incentives on an ongoing basis</li> <li>- D) Activities incorporating Blue Zone wellness, at least 1 per semester or as part of an adopted practice on an ongoing basis</li> <li>- E) Promote positive behavior support activities (incentives, campaigns, etc.) at least 1 per quarter or as part of an adopted practice on an ongoing basis</li> <li>- F) Activities integrating culture education, at least 1 per semester or as part of an adopted practice on an ongoing basis</li> </ul>	2017-18 2018-19 2019-20	Team Reps (A, D-F) SAC (B) Blakemore (C, Climate survey and discipline data) Principal (Tripod survey data)	Title I (Refreshments for parent involvement activities, supplies, craft supplies)	A) - Dates and description of team-building activities reported each quarter - Team activity attendance data B) Dates and description of homeroom competitions reported each quarter C) Attendance program data monthly D) Dates and description of Blue Zone wellness activities reported each semester E) - Dates and description of PBS activities reported each quarter - Discipline incident data reported by grade level each quarter F) Dates and description of culture activities reported each semester  Climate survey data administered and reported each quarter  Tripod data (Indicator: Care)

Strive HI 3.0: On-track for ELL Proficiency	8. Increase the percentage of English language learners (ELL) on-track to English language proficiency.	2017-18 2018-19 2019-20	Randi Saplan	WSF Title I (EA)	Individual student progress data reported monthly  STAR Enterprise Growth Scores of identified students reported quarterly
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**Goal 2: Staff Success.** Kea’au Middle School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<ol style="list-style-type: none"> <li>1. A culture of ownership in student learning by all faculty members.</li> <li>2. All faculty members accept responsibility of results/data and changing practice in the best interest of students.</li> <li>3. Strong Tier 1 supports for core instruction and behavior.</li> <li>4. Teachers have increased content knowledge in Common Core Standards (CCS) and Next Generation Science Standards (NGSS).</li> </ol>	<p>To move toward developing the 16 characteristics of successful schools for young adolescents.</p> <p><b>Curriculum, Instruction, and Assessment</b></p> <ul style="list-style-type: none"> <li>- Educators value young adolescents and are prepared to teach them.</li> <li>- Students and teachers are engaged in active, purposeful learning.</li> <li>- Curriculum is challenging, exploratory, integrative, and relevant.</li> <li>- Educators use multiple learning and teaching approaches.</li> <li>- Varied and ongoing assessments advance learning as well as measure it.</li> </ul> <p><b>Leadership and Organization</b></p> <ul style="list-style-type: none"> <li>- Ongoing professional development reflects best educational practices.</li> </ul>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <p>Goal 1, Strategic Plan Objective 2b: Address students' physical, mental, and social emotional health through school programs</p> <p>Strive HI-Achievement, growth, readiness</p>	<p>1. Build a culture of ownership in student learning by strengthening the structure of teaming by:</p> <ul style="list-style-type: none"> <li>- Ensuring and protecting time for teams to meet.</li> <li>- Providing PD for teachers in creating problem-based interdisciplinary units.</li> <li>- Providing PD that addresses the purpose of and best practices for teaming.</li> </ul> <p>(CNA 2016 #1, WASC 2017 #2)</p>	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>Connie Miyake</p> <p>Randi Saplan</p>	<p>WSF Title I (Academic coach, substitutes, supplies, AMLE conference)</p>	<ul style="list-style-type: none"> <li>- School professional development goal</li> <li>- School professional development plan</li> <li>- Dates and agendas of PD sessions</li> </ul>
<p>Strive HI-Achievement, growth, gap</p>	<p>2. Engage faculty members in consistently utilizing the data team process to change teaching practice based on student needs.</p> <p>(WASC 2017 #2)</p>	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>Core DHs</p>	<p>WSF Title I (STAR assessment)</p>	<ul style="list-style-type: none"> <li>- Data cycle/CFA evidence (identified skills, strategies implemented, results, etc.), shared monthly</li> <li>- STAR data shared quarterly</li> </ul>

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Goal 2, Strategic Plan Objective 1: Focused PD	3. Strengthen Tier 1 supports for core instruction and behavior by providing individualized PD in the following areas: <ul style="list-style-type: none"> <li>- Problem based activities/lessons</li> <li>- Interdisciplinary units</li> <li>- Behavior management (general classroom management strategies)</li> <li>- iReady</li> <li>- Difficult to manage students</li> </ul> (CNA 2016 #2)	2017-18 2018-19 2019-20	Connie Miyake Randi Saplan	WSF Title I (Substitutes, supplies)	- Dates, agendas, and list of participants of PD sessions
Goal 2, Strategic Plan Objective 1: Focused PD  Strive HI 3.0: On-track for ELL Proficiency	4. Strengthen Tier 1 supports for core instruction to support ELL students by providing PD in the area of language expansion strategies.	2017-18 2018-19 2019-20	Connie Miyake Randi Saplan	WSF	- Dates, agendas, and list of participants of PD sessions  - 3 year ELL PD plan by October 2017
Goal 2, Strategic Plan Objective 1: Focused PD  Strive HI: Achievement, Growth, Readiness, Gap	5. Deepen teachers' knowledge of CCS and NGSS by: <ul style="list-style-type: none"> <li>- Providing PD on understanding and deconstructing the CCS/NGSS</li> <li>- Collaborating in the Professional Learning Communities (PLC) on CCS/NGSS and on lesson design around the standards.</li> </ul> (WASC 2017 #3)	2017-18 2018-19 2019-20	Connie Miyake Randi Saplan	WSF Title I (Substitutes, supplies)	- Department (core subject areas) professional development plan - Dates, agendas, and list of participants of PD sessions

**Goal 3: Successful Systems of Support.** The system and culture of Kea’au Middle School works to effectively organize financial, human, and community resources in support of student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<ol style="list-style-type: none"> <li>1. Communication, development, implementation, and monitoring, and evaluation of school wide programs and initiatives are systematized.</li> <li>2. RTI processes are firmly in place to support students with academic and behavioral needs; and to intervene with services and supports in a timely and effective manner thereby decreasing the number of students requiring Tier 3 services.</li> </ol>	<p>To move toward developing the 16 characteristics of successful schools for young adolescents.</p> <p><b>Leadership and Organization</b></p> <ul style="list-style-type: none"> <li>- A shared vision developed by all stakeholders guides every decision.</li> <li>- Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> <li>- Leaders demonstrate courage and collaboration.</li> <li>- Organizational structures foster purposeful learning and meaningful relationships.</li> </ul>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Strive HI-Achievement, Growth, Readiness, Gap  Goal 1, Strategic Plan Objective 4b: Support students' transition in adolescence  Goal 3, Strategic Plan Objective 2: Adequate & expanded resources, Objective 3: Efficient & transparent supports	<p>1. Refine, clarify and improve RTI-A and RTI-B supports by:</p> <ul style="list-style-type: none"> <li>- A) Creating a description for school-wide programs, resources and supports</li> <li>- B) Communicating descriptions of school-wide programs, resources and supports to all stakeholders.</li> <li>- C) Establishing goals for school-wide programs, resources and supports based on data and identify how these will be measured for effectiveness.</li> <li>- D) Monitoring progress on school-wide programs and initiatives monthly by: <ul style="list-style-type: none"> <li>- analyzing data</li> <li>- reflecting on effectiveness</li> <li>- revising program as necessary</li> </ul> </li> </ul> <p>(CNA 2016 #3, #4, #5, WASC 2014 #4, WASC 2017 #4, #5)</p>	<p>2017-18</p> <p>2017-18</p> <p>2017-18</p> <p>2017-18 to 2019-20</p>	Julianne Arkangel-Kawaha	WSF Title I (Classroom teacher and substitute teacher, refreshments for parent involvement activities, die-cut machine, craft supplies)	<p>A) Descriptions for school-wide programs by October 2017</p> <p>B) School website, SCC minutes, faculty meeting minutes by December 2017</p> <p>C) Goals for each school-wide program by October 2017</p> <p>D) School-wide program analysis, shared quarterly</p>