2020 Academic Plan, School Year 2021-22

School: **Keaʻau Middle School**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
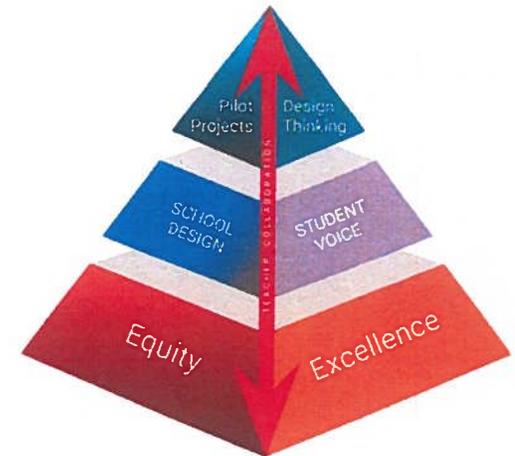
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).
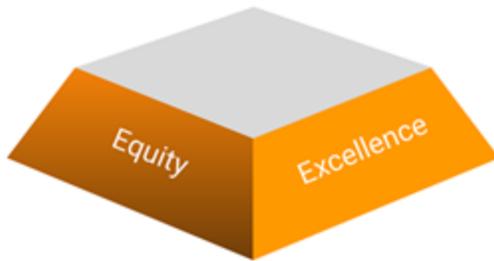
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Principal (print):	Elna M Gomes	
Principal's signature:		Date: 04/28/21

Complex Area Superintendent (print):	Chad Farias	
Complex Area Superintendent's signature:		Date: 5/5/21

Keaʻau Middle School   FINAL Year 2   April 28, 2021
[School Name], [Version 1], [Date]

Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements. Keaʻau Middle School's high needs subgroups (special education, English Learners, economically disadvantaged) make up the majority of our student population. • Our special education subgroup makes up 14% (Strive HI 2019, 2020) of our student population. This subgroup has been identified as a Consistently Underperforming (CU) subgroup (2018-19). • Our English Learner subgroup makes up 5% (Strive HI 2019) of our student population increasing to 6% (Strive HI 2020). 13% of the EL subgroup are on-track to English language proficiency, decreasing on-track rate to 11% (Strive HI 2020). • Our economically disadvantaged subgroup makes up 94% (Strive HI 2019) of our student population. This group increased to 95% (Strive HI	*What is your Theory of Action (if-then) to improve the achievement gap?* If we implement inclusionary practices and provide supplementary support in co-taught or collaborative classrooms (in the student's least restrictive environment), our special education students will have access to the curriculum and instruction of their non-disabled peers with appropriate accommodations and support. If our special education students are provided with appropriate accommodations and support in an inclusive setting, they will develop the skills and knowledge to attain the grade level standards, thereby decreasing the achievement gap. If we implement inclusionary practices and sheltered instruction support, our English Learners will develop the skills and knowledge to attain the grade level standards and increase their English Language proficiency, thereby decreasing the achievement gap. If teachers utilize literacy strategies in all content areas, students in the high needs subgroup will develop the literacy skills needed to access the grade level standards through Tier 1 instruction. If we provide intensive instruction of literacy skills through Tier 2 classes, students currently reading at multiple levels below their age appropriate grade level will develop literacy skills increasing their reading level	*What are your Enabling Activities to improve the achievement gap?* **Achievement Gap Enabling Activities (AG EAs):** A) Professional development for Gold Team core teachers and EAs on co-teaching and collaborative teaching strategies. (Staff EA 3) B) Coaching and mentoring for Gold Team core teachers and EAs on co-teaching and collaborative teaching partnerships and planning. (Staff EA 3) C) Professional development for Green Team core teachers on language development and instructional strategies that support ELs in accessing content curricula that fall into the following 3 categories: graphic, sensory, and interactive. (Staff EA 1) D) Support English Language development and accessing math and language arts content through study skills classes and push-in support with personnel assistance. (Student EA 9) E) School-wide professional development and implementation of brain research-based instruction. (Staff EA 5) F) School-wide implementation and focus on academic vocabulary through explicit teaching and embedded use of vocabulary. (Student EA 8) G) Reading and math remediation/ intervention classes for identified underperforming students. (Student EA 6) H) Professional development for all teachers who service SpEd students on understanding LRE and providing appropriate accommodations. (Staff EA 4) I) Professional development opportunities will be offered

| 2020) last year.

In 2019, our Non-High Needs group (58%) outperformed the High Needs group (34%) with an achievement gap of 24 points in Language Arts and 20 points in Math (37% and 17% respectively).
  • Specifically, just 11% of the SpEd subgroup met proficiency in Language Arts and 7% met proficiency in Math (Strive HI 2019).
  • Only 6% of the EL subgroup met proficiency in Language Arts and 6% met proficiency in Math (Strive HI 2019)
There is no data regarding achievement gap or proficiency for the 2020 SY.
SW1 | and reducing the reading gap. | to teachers; two (2) three-credit HIDOE sponsored English as a Second Language (ESL) or TESOL PDE3 courses. (Staff EA 1)
J) Professional development for all teachers on explicit instruction and literacy strategies, DIBELs, and other topics for teachers to be teachers of literacy. (Staff EA 8) |

Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

There is a high population of students achieving below their academic potential due to factors such as poverty, trauma, absenteeism, and limited family engagement. We need to increase student engagement in meaningful learning experiences in an environment that supports the needs of all students.

SY20-21 – The pandemic impacted our ability to carry out all of the enabling activities planned in our 19-20 SY Academic Plan and diverted the direction of our plan and having to shift our model of instructional delivery. We found educational alternatives to address the needs of families and students who believed it important to remain in the safe environment of their homes during a pandemic or when health and safety are of concern. We need to increase student engagement in meaningful and rigorous learning activities while respecting the decisions of parents to keep their children in the safe environments of their homes for some and, at the same time, for those choosing in-person learning.

We need to provide a safe physical and emotional environment for our students and staff in order to maintain our focus on learning, teaching, and working so students can attain academic and personal goals.

We need to provide explicit instruction to students who are below grade level in literacy skills through a variety of Tier 1 and 2 interventions to prepare them for high school and beyond.

We need to provide an educational experience that is equitable to all students by creating an awareness of social and cultural differences.

SCHOOL DESIGN   STUDENT VOICE
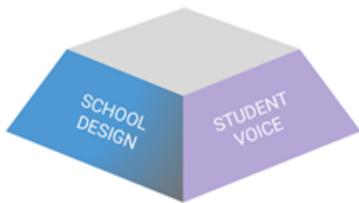
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Keaʻau Middle School will provide opportunities for students to discover college and career pathways and interests through exploratory electives and a comprehensive advisory program. We will provide meaningful (relevant) learning opportunities such as IDUs, problem based learning (PBL), and service learning that foster student curiosity, innovative thinking, civic responsibility, and problem solving while cultivating independence and flexible time management skills in students. Alternative educational options that provide quality and rigorous curricula in the form of blended, hybrid, and/or full distance learning will be available to various learner groups.

Keaʻau Middle School will provide our students and staff with a safe school environment in which learning, teaching and working is a priority we all commit to.

We will provide explicit instruction in literacy skills through Tier 1 and Tier 2 interventions for students reading more than one grade level below.

Describe here your Conditions for Success for School Design and Student Voice

We need an environment that is developmentally responsive, inclusive, and trauma sensitive. We need teachers who are supportive of and trained in trauma sensitive strategies, restorative practices, SEL curriculum, brain research-based instruction, and in developing and delivering IDUs, PBL, and Service Learning projects. SW5

We need to continue our work in developing inclusionary settings for students.

We need to provide an education to all students with equity, nonpartisanship and compassion.

In addition, we need teachers adept at teaching in a blended or full distance environment and with the use of technology in innovative ways. Teachers need the skills, open-minded flexibility, and courage to venture into little-known and unfamiliar areas of their profession.

We need ongoing professional development for teachers in explicit literacy instruction to be delivered in classrooms at the Tier 1 level. We need professional development and program resources for teachers to deliver appropriate instruction to students who are multiple grade levels behind in reading through Tier 2 RTI classes.

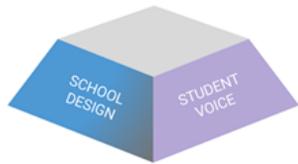We need to continue to engage in COVID mitigation measures consistently.

We need to implement a comprehensive Social Emotional Learning program with fidelity.

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 47% to at least 50%. Having students participate in meaningful (relevant) lessons through IDUs, problem based learning, service learning	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* The school's favorable responses on the Classroom Engagement component of the Panorama student surveys will increase by at least 3 additional percentage points. Exploratory electives and IDU unit plans will be evaluated through student voice; revisions to the units	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* The school's median growth percentile for Language Arts and Math reported in Strive HI will each increase by at least 10 percentile points from

and in exploratory electives developed through student voice will promote purpose and foster a sense of value in learning for students.

The Classroom Engagement component of the Panorama Student survey decreased by 1 percentage point.

Chronic Absenteeism will decrease by at least one percentage point each school year as reported on the Strive HI report (2019 = 22%). A comprehensive advisory program will provide the infrastructure and community for students to build pilina with peers and teachers increasing their motivation to be in school.

End of SY 19.20 – Chronic Absenteeism decreased by 2% to 20% (Strive HI 2020).

The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 48% (SY 19.20) to at least 51%. Adopting trauma sensitive and restorative practices will create a positive and safe climate and a compassionate school culture fostering a feeling of belonging.

Favorable responses on the School Belonging component of the Panorama (SY20.21) student surveys decreased from 48% to 41%.

Positive School Climate as measured by the Panorama Student Survey is 56% (Strive HI 2020) as compared to the State (59%).

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and exploratory classes offered will be made accordingly. Favorable responses on the Valuing of School component (specifically Q1: How interesting do you find the things you learn in your classes?) will increase from 55% to 60%. This score decreased from 55% to 51%(2021 Panorama). In SY 21-22 favorable responses on the Valuing of School component (specifically Q1: How interesting do you find the things you learn in your classes?) will increase by at least 4 additional percentage points back to the 2020 Panorama baseline.

Chronic Absenteeism will continue to decrease by at least one percentage point each school year as reported on the Strive HI report (2020 = 20%) A comprehensive advisory program will provide the infrastructure and community for students to build pilina with peers and teachers increasing their motivation to be in school.

The school's favorable responses on the School Belonging component of the Panorama student surveys will ~~continue to increase by at least 3 additional percentage points to 54%.~~ increase between 5-7 percentage points back to the baseline percentage prior to the Pandemic.

Positive School Climate as measured by the Panorama Student Survey will increase by at least 3 additional percentage points to 59%.

School Safety as measured by the Panorama Student Survey School Safety component, will increase by at least 3 additional percentage points from 60% favorable responses (19.20 Student Classroom Survey) to at least 63% favorable responses.

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the growth baseline in the 2019 Strive HI of 50 in Language Arts and 40 in Math.

Students receiving Special Education services in inclusionary settings (in general education classes most of the day) will increase from 47% (Strive HI 2018) to 59% (Strive HI 2020) and continue to increase as appropriate in ensuring an LRE for all students.	Students receiving Special Education services in inclusionary settings (in general education classes most of the day) will continue to increase as appropriate in ensuring an LRE for all students.	
Why you are implementing them? Providing opportunities for exploration and discovery through an array of experiences and a comprehensive SEL program will increase student self awareness and build interests and motivation. The SEL and advisory program will help students to develop their student voice and an ability to advocate for themselves.	*Why you are implementing them?* Providing students with an array of experiences and opportunities with real-world context will inspire student curiosity, innovative thinking, civic responsibility, and problem solving (GLOs) for future success. To continue our work in developing inclusionary settings for students. To provide an education to all students with equity, nonpartisanship and compassion.	*Why you are implementing them?* By the end of their 3rd year at KMS, 8th graders will have developed an awareness of careers, discovered an interest in, and obtained the skills to select a pathway in high school. They will be prepared to evaluate choices and set goals toward their future aspirations.
How will you know that they are causing an improvement? If students are engaged in learning, we will see a decrease in the data in the following areas: I) chronic absenteeism I) discipline data in the areas of classroom disruption and non-compliance. If students are engaged in learning, we will see an increase in the monthly data in the following areas: I) STAR Reading levels 3 and 4 I) STAR Math levels 3 and 4 I) I-Ready diagnostic assessment – Reading on-grade level	*How will you know that they are causing an improvement?* We will continue to track student attendance and discipline data. We will also monitor course marks at mid-quarter and quarter checkpoints (I). Students who find interest and challenge in their courses will be engaged and earn higher grades. We will continue to track student academic progress through diagnostic reading and math iReady assessments. And we will track SBA ELA and Math proficiency at the end of each year of implementation as well as Median Growth Percentile scores in Language Arts and Math.	*How will you know that they are causing an improvement?* If students are engaged in learning, we will see downward trends in the data in the following areas: I) chronic absenteeism I) discipline data in the areas of classroom disruption and non-compliance I) failing course marks at the mid-quarter and quarter checkpoints We will see an upwards trend in the data in the following areas: I) STAR Reading levels 3 and 4 I) STAR Math levels 3 and 4

I) I-Ready diagnostic assessment – Math on-grade level By the end of each school year, we will see an increase in the following areas: I) SBA ELA proficiency (?) I) SBA Math proficiency (?) I) Median Growth Percentile score for Language Arts (?) I) Median Growth Percentile score for Math (?) F) We will track SEL and advisory implementation adherence consistency to the program design via walk-through checks. F) We will collect student sample work and reflections from Ho'okele activities/lessons. Work will be sampled monthly using random checks from each grade level and team.	F) We will continue to track SEL and advisory implementation adherence consistency to the program design via walk- through checks. collecton of student samples of work and reflections from Ho'okele activities/lessons. Work will be sampled monthly using random checks from each grade level and team. F) KMART will track # of IDU, PBL, or Service Learning units completed in the Kupono Academy. KMART will assess student growth in iReady diagnostic assessments as a measure of learning.	I) I-Ready diagnostic assessment – Reading on-grade level I) I-Ready diagnostic assessment – Math on-grade level I) SBA ELA proficiency I) SBA Math proficiency I) Median Growth Percentile score for Language Arts I) Median Growth Percentile score for Math F) We will continue to track SEL and advisory implementation adherence consistency to the program design via walk- through checks. work sample collection F) KMART will track # of IDU, PBL, or Service Learning units completed in the Kupono Academy. Also quality checks will be made through the submission of student work samples/products and unit plans.

Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals

Add beginning of the year measurements here.
 	
Strive HI 2019:
  ● ELA 39%
  ● Math 22%
  ● Chronic Absenteeism   22%
  ● ELA Growth   50
	Add throughout the year measurements here.
	
	  ● STAR Renaissance iReady Reading
	  ● STAR Renaissance iReady Math
	  ● Attendance data
	  ● Course Marks
	  ● Ch. 19 Discipline data
		Add end of year goals here.
		
		  ● Increase in academic achievement (as measured by SBA/Strive HI)
		  ● Increase in median growth percentile in LA and Math (as measured by Strive HI) by 5 percentile points

• Math Growth   40
• ELA Gap   24 pts. (58 / 34)
• Math Gap   20 pts. (37 / 17)
	End of Year measures:
	  • SBA ELA proficiency
	  • SBA Math proficiency
	  • Median Growth Percentile in Language Arts
	  • Median Growth Percentile in Math
			• Decrease in chronic absenteeism by one percentile point each year.
			• Decrease in the achievement gap in ELA and Math	

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity SW6	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW3	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 49%.	1. Teachers will implement rigorous Interdisciplinary Units incorporating project-based, problem-based, and/or service learning, driven by student voice, in a relevant real world context. (School CA 2)	Year	WSF, Title I (Supplies, online supplemental lessons and resources)	KMART PM (progress update) Faculty Meeting (share-out)	Semester Annually	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	2. Teachers will implement rigorous and relevant formative and standards based content assessments to inform instruction. (WASC CA 2)	Year	WSF, Title I (iReady PD)	KMART PM (PM data collection)	Semester	
Proficiency in language arts and math for the EL sub-group will increase from 6% to 12%. Student growth for the EL sub-group will increase in the areas of language arts and math from 34 to 38 and 40 to 43 respectively.	3. Teachers who support and instruct ELs will implement agreed upon ELD strategies consistently. (School CA 4)	Year	WSF, Title I (PPEs)	PLCs (strategy sharing) KMART PM (PM data collection)	Monthly Semester	
Proficiency in language arts and math for the SpEd	4. Teachers who support and instruct SpEd students will implement appropriate	Year	WSF	KMART PM (LRE, accommodation	Quarterly	

sub-group will increase from 11% to 15% and 7% to 10% respectively. Student growth for the SpEd sub-group will increase in the areas of language arts and math from 31.5 to 35 and 34 to 38 respectively.	accommodations in the least restrictive environment to increase access to the general education curriculum.			implementation check)		
Chronic absenteeism will decrease by at least 1 percentage point from SY 2019 (22%). The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 41% to at least 46%. Positive School Climate as measured by the Panorama Student Survey will increase by at least 3 additional percentage points to 59%. School Safety as measured by the Panorama Student Survey School Safety component, will increase by at least 3 additional percentage points from 60% favorable responses (19.20 Student Classroom Survey) to at least 63% favorable responses.	5. Teachers will implement advisory, SEL, and team activities that build meaningful relationships and foster a sense of belonging for students.	Year	WSF	KMART PM (attendance, student feedback)	Monthly	

Proficiency in language arts and math for the SpEd sub-group will increase from 11% to 15% and 7% to 10% respectively. Student growth for the workshop students will increase by more than one grade level in the areas of language arts or math.	6. Workshop teachers will provide targeted and explicit instruction that supports reading and math readiness and basic skills. (CLSD R-TFI, AG EA G)	Year	WSF	KMART PM (PM data collection) KMART PM (program data)	Semester Monthly	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	7. KMART will develop and implement criteria for student activities to ensure that they meet the needs of all students, support personal development, and increase academic achievement.	Year	WSF	KMART PM (activity check)	Monthly	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	8. Teachers will implement and focus on tier 2 and tier 3 academic vocabulary through explicit teaching and embedded use of vocabulary. (CLSD R-TFI, AG EA F)	Year	WSF	PLCs (share-out)	Monthly	
Imagine Learning and STAR Assessment data	9. EL teacher will support English Language development through sheltered instruction classes and push-in support with personnel assistance. (WASC CA 9, AG EA D)	Year	WSF, Title I (PPEs)	KMART PM (IL data)	Monthly	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	10. Teachers will provide opportunities for students to evaluate or reflect on their own learning and develop goals focused on their progress. (School CA 5)	Year	WSF, Title I (Academic Engager)	KMART PM (PM data collection)	Monthly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity SW6	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW5	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Proficiency in language arts and math for the EL sub-group will increase from 6% to 12%.	1. Teachers who service EL students will be provided professional development opportunities on instructional strategies that support ELs in accessing content curricula. (School CA 4, AG EA C, I)	Year	WSF, Title I (subs), Title III	KMART PM (PM data collection)	Monthly	
2. The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 41% to at least 46%.	2. Professional development will be provided to teachers on trauma informed and restorative practices to increase student and staff feeling of safety and belonging. (School Design & Student Voice, pg. 2)	Year	WSF, Title I (subs, AMLE)	KMART PM (PM data collection)	Bi-Monthly	
3. Proficiency in language arts and math for the SpEd sub-group will increase from 11% to 15% and 7% to 10% respectively.	3. Gold team core teachers will be provided professional development, coaching, and mentoring on co-teaching and collaborative teaching, planning, and instructional strategies. (AG EA A, B)	Year	WSF, Title I (subs)	KMART PM (PM data collection)	Monthly	
4. Proficiency in language arts and math for the SpEd sub-group will increase from 11% to 15% and 7% to 10% respectively.	4. Teachers who service SpEd students will be provided PD in understanding LRE and providing appropriate accommodations. (AG EA H)	Year	WSF, Title I (subs)	KMART PM (PM data collection)	Monthly	
5. Proficiency in language arts and math for all students from 39% to 42%	5. Teachers will continue to engage in professional development and to implement brain research-based	Year	WSF, Title I (The BERC Group)	KMART PM (PM data collection)	Monthly	

and 21% to 25% respectively.	instruction aligned with the 4 Habits of Teaching and Learning. (AG EA E)					
6. The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 49%.	6. Teachers will reflect on student voice feedback on their lesson design and make adjustments to instruction accordingly. (School CA 3)	Year	WSF	Team - Development of Student Voice Spectrum	Monthly	
7. The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 49%.	7. Professional development will be provided to teachers on designing, implementing, and assessing IDUs; incorporating problem-based, project-based, and service learning, driven by student voice, in a relevant, real world context.	Year	WSF	KMART PM - Development of Student Voice Spectrum	Bi-Monthly	
8. Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	8. Teachers will be provided with professional development in line with the CLSD Grant ● Explicit instruction in literacy for all teachers (tier 1 instructional strategies) ● Tier 2 reading intervention through the Third Quest program (CLSD R-TFI, AG EA J)	Year	WSF, CLSD (teacher, curriculum, instructional materials, PPE)	CLSD Team (observation data, iReady and DIBELS data)	Quarterly	
9. The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 41% to at least 46%.	9. Teachers will be provided professional development in creating an awareness of social and cultural differences (equity). ● Hawaii Statewide Family Engagement Center (SW 7) ● Hā Designers Convening Process (CLSD Lit Plan 1.6, 1.7)	Year	WSF, CLSD	KMART (PM data collection)	Monthly	

System Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity SW6	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW5	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	1. The leadership team will establish a process for evaluating school-wide activities that meet the needs of all students, support personal development, and increase academic achievement. - Reading and math workshop classes - Honors classes - EL instruction - SpEd instruction (School CA 6, WASC 2020 CA 1, SW 3)	Year	WSF, Title I (school-wide coord.)	KMART PM (evaluation data)	Monthly	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	2. The leadership team, the ILT team and teachers will collect and use disaggregated data to drive decision-making and student achievement including use of fidelity data collected from classroom visits. (WASC 2020 CA 2, SW 3)	Year	WSF, Title I (school-wide coord.)	PLC (data cycle) Team (team activities) KMART PM (PM data collection)	Monthly	
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	3. KMART will monitor rigor and relevance of common formative and standards-based content assessments to inform instruction and improve student achievement. (WASC 2020 CA 3)	Year	WSF	KMART PM (PM data collection)	Monthly	
Proficiency in language arts and math for all students	4. KMART will develop and implement a way to measure the effect of professional development on teacher practice to	Year	WSF	KMART PM (PD evaluation)	Monthly	

from 39% to 42% and 21% to 25% respectively.	determine the impact it has on student achievement. (WASC 2020 CA 4)				
Proficiency in language arts and math for all students from 39% to 42% and 21% to 25% respectively.	5. KMART and the ILT team will implement the following activities (actions) in the Tier 1 section of the KMS RTFI plan: ● Establish, implement and review standardized protocol for team meeting ● Identify common literacy practices (within and across content areas) ● Create a school wide reading plan ● Implement and monitor school wide reading plan ● Create content area reading plan ● Collect, compile and analyze fidelity data ● Establish and implement classroom visit protocol ● Establish and agree on critical elements of EWS ● Establish and agree on critical elements of T1 literacy systems ● Provide status report on literacy performance to stakeholders	Year	WSF, CLSD	KMART PM (CLSD monitoring)	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success

Please describe your school's ideas around innovation and pilot projects.
 	
Parent Engagement Program
Greenwave Mākua Hui
 	
Goal: To increase participation and engagement of parents in school initiatives and activities to support their child's education.
 	
Purpose: In response to the achievement and cultural gaps experienced by EL, SpEd, and disadvantaged families, this alliance encourages KMS integration and active participation of parents in the educational process
 	
Mission: Bringing families of all socio-economic groups, ethnicities, and cultures together in a safe environment to support all students and close achievement gaps
 	
Objectives: Parents and families will:
● Participate in educational activities to empower themselves to be partners with KMS in educating their child.
● Learn about the role families play in the education of their children and how to fulfill that role successfully
● Create a strong network of support for families undergoing similar experiences
● Engage in activities that honor and celebrate both their individual and local cultures
● Build cross-cultural understanding
● Participate in KMS service projects to build a sense of pride in their school and community
 	
School Design Summary:
The school will create a parent/community organization in which ALL parents and community members will be able to "fit in", support their child's education, and connect with the school. The organization's framework will provide a variety of groupings, each group facilitating parents to contribute in ways they are capable and comfortable in. These groups will run like committees with the same general objectives.
(School CA 1)
 	
Possible committees:
	Please describe your conditions for Success:
	
	1. Adequate personnel (Parent Engager and PCNC) with time to develop and promote the committees/organization of (Program Name)
	
	    a. Personnel (Engager & PCNC) will:
	       i. support individuals//teams to implement family engagement activities for their classes
	      ii. create and organize committees of parents based on their strengths
	      iii. host workshops for parents on academic-related topics i.e. understanding CCSS, ways to support their child's education
	    b. Personnel (Engager & PCNC) must be:
	      i. able to build connections with parents
	      ii. able to build connections with the school community.
	      iii. possess a high level of communication and organizational skills including but not limited to communicating appropriately via traditional communication methods, social media and print, financial recordkeeping and budgeting.
	      iv. possesses basic and practical knowledge of education standards
	      v. possesses basic and practical knowledge of parenting
	
	2. Adequate funding for necessary personnel, supplies and equipment to carry out and complete projects and proposed activities to promote parent education and training, refreshments.

➢ Team Parent Partner(s) - Parent(s) assist with planning, organizing, and carrying out team activities. Meets with team teachers regularly. Helps to solicit volunteers for team classrooms, chaperones for team activities, etc.
   ○ Coordinates student showcases highlighting student work
   ○ Coordinates bring your parent/grandparent to school days
   ○ Sends invitations to parents of students being recognized at the awards assembly
   ○ Coordinates a communication system with parents on team (parent app)
➢ Parent Literacy Committee - parents plan, organize, and implement activities that promote literacy for all students. Activities such as literacy competitions and contests, home literacy activities, etc. qMake a Difference Committee - parents plan, organize, and implement activities to impact the student learning environment/climate.
➢ Community Connection Committee - Parents help to coordinate and carry out activities in partnership with the community to serve school and community needs.

SW7

Learn From Home Distance Learning Program Purpose: In response to personal or social conditions or factors, Tele-School offers an alternative option providing comprehensive curricula taught by highly qualified teachers. Mission: Bringing quality education into the homes of our students. Whole School ● 181/759 (23.85%) students have no verified internet access ● 578/759 (76.15%) students have verified internet access ● 264/759 (34.78%) students with verified access had school-issued chromebooks in quarter 4 of SY 19-20 EL ● 12/42 (28.5%) students have no verified internet access ● 30/42 (71.5%) students have verified internet access ● 19/30 (63.3%) students with verified access had school-issued chromebooks in quarter 4 of SY 19-20 SpEd ● 36/106 (34%) students have no verified internet access	1. Highly qualified teachers that are trained in delivering core ~~as well as multi-disciplinary~~ curricula. 2. HQ teachers trained in using technology, the internet, and distance learning. 3. Students with access to internet connectivity. (preferred but not required) Mifis on loan to families or access to wi-fi hubs at various community locations and schools. 4. Access to devices for instructors as well as students ~~(with USB ports, flash drives to load content.)~~ Students receive Chromebooks on loan from school. 5. Alternate off-line curricula for students without internet connectivity. – Paper packet

● 70/106 (35%) students have verified internet access ● 35/106 (33%) students with verified access had school-issued chromebooks in quarter 4 of SY 19-20	
Kūpono Honors Academy Purpose: The purpose of the Kūpono Honors Academy is to provide honors-level students a rigorous academic program through relevant instructional design that engages student interest and instills college/career readiness skills of self-directedness, advocacy, student voice, independence, and time management. The Academy is designed using a unique project-based interdisciplinary model fostering hands-on first hand experiences in exploration and research. Mission: The mission of the Kūpono Honors Academy is to be the educational option for students performing above grade level in which common core standards and student voice drive exploration, critical thinking, and strategizing creative solutions to global or community problems. **Prerequisite:** ● Students enrolled in grades **7** and **8** at Keaʻau Middle School. ● Families must agree to participate in a hybrid model of blended, face-to-face, and distance learning using synchronous and asynchronous learning schedules. ● Students accepted into Kūpono Academy must have GPAs of 3.5 or higher at the time of registration. Student's GPA will be reviewed at the end of the school year to confirm eligibility for acceptance to the Kūpono Academy. ● Students must have at least 1 teacher recommendation from a core content (English Language Arts, Math, Science, Social Studies) teacher in their current year.	1. Highly qualified core set of teachers (ELA, Math, Science, Social Studies) 2. Highly trained teachers proficient in the use of technology, the internet, and a variety of delivery modes i.e. distance teaching, blended, face-to-face, synchronous and asynchronous teaching 3. Teachers knowledgeable and willing to teach multiple grade levels (grades 7-8). 4. Flexible, collaborative, team-minded teachers willing to work with others in creating, coordinating, and carrying out interdisciplinary projects.

Title I Addendum

SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Achievement Gap (pg. 1-2)	CNA WASC Self-Study
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.		- Kea'au Middle Academic Review Team (KMART) Meeting Minutes - SCC Assurances - SCC Meeting Minutes
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	System Outcomes, EA 1 and EA 2 (pg. 1-12); Student/Staff/System Outcomes (pg. 7-13)	- KMART Monthly Progress Monitoring Report

SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		HIDOE and Kea'au Middle School webpages
SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	School Design (pg. 3) Student Outcomes (pg. 7-13)	Title I Fiscal Requirements Form

SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
 	
(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;
 	
(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 	
(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
   (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
   (II) preparation for and awareness of opportunities for
	Student Outcomes (pg. 7-9) Staff Outcomes (pg. 9-11) System Outcomes (pg. 11-13)	- Project-based, problem-based, and or service learning projects
		- ELD strategies
		- MTSS
		- RTI
		- Trauma Informed and Restorative Practices
		- Mentoring
		- Co-Teaching
		- Reading/Math Workshop
		- Honors Classes

postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;		
SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))	Staff Outcomes, EA 9 (pg. 11) Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (pg. 13-14)	- Team Parent Partners - Parent Literacy Committee - Community Connection Committee