



# Three-Year Academic Plan 2017-2020

**Prince David Kawanakoa Middle School**  
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Submitted by Veronica Victor	Date
<b>Principal's Signature</b>	

Approved by Complex Area Superintendent Linell Dilwith	Date
<b>Superintendent's Signature</b>	

*Includes 2018 WASC Recommendations* *Includes TSI Recommendations* *Revisions to Version 14a*

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p>*Needs: Clarity and understanding of the RtI process and PBIS program to address the learning needs of all students</p> <ol style="list-style-type: none"> <li>a. Address the needs of the non-proficient reading and math students with high number of Ds/Fs from all classes preventing promotion to the next grade level (<i>School-Wide Critical Area for Follow-up #1</i>)</li> <li>b. Address the needs of the repeat offenders who make up the largest group of behavior incidents and lack positive social/behavior supports (<i>SW Critical Area for Follow-up #1</i>)</li> <li>c. Close the achievement gap between Non-High Needs and those identified High Needs students, including those in the Disadvantaged, SPED, EL, and Pacific Islander subgroups (<i>SW Critical Area for Follow-up #1</i>)</li> </ol> <ul style="list-style-type: none"> <li>● <b>WASC recommendations</b></li> </ul>
<h3>Addressing Equity: Sub Group Identification</h3>	
<p><b>In order to address equity, list the targeted subgroup(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs, with specific focus on the Pacific Islander subgroup</p>	
<ol style="list-style-type: none"> <li>1. Students who are non-proficient in reading and math, with high number of Ds/Fs from all classes preventing promotion to the next grade level            Identified needs: <i>SW Critical Area for Follow-up #1</i> <ul style="list-style-type: none"> <li>● Tier 1 intervention and differentiated instructional strategies</li> <li>● Clearly defined and monitored PBIS and RtI Tier 2 supports</li> <li>● Smaller learning environment</li> <li>● Time-management and organizational skills to attend to and sustain tasks</li> </ul> </li> <li>2. Repeat offenders make up the largest group of behavior incidents and lack positive social/behavior supports            Identified needs: (<i>SW Critical Area for Follow-up #1</i>)           <ul style="list-style-type: none"> <li>● Clearly defined, realistic, and consistently reinforced expectations, as well as meaningful and timely consequences</li> <li>● Clearly defined and monitored PBIS and RtI Tier 2 supports</li> <li>● Consistent implementation of the middle school practices</li> </ul> </li> <li>3. Students identified in the subgroups Pacific Islander, Disadvantaged, SPED, and EL, will have an achievement gap in ELA of no more than 32%, in Math of no more than 35%, and in Science of no more than 24%, as determined by the SBA and the HSA Science.            Identified needs: (<i>SW Critical Area for Follow-up #1</i>)           <ul style="list-style-type: none"> <li>● Clearly defined and monitored PBIS and RtI Tier 1 and 2 supports need to meet the needs of these students</li> <li>● Equity/Inclusive practices in all four core areas (ELA, Math, Social Studies, Science)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>● <b>Targeted Support &amp; Improvement recommendations</b></li> </ul>	

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Jared Fuchigami, Counselor Brendan Ahern, SSC Maria Guardino, EL Coordinator Michael Sugano, Vice Principal	1. Inclusive Practices (Goal 1, Objective 1 Empowered) <ol style="list-style-type: none"> <li>RtI process</li> <li>Gifted and Talented</li> <li>SPED</li> <li>EL (ELL Plan)</li> <li>AVID &amp; Quarterly Binder Checks</li> </ol>
2. Brian Flatt, Social Studies DH Mari Nakamitsu, Counselor Brandon Lee, TA Vice Principal	2. Social & Emotional Learning (Goal 1, Objective 2 Whole Child) <ol style="list-style-type: none"> <li>PBIS (BRAT-free, Ali'i Warrior, Honor Roll, Perfect Attendance)</li> <li>Safety and Wellness (All safety drills, Wellness Policy, Professional Development)</li> </ol>
3. Marsha Miyata, Math DH Jolie Takekawa, Fine Arts DH	3. Research & Evidence-Based Practices (Goal 1, Objective 3 Well-Rounded Education) <ol style="list-style-type: none"> <li>Tier I Differentiated Instructional Strategies (WICOR)</li> <li>Formative Instruction/Data Teams</li> </ol>
4. Robert Baron, ELA DH Brian Yamagata, Science DH  Keith Connie, Counseling DH  Aric Oumi  Catherine Ayabe, Curriculum, Title I & FOL Coordinator	4. Transitions (Goal 1, Objective 4 Prepared & Resilient) <ol style="list-style-type: none"> <li>Middle School/Advisory Program</li> <li>Kawanakoa Student Association (KSA)</li> <li>New Student Orientation (NSO)</li> <li>Career Education (6<sup>th</sup> Grade Career Speakers, 8<sup>th</sup> Grade Job Shadowing)</li> <li>Student Prep Days, 5<sup>th</sup> Grade Orientation, High School Parent Information Meeting</li> <li>New Parent Orientation Meeting</li> </ol>
5. Veronica Victor, TA Principal	5. Educator Effectiveness System (Goal 2, Objective 1 Focused Professional Development)
6. Brian Okano, PE/Health DH Zachary Stephens, SPED DH	6. Induction & Mentoring (Goal 2, Objective 1d Provide support for new employees to become effective)
7. Catherine Ayabe, Curriculum, Title I & FOL Coordinator	7. Academic Review/Reflection Team (Goal 3, Objective 1 Innovation)
8. Catherine Ayabe, Curriculum, Title I & FOL Coordinator Ann Yasui, PCNC	8. Parent Involvement & Community Partnerships (Goal 3, Objective 2 Adequate & Expanded Partnerships)

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

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

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

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

*X 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.*

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

Outcome: By the end of three years,	Rationale:
<p>1. <b>Inclusive Practices (Objective 1 Empowered) (SW Critical Areas for Follow-up #1, 2, 3)</b> (Although this initiative falls under Goal 2, the school believes that this greatly impacts student success and have included it under Goal 1.) All students will have access to appropriate tiered support services, as determined by a clearly defined CSSS Response to Intervention process and demonstrate achievement of the General Learner Outcomes.</p> <ol style="list-style-type: none"> <li>51% of SPED students will be in inclusion general education classes 80% of the school day</li> <li>Continue to offer Gifted and Talented STEM Elective</li> <li>Continue to offer multiple elective/exploratory and PE/Health courses</li> <li>Continue to provide differentiated instruction to support EL students</li> <li>Continue to provide differentiated instruction to support non-proficient students in reading and in math</li> <li>Continue to offer AVID Elective in Grades 7 and 8</li> <li>Contract consultant Dr. Linda Jordan to assist with implementation of a systemic RtI A and B process, and building positive relationships</li> <li>Three-year commitment to participate in MTSS training with Diana Browning Wright</li> </ol>	<ul style="list-style-type: none"> <li>Since 2009, Kawanakoa has made steady progress in the areas of the Annual Measureable Achievement Objectives (AMAO), however, has not met proficiency in AMAO 1 and 3. KMS was placed in corrective action for ELL from 2015. Although the AMAOs are no longer being reported, Kawanakoa considers this critical to closing the gap, which still needs to be determined. According to the SY2016-17 Strive HI report, only 11% of students learning English are on-track to English language proficiency.</li> <li>According to the SY2016-17 Strive HI report, the achievement gap between Non-High Needs (71%) and High Needs (50%) is 21 points in Language Arts, while in Math, the achievement gap is 19 points with Non-High Needs at 60% and High Needs at 41%. High Needs includes English Learners, economically disadvantaged, and Special Education students. Note: SY 2016-17 was also the first time the WIDA assessment was fully-online and the State raised the exiting score from 4.8/4.2 to 5.0.</li> <li>In addition, the renewed DOE Strategic Priorities approved on December 3, 2016, addresses the goal of increasing the rate of inclusion to 51% of students receiving special education services are in general education classes 80% of the school day. Again, this goal is critical to closing the gap which still needs to be determined.</li> <li>Kawanakoa's AVID elective classes are currently only offered to Grades 7 and 8 students. To achieve Objectives 1, 2, and 4, Initiatives Inclusive Practices, Evidence-Based and Transition Practices, the school must help prepare students as they transition to the middle school and beyond.</li> <li>The GT STEM is currently offered to Grades 7 and 8 students. To achieve Objectives 1 and 3, Initiatives Evidence-Based and Inclusive Practices, the school must help prepare identified GT students to achieve their aspirations for the future and engage them in a rigorous and challenging program so they will be prepared for post-high school goals.</li> <li>According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified CSI School, Kawanakoa has now been identified as a Targeted Support &amp; Improvement (TSI) School.</li> </ul>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

### 2. Social & Emotional Learning (Objective 2 Whole Child) (SW Critical Areas for Follow-up #1, 2, 3)

All students will have access to appropriate tiered support services, as determined by a clearly defined Positive Behavior Intervention System program and demonstrate achievement of the General Learner Outcomes.

- a. 79% of students will report a positive school climate as measured by the *Care* (Well-Being) and *Classroom Management* (Safety) components on the Tripod Survey
- b. Continue BRAT-free, *Ali'i* Warrior programs, Perfect Attendance, Honor Roll, with focus on supporting Pacific Islander students with chronic absenteeism
- c. Regularly scheduled emergency drills
- d. Monitor DOE Wellness guidelines and coordinate professional development
- e. Monitor and implement of KMS Discipline Guidelines

### 3. Research & Evidence-Based Practices (Objective 3 Well-Rounded Education) (SW Critical Areas for Follow-up #1, 2, 3)

All students will receive rigorous and relevant curriculum, instruction, and assessments aligned to the Common Core ELA/Literacy and Math Standards, Next Generation Science Standards, and C3 Social Studies Framework, including newly revised Social Studies Standards (to be adopted 2018-19).

- a. 67% of students will meet or exceed proficiency in ELA/Literacy standards as determined by the Smarter Balance Assessment, with focus on the Pacific Islander subgroup of students
- b. 58% of students will meet or exceed proficiency in Math as determined by the Smarter Balance Assessment
- c. 64% of 8<sup>th</sup> grade students will meet or exceed proficiency in Science as determined by the Hawaii Content Performance Standards III
- d. ELA/Literacy gap not to exceed 32%, Math gap not to exceed 35%, and Science gap not to exceed 24%, as determined by the SBA/HSA
- e. Full implementation of the NGSS and STEM integration to address the new statewide science assessment

- Rigor, Relevance and Relationships: Without relationships, you cannot achieve relevance with your students, and without relevance, learning cannot be truly rigorous. This session will examine the importance of relationships and introduce the Rigor/Relevance Framework, a powerful tool for analyzing curriculum, instruction, activities, and assessments in the K–12 classroom. After selecting a standard or expectation from their curriculum, participants will scaffold the learning to raise the level of critical thinking required of the student and relate the learning to a real-world situation. The Rigor/Relevance Framework can used to add both rigor and relevance to learning for students in all grades.

- According to SY2014-15 and SY2015-16 eCSSS reports, the percent of students who were identified as having six or more repeated offenses has decreased slightly from 7.5% (n = 63/840 students) to 6.0% (n=50/828 students). In SY 2016-17, according to the eCSSS report, the number of repeat offenders remained constant at 6% (n=48/808). Based on findings from the SY 2017-18 CNA, current RtI Tier 2 and PBIS supports need to be more defined and monitored in order to meet the needs of the various subgroups. There is a lack of clearly defined, realistic and consistently reinforced expectations, as well as meaningful and timely consequences for all incidents. Further, there is a lack of consistent implementation of the middle school practices.
- Policy 103-1, Health and Wellness, and DOE Wellness Guidelines
- According to the SY2014-15 and SY2015-16 Strive HI reports, students increased proficiency from 60% to 61% on the SBA ELA/Literacy, and decreased proficiency from 52% to 51% on the SBA Math. For this same time period, science proficiency on the HSA from 48% to 37%. Further, the gap rate for both ELA/Literacy and Math increased from 35% to 36% and 28% to 34%, respectively.
- According to the SY2016-17 Strive HI report, 60% of students scored proficient or higher in Language Arts, while 50% of students scored proficient or higher in Math. HSA Science results jumped to 56% proficient or higher. 77% of 8<sup>th</sup> graders are reading on grade level.
- According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified CSI School, Kawananakoa has now been identified as a TSI School.

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<p>f. Full implementation of the C3 Social Studies Framework and Social Studies Standards</p> <p>g. Implementation of a comprehensive and well-defined data team process to inform instruction</p> <p>4. <b>Transitions (Objective 4 Prepared &amp; Resilient) (SW Critical Areas for Follow-up #1, 2, 3)</b> All students transition successfully throughout their educational experiences.</p> <p>a. 100% of faculty and staff will implement the Middle School practices as evidenced by Essential Attributes/16 Characteristics</p> <p>b. Research and establish an Advisory program</p> <p>c. Kawanakoa Student Association (KSA)</p> <p>d. New Student Orientation (NSO)</p> <p>e. Career Education</p> <p>f. Continue the Student Prep Days, 5<sup>th</sup> Grade Orientation, High School Parent Information Meeting</p> <p>g. New Parent Orientation Meeting</p>	<ul style="list-style-type: none"><li>● Implementation of the Middle School Philosophy/Concept will support the school in achieving Objective 2, Initiative Social Emotional Learning</li></ul>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> <li>Reduce the number of Ds/Fs students earn from all classes, not to exceed 7% of all grades earned</li> <li>51% of SPED students will be in inclusion general education classes 80% of the school day</li> <li>Reduce the number of students who are repeat behavior offenders, not to exceed 6% of all students</li> </ul> <p>• By the end of the 4<sup>th</sup> quarter, 95% of all</p>	<p><b>1. Inclusive Practices (SW Critical Areas for Follow-up #1, 2, 3)</b></p> <p>a. Continue to implement Response to Intervention (RtI)</p> <ol style="list-style-type: none"> <li>Utilize evidence-based Achieve 3000 Teenbiz program to address the needs of students who are identified as non-proficient in reading and in the Pacific Islanders, SPED, and EL subgroups during Homeroom/Advisory period on Tuesdays and Thursdays</li> <li>Utilize evidence-based IXL math online program to address the needs of students who are identified as non-proficient in math and in the Pacific Islanders, SPED, and EL subgroups through all math classes</li> <li>Establish clearly defined RtI process and protocol; create an RtI tool(s) that is more user-friendly and provide PD to ensure understanding</li> <li>Biannually, update longitudinal chart (disaggregated data) containing measures of success that are used to modify aspects of program, if needed</li> <li>Inclusion for all core subjects beginning with one grade 6 team in SY 2017-18 and one</li> </ol>	<p>2017-18 2018-19 2019-20</p>	<p>Brendan Ahern Jared Fuchigami Brian Flatt Maria Guardino Michael Sugano</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Committee &amp; Team minutes</li> <li>Progress monitoring of Achieve 3000 reports</li> <li>Progress monitoring of Teenbiz reports; including monthly reports to monitor progress of students identified in the Pacific Islander subgroup</li> <li>PD agenda, sign-in sheets, evaluation</li> <li>Master Schedule</li> <li>GT student demographic data</li> <li>AVID student demographic data</li> <li>EL student learning data</li> <li>Infinite Campus</li> <li>97% of students are registered in one or more elective/exploratory and/or PE/Health course</li> <li>RtI Flow Chart in place</li> <li>100% of teachers will understand the RtI process as reflected in PD reflections; process will be communicated to parents and students possibly through flyer, newsletter, email blasts, school website, New Parent Orientation, or Open House</li> <li>ELL Plan</li> </ul>



### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<p>students will have successfully maintained an organized binder and practice WICOR and note-taking skills</p> <ul style="list-style-type: none"> <li>• 100% of students will have the opportunity to participate in an elective/exploratory and/or PE/Health class</li> </ul>	<p>grade 6 team and one grade 7 team in SY 2018-19</p> <ul style="list-style-type: none"> <li>6) Coordinate and facilitate professional development such as educational/cultural backgrounds of Pacific Islanders by District BSHAs and RT and differentiated instructional strategies by ELL coordinator</li> <li>7) Contract consultant Dr. Linda Jordan to assist with implementation of a systemic RtI A and B process, and building positive relationships</li> <li>8) Three-year cohort on MTSS with Diana Browning Wright</li> </ul> <p>b. Continue to implement the Gifted and Talented (GT) Program</p> <ol style="list-style-type: none"> <li>1) Increase class size</li> <li>2) Increase student participation in activities outside the school environment</li> <li>3) Encourage family participation</li> <li>4) Review teacher recommendation form</li> </ol> <p>c. Continue to implement the AVID program</p> <ol style="list-style-type: none"> <li>1) Maintain application/enrollment process</li> <li>2) Recruit qualified tutors</li> <li>3) Coordinate review and facilitate on-going PD on schoolwide initiatives on binder organization, WICOR, note-taking skills</li> </ol> <p>d. Monitor ELL Plan and continue to provide PD and implement</p>				
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

	<p>differentiated instruction to support EL students</p> <p>e. Electives/Exploratory and PE/Health</p> <ol style="list-style-type: none"> <li>1) During the registration period, all students will have the opportunity to have one or more elective/exploratory and/or PE/Health class</li> <li>2) Master Schedule will reflect the courses offered</li> </ol>				
<ul style="list-style-type: none"> <li>● 79% of students will report a positive school climate as measured by the <i>Care and Classroom Management</i> components on the Tripod Survey</li> <li>● Reduce the number of students who are repeat behavior offenders, not to exceed 6% of all students</li> </ul>	<p><b>2. Social Emotional Learning (SW Critical Areas for Follow-up #1 2, 3)</b></p> <ol style="list-style-type: none"> <li>a. Continue to implement Positive Behavior Intervention System (PBIS), with focus on students identified in the Pacific Islander subgroup</li> <li>b. Implement a rewards system to support Honor Roll and Perfect Attendance students</li> <li>c. Quarterly or more frequent awards</li> <li>d. Increase BRAT-free participants' achievement of expectations, with focus on supporting Pacific Islander students with chronic absenteeism</li> <li>e. Continue <i>Ali'i</i> Warrior program</li> <li>f. Referral process clearly defined</li> <li>g. Biannually, update longitudinal chart (disaggregated data) containing measures of success that are and use to modify aspects of program, if needed</li> </ol>	<p>2017-18 2018-19 2019-20</p>	<p>Mari Nakamitsu Brandon Lee</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Committee minutes</li> <li>● 75% of students will achieve monthly BRAT-free data</li> <li>● New PBIS program in place</li> <li>● Attendance records from counselors</li> <li>● EWS behavior reports</li> <li>● Records of PD</li> <li>● Schedule of drills and updated procedures</li> <li>● Behavior expectations and discipline guidelines in student planner</li> <li>● Tripod Survey results</li> </ul>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

	<ul style="list-style-type: none"> <li>h. Regularly scheduled emergency drills</li> <li>i. Clearly defined behavior expectations and discipline plan</li> <li>j. Contract consultant Dr. Linda Jordan to assist with implementation of a systemic RI A and B process, and building positive relationships</li> <li>k. Three-year cohort on MTSS with Diana Browning Wright</li> <li>l. Coordinate and monitor Wellness Policy implementation and professional development</li> </ul>				
<ul style="list-style-type: none"> <li>● 67% of students will meet or exceed proficiency in ELA/Literacy Standards as determined by the Smarter Balance Assessment</li> <li>● ELA gap to not exceed 32% as determined by the SBA</li> </ul>	<p><b>3. Research &amp; Evidence-Based Practices (SW Critical Areas for Follow-up #1, 2, 3)</b></p> <p>a. <u>English Language Arts/Literacy</u></p> <ol style="list-style-type: none"> <li>1) Continue implementation of the CCSS ELA/Literacy standards</li> <li>2) Continue schoolwide targeted instructional focus on argumentative writing and achieved through powerful practices of note-taking skills, higher level questioning skills, citation and elaboration of textual evidence skills, and close reading strategies</li> <li>3) Continue focus on narrative and expository writing</li> <li>4) Continue with class novels to address literary skills, such as characterization, theme, plot</li> <li>5) Use of <i>SpringBoard</i> or future DOE approved ELA curriculum</li> </ol>	<p>2017-18 2018-19 2019-20</p>	<p>Robert Baron</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● 70% of students will be proficient in writing as reflected in <i>SpringBoard</i> embedded writing assessments: narrative, expository</li> <li>● 70% of students will be proficient in writing as reflected in data team/data points and summative argumentative writing assessment results</li> <li>● 35% of students will be proficient reading informational text as reflected in Achieve 3000 Level Set pre/mid-year/post assessment results</li> <li>● Monthly Achieve 3000 Level Set reports to monitor progress of students identified in the Pacific Islander subgroup</li> <li>● All students will improve in literary reading achievement by one grade level as reflected in STAR Reading pre/mid-year/post assessment results</li> </ul>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<ul style="list-style-type: none"> <li>• 58% of students will meet or exceed proficiency in Math as determined by the</li> </ul>	<p>6) Collaborate with grade level teams to implement STEM interdisciplinary unit</p> <p>7) Continue to utilize Achieve 3000/Teenbiz to address 55% informational/non-fiction reading; use Level Set assessment to determine pre-mid-post reading Lexile growth</p> <p>8) Continue to utilize AR to address 45% literary/fiction reading; use STAR Reading as a universal screener and to determine pre-mid-post reading grade equivalent/percentile growth</p> <p>9) Incorporate technology by providing one-to-one laptops</p> <p>10) Coordinate and facilitate professional development (job-embedded, implementation, follow-through), including sub days, on differentiated, research/evidence based instructional strategies to help students who are well below grade level reading proficiency</p> <p style="color: red;">11) Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</p> <p>b. <u>Math</u></p> <p>1) Continue note-taking skills</p> <p>2) Continue targeted math practices foci on check for</p>	<p><del>2017-18</del></p> <p>2018-19</p> <p>2019-20</p>	<p>Marsha Miyata</p>		<ul style="list-style-type: none"> <li>• ELA Curriculum Maps</li> <li>• Participation in Title I STEAM Showcase</li> </ul> <ul style="list-style-type: none"> <li>• 60% of students will be proficient in math practices as reflected in data team/data points and summative assessment results</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<p>Smarter Balance Assessment</p> <ul style="list-style-type: none"> <li>• Math gap not to exceed 35% as determined by the SBA</li> </ul>	<p>understanding, math reasoning, CCSS Mathematical Practice #3-construct viable arguments and critique reasoning of others</p> <ol style="list-style-type: none"> <li>3) Continue collaboration between department and grade level teachers with instructional practices (e.g., data team, curriculum maps)</li> <li>4) Continue to revisit and adjust math grade level curriculum maps, with emphasis on the SBA claim Math Concepts/Procedures</li> <li>5) Continue to utilize STAR Math as a universal screener and to determine pre-mid-post math grade equivalent/percentile growth</li> <li>6) Coordinate and facilitate professional development, (job-embedded, implementation, follow-through), including sub days, on differentiated, research/evidence-based instructional strategies to meet the needs of students who are well below grade level math proficiency</li> <li>7) Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</li> </ol>				<ul style="list-style-type: none"> <li>• All students will improve math achievement by one grade level as reflected in STAR Math pre/mid-year/post assessment results</li> <li>• 60% of students will be proficient as reflected in <i>Go Math</i> embedded assessment results</li> <li>• Math Curriculum Maps</li> <li>• Participation in Title I STEAM Showcase</li> <li>• SBA Math results</li> </ul>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<ul style="list-style-type: none"> <li>64% of 8<sup>th</sup> grade students will meet or exceed proficiency in Science as determined by the Hawaii Content Performance Standards III</li> <li>Science gap not to exceed 24% as determined by the HSA</li> <li>100% of students will submit a Science Fair project</li> <li>100% participation of grade level team STEM IDU</li> </ul>	<p>c. <u>Science</u></p> <ol style="list-style-type: none"> <li>Implementation of Achieve 3000 eScience online program to address integrated NGSS and reading proficiency</li> <li>Implementation of the NGSS and revamping instruction to include more critical thinking approach through multiple lab learning opportunities and project-based learning (waiting for NGSS assessments)</li> <li>Implementation of team STEM IDU based on a chosen theme</li> <li>Science Fair with support from grade level team members</li> </ol>	<p>2017-18 2018-19 2019-20</p>	<p>Brian Yamagata</p>	<ul style="list-style-type: none"> <li>100% of students will participate in Science Fair projects</li> <li>70% of students will be proficient in writing as reflected in data teams/data point and summative argumentative writing assessment results</li> <li>Science Curriculum Maps</li> <li>Achieve 3000 eScience assessment data point results</li> <li>Participation in Title I STEAM Showcase</li> <li>100% of students will participate in Science Fair projects</li> </ul>
<ul style="list-style-type: none"> <li>100% of students will receive instruction in Social Studies based on the revised Social Studies Standards and the C3 Social Studies Framework</li> </ul>	<p>d. <u>Social Studies</u></p> <ol style="list-style-type: none"> <li>Continue to address CCSS Literacy Reading History standards in Social Studies for all KMS students, particularly in SPED and Pacific Islander subgroups</li> <li>Continue implementation of schoolwide targeted instructional focus on argumentative writing</li> <li>Continue implementation of Problem-Based and/or Project-Based assignments, with sufficient curriculum materials for teachers</li> <li>Continue planning to incorporate C3 Framework to Lessons: Implement Compelling and Supporting Questions (Inquiry Design</li> </ol>	<p>2017-18 2018-19</p>	<p>Brian Flatt</p>	<ul style="list-style-type: none"> <li>100% of students will participate in an inquiry-designed project</li> <li>70% of students will be proficient in writing as reflected in data teams/data point and summative argumentative writing assessment results</li> <li>Social Studies Curriculum Maps Participation in Title I STEAM Showcase</li> </ul>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<ul style="list-style-type: none"> <li>● ELA gap not to exceed 32% as determined by the SBA</li> <li>● Math gap not to exceed 35% as determined by the SBA</li> <li>● 70% of students will be proficient or higher on the schoolwide argumentative writing summative assessment</li> <li>● 60% of math students will be proficient or higher on the math</li> </ul>	<p>Model) for instruction to address HCPSIII</p> <ol style="list-style-type: none"> <li>5) Planning and collaboration, including sub days, to develop C3 Framework Lessons and/or align Units of Study with revised Hawaii Social Studies Standards.</li> <li>6) Replace obsolete and/or broken equipment; and purchase needed new audio-visual classroom equipment in order to present information to students in a more “visual” 21<sup>st</sup> Century manner</li> <li>7) Explore Grades 6 and 8 textbooks to address new social studies standards and C3 framework</li> <li>8) Purchase Grades 6 and 8 textbooks to address new social studies standards and C3 framework</li> </ol> <p>e. <u>Formative Instruction/Data Teams</u></p> <ol style="list-style-type: none"> <li>1) Continue implementation of the data team process with schoolwide targeted instructional focus on argumentative writing achieved through powerful practices of note-taking skills, higher level questioning skills, citation and elaboration of textual evidence skills, and close reading strategies</li> <li>2) Continue implementation of the math data team process with targeted math practices foci on check for</li> </ol>	<p>2019-20</p> <p><del>2017-18</del> 2018-19</p>	<p>Jolie Takekawa Marsha Miyata</p>		<ul style="list-style-type: none"> <li>● 70% of students will be proficient in writing as reflected in baseline, three formative, and summative argumentative writing assessment results, with close progress monitoring of students in the Pacific Islander subgroup</li> <li>● 60% of students will be proficient in math practices as reflected in baseline, formative, and summative math practices assessment results</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<p>data team summative assessment</p>	<p>understanding, math reasoning, CCSS Mathematical Practice #3-construct viable arguments and critique reasoning of others</p> <ol style="list-style-type: none"> <li>3) Coordinate professional development for on-going training on the schoolwide targeted instructional focus and powerful practices</li> <li>4) Continue to revisit, and revise as needed, the data point template, the number of data points</li> <li>5) Teacher collaboration on revising future data teams foci within departments</li> </ol>	<p>2019-20</p>			
<ul style="list-style-type: none"> <li>All students transition successfully throughout their educational experiences.</li> </ul>	<p><b>4. Transitions (<i>SW Critical Areas for Follow-up #1, 2, 3</i>)</b></p> <ol style="list-style-type: none"> <li>Continue to implement the Middle School Philosophy/Concept           <ol style="list-style-type: none"> <li>1) Research and plan to implement an Advisory Program</li> <li>2) On-going professional development on the middle school philosophy/concept</li> </ol> </li> <li>Coordinate &amp; support Kawanakoa Student Association (KSA) activities</li> <li>Coordinate &amp; support New Student Orientation (NSO)</li> <li>Coordinate &amp; support Career Education programs</li> <li>Coordinate &amp; support Student Prep Days</li> <li>Coordinate &amp; support 5<sup>th</sup> Grade Orientation</li> </ol>	<p>2017-18 2018-19 2019-20</p>	<p>Robert Baron Brian Yamagata</p> <p>Keith Connie</p> <p>Aric Oumi</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other PTSA</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>Committee minutes</li> <li>100% of teachers will understand the Middle School Philosophy/Concept as reflected in PD reflections</li> <li>PD Sign-in sheet on Advisory Program and Middle School Concept</li> <li>Advisory Program roll-out</li> <li>Consistent enrollment as reflected in the AVID rosters</li> <li>Master Schedule</li> <li>AVID student applications</li> <li>95% of students maintain an organized binder, and practice WICOR and note-taking skills as reflected in Schoolwide Binder Checks data and Feedback Sheets</li> <li>Agenda, sign-in sheets, evaluations</li> </ul>



**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20**

	<p>g. Coordinate &amp; support High School Parent Information Meeting</p> <p>h. Coordinate &amp; support New Parent Orientation Meeting, Open House, STEAM Showcase, Summer Programs Information Fair</p>		Catherine Ayabe		
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

**Goal 2: Staff Success.** [Kawananakoa Middle School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

*X Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.*

Outcome: By the end of three years,	Rationale:
<p><b>1. Focused Professional Development: (Objective 1d, Initiative Equity/Inclusive Practices) (SW Critical Areas for Follow-up #1, 2, 3)</b></p> <ul style="list-style-type: none"> <li>a. In-service teachers through a focused and prioritized professional development plan and resources will be allocated to support the plan. On-going PD includes, but not limited to, the following: Response to Intervention (RtI) process, inclusive practices, social and emotional learning; <b>targeted interventions for students in the Pacific Islander subgroup</b></li> <li>b. Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</li> <li>c. Differentiated Tier I instructional strategies and AVID WICOR strategies (schoolwide targeted instructional focus and powerful practices)</li> <li>d. Formative instruction and the data team process</li> <li>e. Problem, project, inquiry based learning</li> <li>f. Middle School Philosophy/Concept</li> <li>g. Trauma-Informed and Restorative Practices training with Diana Browning Wright</li> <li>h. Multi-Tiered Systems of Support with Diana Browning Wright</li> <li>i. Rigor, Relevance and Relationships with Dr. Linda Jordan</li> <li>j. Wellness Policy</li> </ul> <p>k. Earn six EL credits and receive on-going professional development as needed (SW Critical Area for Follow-up #1, 2, 3)</p>	<ul style="list-style-type: none"> <li>• All students will have Hawaii Qualified Teachers who will be able to support student success</li> <li>• Close the achievement gap between Non-High and those identified as High Needs students, including Disadvantaged, SPED, EL, <b>and Pacific Islander subgroups</b></li> <li>• In addition, the renewed DOE Strategic Priorities approved in December 2016, addresses the goal of increasing the rate of inclusion to 51% of students receiving special education services are in general education classes 80% of the school day. Again, this goal is critical to closing the gap which still needs to be determined</li> <li>• According to the SY2014-15 and SY2015-16 Strive HI reports, students increased proficiency from 60% to 61% on the SBA ELA/Literacy, and decreased proficiency from 52% to 51% on the SBA Math. According to the SY2016-17 Strive HI report, proficiency dropped slightly to 60% in ELA/Literacy, and 50% in Math. For this same time period, science proficiency on the HSA from 48% to 37% to 56%. Further, the gap rate for both ELA/Literacy and Math went from 35% to 36% to 21%, and 28% to 34% to 19%, respectively.</li> <li>• According to the SY2016-17 Strive HI report, the school's absentee percent increased from 5% to 6%.</li> <li>• To address the full implementation of NGSS and STEM initiatives, and C3 Social Studies Framework and standards</li> <li>• Since 2009, Kawananakoa has made steady progress in the areas of the Annual Measureable Achievement Objectives (AMAO), however, has not met proficiency in AMAO 1 and 3. KMS was placed in corrective action for EL from 2015. Although the AMAOs are no longer being reported, Kawananakoa considers this critical to closing the gap which still needs to be determined. According to the SY2016-17 Strive HI report, only 11% of students learning English are on-track to English language proficiency. Note: SY 2016-17 was also the first time the WIDA assessment was fully-online and the State raised the exiting score from 4.8/4.2 to 5.0.</li> <li>• <b>According to a comparison of SY 2016-17 Strive HI report, the subgroup index scores compared to the lowest identified CSI School, Kawananakoa has now been identified as a TSI School.</b></li> <li>• Currently, according to the DOE 2015-16 SSIR Report, 59.2% of teachers at Kawananakoa have been at the school five or more years. In a school level</li> </ul>
<p><b>2. Induction and Mentoring: (Objective 1d, Initiative Equity/Inclusive Practices) (SW Critical Area for Follow-up #1, 2, 3)</b></p>	

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

Retain 60% of new qualified and effective teachers for five or more years

- a. Continuous refinement of Kawanakoa's New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession
- b. On-going mentor training from the HDO resource personnel
- c. Build professionalism between appropriately paired mentors-mentees

### 3. Kawanakoa Learning and Innovation Center (KLIC) (Objectives 1 & 2)

- a. Ad Hoc KLIC Cadre will craft a three-year plan to transform the current school library into a school designed Kawanakoa Learning and Innovation Center
- b. Plan will include, but not limited to, creating a space that will foster and support innovation, collaboration, flexibility, and empowerment among all school community members, as well as promote on-going efforts to increase literacy and student achievement
- c. Current library will be repurposed with equipment and furniture that will support and increase project, problem, and inquiry-based learning opportunities
- d. Personnel, such as PTTs and/or PPTs, will be available to provide additional supports and services
- e. Provide PD for teachers to increase their knowledge of integrating technology in their curriculum and instruction

survey conducted in September 2017, results show that the percent has increased to 66% have been at KMS for five or more years, and the average number of years teaching is 16.7 years. Departments with the greatest number of new teachers are in ELA and SPED, with many of the vacancies filled by teachers who have just moved to the State.

- During SY 2018-19, the librarian position was eliminated, which resulted in limited access for students to borrow books, conduct research, or utilize current technology equipment
- Literature already housed in the library will be available to all students
- Currently, there is a CCTV studio in a small corner of the library workroom which does not have adequate space for students to create videos, slide-shows, power point presentations, etc.
- Social Studies teachers have increased problem and project-based learning, guided by the C3 framework; likewise, Science teachers are implementing integrated NGSS inquiry-based instruction. Usage of the library aka KLIC space, will greatly support students' learning experiences
- KLIC will provide learning opportunities while integrating technology in all content areas, including the Fine Arts and PE/Health

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> <li>100% of teachers will receive an overall rating of proficient or higher as rated by the Educator Effectiveness System</li> <li>100% of teachers will be trained and highly successful in carrying out the enabling activities to support student success</li> </ul>	<p><b>1. Professional Development Plan</b> <i>(SW Critical Areas for Follow-up #1, 2, 3)</i></p> <ol style="list-style-type: none"> <li>Create an on-going PD Plan to address the school, complex, and State initiatives and mandates</li> <li>Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</li> <li>Contract consultant Dr. Linda Jordan to assist with implementation of a systemic RtI A and B process, and building positive relationships</li> <li>Three-year cohort on MTSS with Diana Browning Wright</li> </ol>	2017-18 2018-19 2019-20	All ART Leads	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Schedule of PD/PC and Events</li> <li>100% of teachers will understand purpose of and practice specific strategies as reflected in PD reflections</li> <li>PD Sign-in sheets</li> </ul>
<ul style="list-style-type: none"> <li>Retain 60% of new qualified and effective teachers for five or more years</li> <li>Continuous refinement of Kawanakoa's New Teacher Orientation and Handbook to address the needs of teachers new to the school and to the profession</li> </ul>	<p><b>2. Induction and Mentoring</b> <i>(SW Critical Areas for Follow-up #1, 2, 3)</i></p> <ol style="list-style-type: none"> <li>Continue to implement Induction and Mentoring program through differentiated levels of mentoring:</li> <li>New to teaching (e.g., Probationary 1)</li> <li>New to school</li> <li>New to DOE</li> <li>Continue I/M New Teacher Orientation at the onset of the</li> </ol>	2017-18 2018-19 2019-20	Brian Okano Zachary Stephens	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Induction and Mentoring Committee Minutes and Sign-in sheets</li> <li>100% of mentees will assigned a school level mentor and have an understanding of the school, district and State policies and procedures as reflected in a teacher survey</li> <li>Revised New Teacher Handbook</li> </ul>

**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20**

<ul style="list-style-type: none"> <li>• On-going mentor training from the HDO resource personnel</li> <li>• Build professionalism between appropriately paired mentors-mentees</li> </ul>	<p>new school year, and if possible, prior to the opening of school</p> <ul style="list-style-type: none"> <li>f. Continue collaborating, involvement, and responding to change(s) from the State and school level</li> <li>g. Sustain I/M Committee efforts as new teachers earn tenure</li> <li>h. Provide opportunities for teachers to conduct peer observations, view videos demonstrating differentiated instructional strategies, and/or visit other schools to observe model classroom instruction</li> </ul>				
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

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

*X Objective 1: Innovation – Foster innovation and scaling of effective instruction and operational practices to meet and exceed our education goals.*

*X Objective 2: Adequate and Expanded Resources – Secure adequate resources to support school and community-based plans for student success.*

Outcome: By the end of three years,	Rationale:
<p><b>1. Academic Review Team and Instructional Leadership Team: (Objective 1)</b>  <i>(SW Critical Area for Follow-up #1, 2, 3)</i></p> <p>a. ART will meet regularly to analyze multiple source of data, to identify strengths and challenges, determine and monitor progress</p> <p>b. ART will use Victoria Bernhardt’s data analysis process for on-going school improvement to craft the school’s Comprehensive Needs Assessment</p> <p><b>2. Parent Involvement and Community Partnerships: (Objective 2)</b></p> <p>a. Increase positive responses on the School Quality Survey for the <i>Satisfaction</i> and <i>Involvement</i> dimensions (target to be determined)</p> <p>b. Continue to maintain multiple means of communication and school updates with parents</p> <p>c. Continue to build partnerships with school community groups, such as but not limited to, WASC FOL Self-Study Full Visit, PTSA, SCC, Band Boosters, surrounding businesses and service organizations, respective State Legislators</p> <p><b>3. Kawanakoa Learning and Innovation Center (KLIC) (Objectives 1 &amp; 2)</b></p> <p>a. Ad Hoc KLIC Cadre will craft a three-year plan to transform the current school library into a school designed Kawanakoa Learning and Innovation Center</p> <p>b. Plan will include, but not limited to, creating maker-space that will foster and support innovation, collaboration, flexibility, and empowerment among all school community members, as well as promote on-going efforts to increase literacy and student achievement</p> <p>c. Current library will be repurposed with equipment and furniture that will support and increase project, problem, and inquiry-based learning opportunities</p>	<ul style="list-style-type: none"> <li>● ART is a key monitoring tool to ensure that the academic plan, including instructional strategies, are implemented to the degree necessary to increase student achievement, with targeted focus on students in the Pacific Islander subgroup</li> <li>● The CNA will be able to provide additional data and implications to either revise or refine the academic plan</li>   <li>● According to the SY2014-15, SY2015-16, and SY2016-17 SQS Parent results indicate positive responses in both dimensions. <i>Satisfaction</i> went from 79.3% to 75.7% to 76.8%, while <i>Involvement</i> went from 78.3% to 73.4% to 69.8%.</li> <li>● According to the SY2017-18, Open House Parent Evaluation Survey, 50% of parents preferred receiving communication via email, 28% preferred text messages, 11.0% preferred reading the school newsletter or website, and 27% preferred all of the above.</li> <li>● Title I funding to support parent and community partnerships</li>   <li>● During SY 2018-19, the librarian position was eliminated, which resulted in limited access for students to borrow books, conduct research, or utilize current technology equipment</li> <li>● Literature already housed in the library will be available to all students</li> <li>● Currently, there is a CCTV studio in a small corner of the library workroom which does not have adequate space for students to create videos, slide shows, power point presentations, etc.</li> <li>● Social Studies teachers have increased problem and project-based learning, guided by the C3 framework; likewise, Science teachers are implementing integrated NGSS inquiry-based instruction. Usage of the library aka KLIC space, will greatly support students’ learning experiences  KLIC will provide learning opportunities while integrating technology in all content areas, including the Fine Arts and PE/Health departments</li> </ul>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> <li>100% of the ART leads/DHs will not have an AA/HR in order to provide time for the collaboration time</li> <li>By February of each year, the school will use the data analysis process for on-going school improvement and create the Comprehensive Needs Assessment</li> <li>Bi-annually, the ART leads/DHs will monitor the academic plan to ensure enabling activities and progress being made</li> </ul>	<p><b>1. Continue to implement the Academic Review Team (SW Critical Area for Follow-up 1, 2, 3)</b></p> <p>a. ART will meet regularly to analyze multiple sources of data, identify strengths and needs, to monitor and determine progress of the Academic Plan</p> <p>b. Provide sub day for Leadership Committee to review data analysis and craft initial CNA</p>	2017-18 – in progress 2018-19 2019-20	Catherine Ayabe	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>ART Implementation Continuum</li> <li>ART/Leadership Minutes</li> <li>Comprehensive Needs Assessment</li> </ul>
<ul style="list-style-type: none"> <li>Increase parents positive perceptions the four dimensions, <i>Safety, Well-Being, Satisfaction, and Involvement</i> dimensions on the School Quality Survey by 2%age points each year</li> <li>Increase to build partnerships with school community</li> </ul>	<p><b>2. Parent Involvement and Community Partnerships (SW Critical Area for Follow-up #1, 2, 3)</b></p> <p>a. Continue to maintain an array of means of communication and school updates with parents, community, and other stakeholders, such as, but not limited to:</p> <ol style="list-style-type: none"> <li>School newsletter</li> <li>Weekly email blasts</li> <li>School website</li> </ol>	2017-18 – in progress 2018-19 2019-20	Catherine Ayabe	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ol style="list-style-type: none"> <li>Updated school website</li> <li>School quarterly newsletters</li> <li>School weekly email blasts</li> <li>Agenda, Sign-in Sheets, and PowerPoint presentations for New Parent Orientation, Open House, STEAM Showcase, Band and Orchestra programs and announcements, High School Parent Information Night program</li> </ol>



### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-20

<p>groups, such as the PTSA, SCC, Band Boosters, surrounding businesses and service organizations</p>	<p>4) Text messages 5) School frontage bulletin board 6) US mail</p> <p>b. Continue to hold parent events, such as, but not limited to, WASC FOL Self-Study Full Visit night, Student Prep Days, New Parent Orientation, Open House, STEAM Showcase, Band and Orchestra concerts, High School Parent Information Night, Summer Programs Fair</p> <p>c. Establish and sustain community partnerships</p>				
<ul style="list-style-type: none"> <li>● Craft a three-year plan to transform the current library into an innovative learning space</li> <li>● Increase the usage of KLIC by students and faculty for the purpose of innovation and collaboration</li> <li>● Purchase technology equipment and furniture that will allow flexibility and creative learning spaces</li> <li>● Funding for personnel to manage and maintain KLIC</li> </ul>	<p><b>3. Kawanakoa Learning and Innovation Center (KLIC)</b></p> <p>a. Convene an Ad Hoc KLIC committee which will encourage conversations and voice from all school community groups on how the library can be repurposed and redesign the use of the space</p> <p>b. Develop an implementation plan which includes necessary furniture, equipment, technology, and personnel</p> <p>c. Create a budget to purchase furniture, equipment, technology and additional personnel to support the plan</p> <p>d. Provide PD opportunities to teachers on technology integration into curriculum</p>	<p>2018-2019 2019-2020</p>	<p>Michael Sugano</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Revised curriculum maps for all content areas</li> <li>● Ad Hoc KLIC committee meeting minutes</li> <li>● Monitor student and teacher usage of KLIC through sign-in/sign-up sheets/calendar, increase in the number of project presentations, CCTV broadcasts, STEAM displays</li> </ul>