



Academic Plan, School Year 2022-23

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. 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).

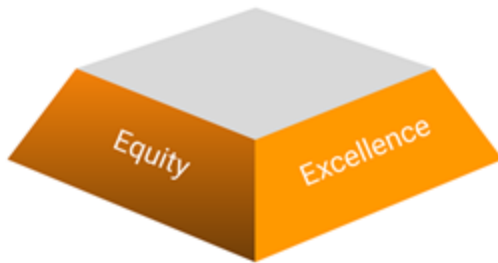
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).





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
<p>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.</p> <p>Kea'au Middle School's high needs subgroups (special education, English Learners, economically disadvantaged) make up the majority of our student population.</p> <ul style="list-style-type: none"> 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 	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>Achievement Gap Enabling Activities (AG EAs):</p> <p>A) Professional development for Gold Team core teachers and EAs on co-teaching and collaborative teaching strategies. (Staff EA 3)</p> <p>B) Coaching and mentoring for Gold Team core teachers and EAs on co-teaching and collaborative teaching partnerships and planning. (Staff EA 3)</p> <p>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)</p> <p>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)</p> <p>E) School-wide professional development and implementation of brain research-based instruction. (Staff EA 5)</p> <p>F) School-wide implementation and focus on academic vocabulary through explicit teaching and embedded use of vocabulary. (Student EA 8)</p> <p>G) Reading and math remediation/ intervention classes for identified underperforming students. (Student EA 6)</p> <p>H) Professional development for all teachers who service SpEd students on understanding LRE and providing appropriate accommodations; and specially designed</p>

<p>2020) last year.</p> <p>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).</p> <ul style="list-style-type: none"> 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) <p>There is no data regarding achievement gap or proficiency for the 2020 SY. SW1</p>	<p>and reducing the reading gap.</p>	<p>instruction. (Staff EA 4)</p> <p>I) Professional development opportunities will be offered to teachers; two (2) three-credit HIDOE sponsored English as a Second Language (ESL) or TESOL PDE3 courses. (Staff EA 1)</p> <p>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)</p> <p>K) Professional development for math teachers on curriculum pacing and instructional strategies (Staff EA 10)</p>
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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.

SY 20-21 – 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.

We need to provide students with access to instruction when they are absent from school for extended periods of time.

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

Kea'au 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. We will provide explicit instruction in literacy and math skills through Tier 1 and Tier 2 interventions for students performing 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 research based instruction and best practices. SW5

We need to continue our work on improving inclusion practices for students.

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

We need ongoing professional development for teachers in explicit literacy and math 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 and math through Tier 2 RTI classes.

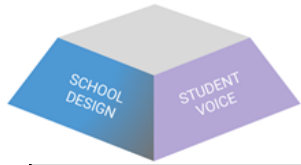
We need to continue to engage in COVID mitigation measures consistently.

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
<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i>	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i>	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i>
<p>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 and in exploratory electives developed through student voice will promote purpose and foster a sense of value in learning for students.</p> <p>The Classroom Engagement component of the Panorama Student survey decreased by 1 percentage point.</p>	<p>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 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.</p>	<p>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 the growth baseline in the 2019 Strive HI of 50 in Language Arts and 40 in Math.</p>
<p>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 3rd Quarter of SY 19.20 – Chronic Absenteeism decreased by 2% to 20% (Strive HI 2020).</p>	<p>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.</p>	
<p>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</p>	<p>The school's favorable responses on the School Belonging component of the Panorama student surveys will increase between 5-7 percentage points back to the baseline percentage prior to the Pandemic.</p> <p>Positive School Climate as measured by the Panorama Student Survey will increase by at least 3 additional percentage points to 59%.</p> <p>School Safety as measured by the Panorama Student Survey School Safety component, will increase by at</p>	

the State (59%).	least 3 additional percentage points from 60% favorable responses (19.20 Student Classroom Survey) to at least 63% favorable responses.	
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.	<p>100% of SpEd teachers will participate in professional development focused on appropriate accommodations and modifications.</p> <p>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.</p>	
<i>Why are you implementing them?</i>	<i>Why are you implementing them?</i>	<i>Why are you implementing them?</i>
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.	<p>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.</p> <p>To continue our work in developing inclusionary settings for students.</p> <p>To provide an education to all students with equity, nonpartisanship and compassion.</p>	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.
<i>How will you know they are causing improvement?</i>	<i>How will you know they are causing improvement?</i>	<i>How will you know they are causing improvement?</i>
<p>If students are engaged in learning, we will see a decrease in the data in the following areas:</p> <ul style="list-style-type: none"> l) chronic absenteeism l) discipline data in the areas of classroom disruption and non-compliance. <p>If students are engaged in learning, we will see an increase in the monthly data in the following areas:</p> <ul style="list-style-type: none"> l) I-Ready diagnostic assessment – Reading on-grade level l) I-Ready diagnostic assessment – Math on-grade level <p>By the end of each school year, we will see an increase</p>	<p>We will continue to track student attendance and discipline data. We will also monitor course marks at mid-quarter and quarter checkpoints (l). Students who find interest and challenge in their courses will be engaged and earn higher grades.</p> <p>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.</p>	<p>If students are engaged in learning, we will see downward trends in the data in the following areas:</p> <ul style="list-style-type: none"> l) chronic absenteeism l) discipline data in the areas of classroom disruption and non-compliance l) failing course marks at the mid-quarter and quarter checkpoints <p>We will see an upwards trend in the data in the following areas:</p> <ul style="list-style-type: none"> l) I-Ready diagnostic assessment – Reading on-grade level l) I-Ready diagnostic assessment – Math on-grade level

<p>in the following areas:</p> <ul style="list-style-type: none"> I) SBA ELA proficiency (?) I) SBA Math proficiency (?) I) Median Growth Percentile score for Language Arts (?) I) Median Growth Percentile score for Math (?) <p>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.</p>	<p>F) We will continue to track SEL and advisory implementation adherence consistency to the program design via collection 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.</p> <p>F) KMART will track # of IDU, PBL, or Service Learning units completed in the Kuponu Academy. KMART will assess student growth in iReady diagnostic assessments as a measure of learning.</p>	<ul style="list-style-type: none"> I) SBA ELA proficiency I) SBA Math proficiency I) Median Growth Percentile score for Language Arts I) Median Growth Percentile score for Math <p>F) We will continue to track SEL and advisory implementation adherence consistency to the program design via work sample collection</p> <p>F) KMART will track # of IDU, PBL, or Service Learning units completed in the Kuponu Academy. Also quality checks will be made through the submission of student work samples/products and unit plans.</p>
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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
<p>Add beginning of the year measurements here:</p> <p>Strive HI 2019:</p> <ul style="list-style-type: none"> • ELA 39% • Math 22% • Chronic Absenteeism 22% • ELA Growth 50 • Math Growth 40 • ELA Gap 24 pts. (58 / 34) • Math Gap 20 pts. (37 / 17) 	<p>Add throughout the year measurements here:</p> <ul style="list-style-type: none"> • iReady Reading • iReady Math • Attendance data • Course Marks • Ch. 19 Discipline data <p>End of Year measures:</p> <ul style="list-style-type: none"> • SBA ELA proficiency • SBA Math proficiency • Median Growth Percentile in Language Arts • Median Growth Percentile in Math 	<p>Add end of year goals here:</p> <ul style="list-style-type: none"> • 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 • Decrease in chronic absenteeism by one percentage point each year. • Decrease in the achievement gap in ELA and Math

Student Outcomes (SY 2022-23)

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)
The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 50%.	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	2. Teachers will implement rigorous and relevant formative and standards based	Year	WSF, Title I (iReady PD,	KMART PM (PM data collection)	Semester	

from 32% to 36% and 11% to 14% respectively.	content assessments (including iReady assessments) to inform instruction. (WASC CA 2)		Classroom Supplies and Resources)			
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 and paraprofessionals who support and instruct ELs will implement agreed upon English Language Development (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 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.	4. Teachers and paraprofessionals will support and instruct SpEd students using specially designed instruction and implement appropriate accommodations in the least restrictive environment to increase access to the general education curriculum.	Year	WSF, Title I (PPEs)	KMART PM (LRE, accommodation implementation check)	Quarterly	

<p>Chronic absenteeism will decrease by at least 1 percentage point from SY 2019 (22%).</p> <p>The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 40% to at least 46%.</p> <p>School Safety as measured by the Panorama Student Survey School Safety component, will increase favorable responses by at least 8 percentage points from 44% to 52% favorable responses.</p>	<p>5. Teachers will implement advisory, SEL, and team PBIS activities that build meaningful relationships and foster a sense of belonging for students. (CNA Need 3 & 4)</p>	Year	WSF, Title I (Travel, Subs, Remind App, Supplies, Bus Contract)	KMART PM (attendance, student feedback)	Monthly	
<p>Proficiency in language arts and math for the SpEd sub-group will increase from 11% to 15% and 7% to 10% respectively.</p> <p>Student growth for the workshop students will increase by more than one grade level in the areas of language arts or math.</p>	<p>6. Teachers will provide targeted and explicit instruction that supports reading and math readiness and basic skills. (CLSD R-TFI, AG EA G)</p>	Year	WSF, Title I (Travel, Subs, Bus Contract)	KMART PM (PM data collection) KMART PM (program data)	Semester Monthly	
<p>Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.</p>	<p>7. 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)</p>	Year	WSF, Title I (Travel, Subs)	PLCs (share-out)	Monthly	

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.	8. EL Coordinator will support English Language development through the use of data to drive instruction in the 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 32% to 36% and 11% to 14% respectively.	9. 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	KMART PM (PM data collection)	Monthly	
Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	10. Teachers will provide targeted instruction that address identified student needs in reading and math. (CNA Need 1 & 2)	Year	WSF	KMART PM (PM data collection)	Quarterly	

Staff Outcomes (SY 2022-23)

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 the EL sub-group will increase from 6% to 12%.	1. Teachers who service EL students will be provided professional development opportunities on analyzing data to identify instructional strategies that support ELs in accessing content curricula. (School CA 4, AG EA C, I)	Year	WSF, Title III	Admin PM	Monthly	
The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 40% 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)	Admin PM	Bi-Monthly	
Proficiency in language arts and math for the SpEd sub-group will increase from 11% to 15% and 7% to 10% respectively.	3. Teachers who service SpEd students will be provided PD in implementing specially designed instruction, understanding least restrictive environment (LRE) and providing appropriate accommodations. (AG EA H)	Year	WSF, Title I (Subs)	Admin PM	Monthly	
The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 50%.	4. 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	

The school's favorable responses on the Classroom Engagement component of the Panorama Student Survey will increase from 46% to at least 50%.	5. 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	
Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	6. Teachers will be provided with professional development in line with the CLSD Grant <ul style="list-style-type: none"> • 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	
The school's favorable responses on the School Belonging component of the Panorama student surveys will increase from 40% to at least 46%.	7. Teachers will be provided professional development in creating an awareness of social and cultural differences (equity). <ul style="list-style-type: none"> • Hawaii Statewide Family Engagement Center (SW 7) • Hā Designers Convening Process (CLSD Lit Plan 1.6, 1.7)	Year	WSF, CLSD	Admin PM	Monthly	
Proficiency in math for all students from 11% to 14%.	8. Math teachers will be provided professional development in curriculum pacing, instructional strategies, and differentiated student support.	Year	WSF Title I (Subs)	Admin PM	Quarterly	
Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	9. Teachers will be provided professional development in instructional practices to accelerate learning. <ul style="list-style-type: none"> - Visible Learning - Safe and Civil Schools - Emotional Poverty 	Year	WSF, Title I (Fees, Travel, Subs)	Admin PM	Quarterly	

System Outcomes (SY 2022-23)

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 32% to 36% and 11% to 14% respectively.	<p>1. The leadership team will monitor implementation data and evaluate school-wide activities that meet the needs of all students, support personal development, and increase academic achievement.</p> <ul style="list-style-type: none"> - Reading and math workshop classes - Honors classes - EL instruction - SpEd instruction <p>(School CA 6, WASC 2020 CA 1, SW 3)</p>	Year	WSF, Title I (school-wide coord.)	KMART PM (evaluation data)	Monthly	
Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	<p>2. The leadership 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.</p> <p>(WASC 2020 CA 2, SW 3)</p>	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 32% to 36% and 11% to 14% respectively.	<p>3. KMART will monitor rigor and relevance of common formative and standards-based content assessments to inform instruction and improve student achievement.</p> <p>(WASC 2020 CA 3)</p>	Year	WSF	KMART PM (PM data collection)	Monthly	
Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	<p>4. KMART will develop and implement a way to measure the effect of professional development on teacher practice to determine the impact it has on student achievement.</p> <p>(WASC 2020 CA 4)</p>	Year	WSF	KMART PM (PD evaluation)	Monthly	

Proficiency in language arts and math for all students from 32% to 36% and 11% to 14% respectively.	<p>5. KMART will implement the following activities (actions) in the Tier 1 section of the KMS RTFI plan:</p> <ul style="list-style-type: none"> • 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)		
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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
<p>Learn From Home Distance Learning Program</p> <p>Purpose: In response to personal or social conditions or factors, Tele-School offers an alternative option providing comprehensive curricula taught by highly qualified teachers.</p> <p>Mission: Bringing quality education into the homes of our students.</p> <p><u>Whole School</u></p> <ul style="list-style-type: none"> 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 <p><u>EL</u></p> <ul style="list-style-type: none"> 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 <p><u>SpEd</u></p> <ul style="list-style-type: none"> 36/106 (34%) students have no verified internet access 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 	<ol style="list-style-type: none"> Highly qualified teachers that are trained in delivering core curricula. HQ teachers trained in using technology, the internet, and distance learning. 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. Access to devices for instructors and students. Alternate off-line curricula for students without internet connectivity.

Title I Addendum

Directions:

1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.
2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).
3. In this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.

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. 14); Student/Staff/System Outcomes (pg. 8-15)	- 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		HIDOE and Kea'au Middle School webpages

<p>in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>		
<p>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).</p>	<p>School Design (pg. 3-4) Student Outcomes (pg. 8-15)</p>	<p>Title I Fiscal Requirements Form</p>
<p>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—</p> <p>(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;</p> <p>(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</p> <p>(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—</p> <p>(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;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school</p>	<p>Student Outcomes (pg. 8-11) Staff Outcomes (pg. 12-13) System Outcomes (pg. 14-15)</p>	<ul style="list-style-type: none"> - 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

<p>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);</p> <p>(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.);</p> <p>(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</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>		
<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>Staff Outcomes, EA 7 (pg. 13)</p>	<ul style="list-style-type: none"> - Team Parent Partners - Parent Literacy Committee - Community Connection Committee