



Three-Year Academic Plan

SY 2018-2020

Revised January 2018

Kea'au Middle School

16-565 Kea'au-Pahoa Road

Kea'au, HI 96749

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. (G2 EA1)
2. Strengthen Tier 1 supports for both academic (core instruction) and behavior systems. (G1 EA2, G2 EA3)
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.

Needs: Comprehensive Needs Assessment (October 2017)

1. There is a need to develop individual and group identity - vision, beliefs, common purpose, roles. (G1 EA5)
2. There is a need for professional development for leaders and teachers to understand standards and plan and implement instruction/assessments that meet the needs of diverse learners. (G2 EA3, 4)

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. (G1 EA2 & 3)
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. (G1 EA1)
4. Continue to refine and improve the RTI process to better serve students. (G3 EA1)
5. Develop a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision. (G1 EA4)

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. (G2 EA1 & 2)
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. (G1 EA1)
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. (G3 EA1)
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. (G3 EA1)
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 3, Goal 2: EA 1, 3, 4, Goal 3: EA 1
3. Connie Miyake, Academic Coach	3. Goal 2: EA 3, 4
4. Angela Packer, ELA Department Head/6 Green	5. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1, 2
5. Carl Soares, Math Department Head/8 Gold	6. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1, 2
6. Robyn Mathews, Science Department Head	7. Goal 1: EA 2, Goal 2: EA 2
7. Kristina McCracken, Social Studies Department Head/6 Gold	8. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1, 2
8. Ben Blakemore, Counseling Department Head	9. Goal 1: EA 4, 5
9. Sommer Corpuz, Electives Department Head/7 Green	10. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1, 2
10. Janean Stone, Student Activities Coordinator/8 Green	11. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1
11. Katherine DeKemper, 7 Gold	12. Goal 1: EA 1, 2, 3, 5; Goal 2: EA 1

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.

Outcome: By the end of three years,	Rationale:
<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. Developmentally responsive, rigorous lessons connected to real world learning are present 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>Curriculum, Instruction, and Assessment</p> <ul style="list-style-type: none"> - Educators value young adolescents and are prepared to teach them. - Students and teachers are engaged in active, purposeful learning. - Curriculum is challenging, exploratory, integrative, and relevant. - Educators use multiple learning and teaching approaches. <p>Leadership and Organization</p> <ul style="list-style-type: none"> -A shared vision developed by all stakeholders guides every decision. -Leaders are committed to and knowledgeable about this age group, educational research, and best practices. -Organizational structures foster purposeful learning and meaningful relationships. <p>Culture and Community</p> <ul style="list-style-type: none"> - The school environment is inviting, safe, inclusive, and supportive of all. - Every student’s academic and personal development is guided by an adult advocate. - Comprehensive guidance and support services meet the needs of young adolescents. - Health and wellness are supported in curricula, school-wide programs, and related policies.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>Strategic Plan Objective 1a: Increase student engagement & empowerment</p> <p>Strive HI- Achievement and Growth</p> <ul style="list-style-type: none"> Students and teachers are engaged in active, purposeful learning. Curriculum is challenging, exploratory, integrative, & relevant. Educators use multiple learning and teaching approaches 	<p>1. Implement multiple learning and teaching approaches that are rigorous and connected to real-world experiences. (WASC 2014 #1, 3, WASC 2017 #3)</p>	2018-20	Team Reps	WSF Title I	<p>Number of unit plans and/or team plans aligned to standards with assessments connected to a real world situation (F)</p> <p>Quality student work samples (I)(F)</p>
<p>Strive HI- Achievement, Growth, Readiness (8th grade literacy)</p> <ul style="list-style-type: none"> Educators value young adolescents and are prepared to teach them. Students and teachers are engaged in active, purposeful learning. Curriculum is challenging, exploratory, integrative, and relevant. A shared vision developed by all stakeholders guides every decision 	<p>2. Implement initiatives that promote literacy and math practices school-wide. (CNA 2016 #2)</p>	2018-20	Team Reps DHs	WSF Title I Other	<p>Description of school-wide/department literacy, including math practices (F)</p> <p>Number of classrooms implementing school-wide literacy initiatives (F):</p> <ul style="list-style-type: none"> academic vocabulary AVID instructional and organizational strategies math practices <p>Examples of literacy</p>

					<p>activities from each department (F)</p> <p>Increase in the # of students meeting SBA Hawaii benchmark on monthly STAR Reading assessment and quarterly STAR Math assessment (I)</p>
<p>Strive HI: Decrease Achievement Gap</p> <ul style="list-style-type: none"> • Students and teachers are engaged in active, purposeful learning. • Curriculum is challenging, exploratory, integrative, & relevant. • Educators use multiple learning and teaching approaches • Leaders are committed to and knowledgeable about this age group, educational research, and best practices. 	<p>3. Develop and implement classes that support grade level instruction:</p> <p>A) workshop - pre-teaching, application</p> <p>B) hookele - exploration, goal setting & problem solving (WASC 2014 #1)</p>	2018-20	Randi Saplan Team Reps	WSF Title I	<p>A) Individual plans for Workshop students (F)</p> <p>A) Student reflection on monthly goal (F)</p> <p>A) STAR growth scores for students in workshop compared to students not in workshop (I)</p> <p>B) Personality/ interest/ career inventory (e.g. <u>RIASEC Test</u>), goal setting/ self-progress check worksheets/records (F)</p> <ul style="list-style-type: none"> • Student samples • # of students in Ho’okele with Personal Transition Plans
<p>Strategic Plan Objective 1b: Ensure that graduates demonstrate the GLOs</p> <ul style="list-style-type: none"> • Students and teachers are engaged in active, purposeful learning. • Comprehensive guidance 	<p>4. Implement Huaka`i Pono lessons that teach the importance of demonstrating the GLOs. (WASC 2014 #5)</p>	2018-20	Ben Blakemore	WSF	<p>Student journals: # students who can describe how the Huaka`i pono lessons help them positively demonstrate the GLOs (I)(F)</p> <p>Decrease in referrals during</p>

<p>and support services meet the needs of young adolescents.</p> <ul style="list-style-type: none"> • Leaders are committed to and knowledgeable about this age group, educational research, and best practices. 					<p>non-instructional time (I)</p>
<p>Strive HI - Chronic Absenteeism and School Climate</p> <p>Strategic Plan Objective 4b: Support students' transition in adolescence</p> <ul style="list-style-type: none"> • The school environment is inviting, safe, inclusive, and supportive of all. • Every student's academic and personal development is guided by an adult advocate. • Comprehensive guidance and support services meet the needs of young adolescents. • Health and wellness are supported in curricula, school-wide programs, and related policies • Leaders are committed to and knowledgeable about this age group, educational research, and best practices. 	<p>5. Develop and implement routines for advisory and teams that build a school environment that is inviting, safe, inclusive, and supportive. (CNA 2017 #1)</p>	<p>2018-20</p>	<p>Team Reps Ben Blakemore</p>		<p>Team list of activities (dates, description, and participation) that promote an inviting, safe, inclusive, supportive environment, including (F):</p> <ul style="list-style-type: none"> • team building activities • homeroom competitions • attendance competitions and incentives • Blue Zone wellness activities • Positive Behavior Support activities • Culture-based education <p>Decrease in the percentage of students who are at high risk of being chronically absent by team (I) Decrease in the number of referrals by team (I)</p>

<p>Strive HI- Achievement and Growth</p> <ul style="list-style-type: none"> • Leaders are committed to and knowledgeable about this age group, educational research, and best practices. • Organizational structures foster purposeful learning and meaningful relationships. 	<p>6. Provide incentives to promote the importance of maximizing opportunities on schoolwide and statewide assessments.</p>	<p>2018-20</p>	<p>Randi Saplan</p>	<p>WSF Title I Other</p>	<p>Listing of incentives or promotions conducted (F)</p> <p>Teacher perceptions via evaluation of incentive activity - quality (F) and impact (I)</p> <p>Improved attendance on testing days (I)</p>
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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.

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	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> <ul style="list-style-type: none"> • Educators value young adolescents and are prepared to teach them. • The school environment is inviting, safe, inclusive, and supportive of all. • Organizational structures foster purposeful learning and meaningful relationships Leaders demonstrate courage and collaboration. 	<p>1. Build a school environment that fosters purposeful learning and meaningful relationships by strengthening the structure of teams. (CNA 2016 #1, WASC 2017 #2)</p>	2018-20	Randi Saplan Team Reps	WSF Title I	<p>Team list of rituals, routines and norms that promote an inviting, safe, inclusive, supportive environment. (F)</p> <p>Increase in the % of care on the Tripod survey to 75% (I) (<i>trajectory</i>)</p> <p>Decrease in the number of referrals by team (I)(<i>Current no. of referrals and decrease by # %, (include what data is based on, i.e. core teachers only)</i>)</p>
<p>Strive HI-Achievement, growth, gap</p> <ul style="list-style-type: none"> • Varied and ongoing assessments advance learning as well as measure it. • Educators use multiple learning and teaching approaches. 	<p>2. Faculty members consistently utilize the data team process to adjust teaching practices based on student needs. (WASC 2017 #2)</p>	2018-20	Core DHs	WSF	<p>Each department's data cycle process. (F)</p> <p>Departments data cycle logs (F)(I)</p> <p><i>Observations of the degree of implementation (small groups, students</i></p>

Educators value young adolescents and are prepared to teach them.					<i>problem solving in various ways) (I)</i>
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <ul style="list-style-type: none"> • Ongoing professional development reflects best educational practices. • Students and teachers are engaged in active, purposeful learning. • Educators use multiple learning and teaching approaches. • Educators value young adolescents and are prepared to teach them. 	<p>3. Provide ongoing professional development that reflect best practices to support teachers in providing and engaging students in rigorous, challenging, and purposeful lessons that are aligned with CCSS, NGSS and C3 Framework. (CNA 2016 #2, CNA 2017 #2)</p>	2018-20	Connie Miyake Randi Saplan	WSF Title I	<p>School professional development plan (F)</p> <p>Departments (core subject areas) professional development plans aligned to CCS, NGSS and C3. (F)</p> <p><i>Observations of the degree of implementation (I)</i></p>
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <ul style="list-style-type: none"> • Ongoing professional development reflects best educational practices. • Educators use multiple learning and teaching approaches. 	<p>4. Provide ongoing professional development that reflects best practices to support teachers in providing and engaging students in rigorous, challenging, and purposeful lessons that are targeted towards the needs of ELL students. (CNA 2017 #2)</p>	2018-20	Connie Miyake Randi Saplan	WSF	<p>ELL professional development plan - 3 year (F)</p> <p><i>Observations of the degree of implementation (I)</i></p>

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.

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>Strive HI- Achievement, Growth, Readiness, Gap</p> <p>Goal 1, Strategic Plan Objective 4b: Support students’ transition in adolescence</p> <p>Goal 3, Strategic Plan Objective 2: Adequate</p>	<p>1. RTI-A and RTI-B supports are in place and in practice to meet the needs of young adolescents and are regularly monitored for impact and improvement of the systems. (WASC 2014 #4, WASC 2017 #4, 5)</p>	2018-20	Randi Saplan	WSF Title I	<p>Description of school-wide programs. (F)</p> <p>Description of process in place to regularly monitor school-wide programs. (F)</p> <p>% of students who meet entrance criteria are</p>

<p>& expanded resources, Objective 3: Efficient & transparent supports</p> <ul style="list-style-type: none"> ● Organizational structures foster purposeful learning and meaningful relationships. ● Comprehensive guidance and support services meet the needs of young adolescents. ● Health and wellness are supported in curricula, school-wide programs, and related policies. 					<p>receiving the appropriate support (F)</p> <p>of the students who are receiving appropriate supports, % of students are making progress toward exit criteria (I)</p>
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