KMR Two-Year Academic Plan 2021-2023

Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C:	1. Need: To improve academic supports for all students in Math and English Language Arts 2. Need: To improve student behavior, attendance, and social emotional needs 3. Need: To improve the academic achievement gap, attendance issues, behavior concerns, and two-way communication with parents within the EL population (SW1, SW6(i))
	Addressing Equity: Sub-Group Identification

Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability	In order to address equity, list the targeted sub g███████ and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. Pacific Islanders: Pacific Islander students have the highest chronic absentee rate (16.5%), Pacific Islander students are the highest contributing sub group to behavior incidences, and have a very low proficiency rate where 83.6% are non-proficient in ELA and 94.2% are non-proficient in Math. Therefore, the need is to improve attendance, behavior, and academic achievement within the Pacific Islander population. English Learners: EL students have a chronic absentee rate of 10.25%, nearly half of all EL students contributed to behavior incidences (43.8%), and our EL students have a very low proficiency rate where 3.5% are non-proficient in ELA and 92.4% are non-proficient in Math. Therefore, the need is to improve attendance, behavior, and academic achievement within the EL population. (SW1, SW6(i))

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead Responsible for implementation of the school's strategies and initiatives

1. a. Joseph Passantino (Principal) b. William Olk (Vice Principal) c. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) d. Noelani Takayesu (Student Success Coach - Student Services) e. Sheila Leong (Registrar) f. Kristin Mullin (Student Success Coach - Teacher Support) g. Math Department Head h. ELA Department Head i. Science Department Head j. Social Studies Department Head k. Electives Department Head l. Counseling Department Head m. Special Education Department Head n. Counseling Department Head	1. Academic Universal Screener - iReady (Goal 1, DO 1)
2. a. Special Education Intervention Teacher b. William Olk (Vice Principal) c. Noelani Takayesu (Student Success Coach - Student Services) d. Kristin Mullin (Student Success Coach - Teacher Support) 3. a. William Olk (Vice Principal) b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice) c. Kristin Mullin (Student Success Coach - Teacher Support)	2. Tier 2 Reading Intervention Class (Goal 1, DO 2) 3. Restorative Practices (Goal 1, DO3)
4. a. Christopher Heaton (Counselor) b. Yukiko Yamada (Counselor) c. Melody Murata (Counselor)	4. Check and Connect (Goal 1, DO 4)

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5.
 	
    a. Joseph Passantino (Principal)
    b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice)
    c. Noelani Takayesu (Student Success Coach - Student Services)
    d. Christopher Heaton (Counselor)
    e. Yukiko Yamada (Counselor)
    f. Melody Murata (Counselor)
	5. SEL (Goal 1, DO 5)

6.
 	
    a. William Olk (Vice Principal)
    b. Noelani Takayesu (Student Success Coach - Student Services)
    c. Special Education Intervention Teacher
    d. 6th Grade Special Education Teacher
    e. 7th Grade Special Education Teacher
    f. 8th Grade Special Education Teacher
	6. Inclusionary Practices (Goal 2, DO 1)

7.
 	
    a. 6th Grade Team Lead
    b. 7th Grade Team Lead
    c. 8th Grade Team Lead
    d. Kristin Mullin (Student Success Coach - Teacher Support)
8.
 	
    a. 6th Grade Math Teacher
    b. 7th Grade Math Teacher
    c. 8th Grade Math Teacher
    d. Kristin Mullin (Student Success Coach - Teacher Support)
	7. Interdisciplinary Projects (Goal 2, DO 2)
	
	8. Math Achievement (Goal 2, DO 3)

9.
 	
    a. William Olk (Vice Principal)
    b. Christopher Heaton (Counselor)
    c. Yukiko Yamada (Counselor)
    d. Melody Murata (Counselor)
	9. MTSS (Goal 3, DO 1)

e. Noelani Takayesu (Student Success Coach - Student Services)	
10. a. Joseph Passantino (Principal) b. Cheryl Sumida-Sakai (Student Success Coach - Student Voice)	10. Family Engagement (Goal 3, DO 2)

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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 - A*ll 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 two years, **Rationale:**

Year 1:

Due to academic support through iReady for all students and a Tier 2 intervention program for identified ELA students, Central Middle will:

- 10% increase in the number of students testing at grade level in reading as indicated by iReady diagnostic scores
- 10% increase in the number of students testing at grade level in math as indicated by iReady diagnostic scores
- 5% (17 students) increase in the number of students meeting proficiency on SBA ELA
- 3% (10 students) increase in the number of students meeting proficiency on SBA Math
- 10% decrease in Class D Offenses
- 7% decrease in Chronic Absentee Rate
- 5% increase in favorable response for Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey

Due to the need to provide interventions support to increase proficiency in ELA and Math, teachers will implement iReady. iReady is "research-based and built from the ground up to be true to details, rigor, and intent of college and career readiness standards." In addition, research shows that iReady Diagnostic is strongly correlated to leading state and national assessments (https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf).

Due to the need to provide Tier 2 interventions, a program will be developed to support identified students. In a study done that compared students who received Tier 2 interventions to those who did not, "students who received Tier 2 intervention outperformed those in the comparison condition on several measures, including word attach, spelling, comprehension, and phonemic decoding efficiency" (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3072689/). Based on the previous information and study, Central Middle School will continue utilizing iReady and implement a Tier 2 intervention program to positively affect the following data:

- 20% of students were at grade level in Reading as determined by

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Year 2:

Due to academic support through iReady for all students and a Tier 2 intervention program for identified ELA students, Central Middle will:

- 10% increase in the number of students testing at grade level in reading as indicated by iReady diagnostic scores
- 10% increase in the number of students testing at grade level in math as indicated by iReady diagnostic scores
- 5% (17 students) increase in the number of students meeting proficiency on SBA ELA
- 3% (10 students) increase in the number of students meeting proficiency on SBA Math
- 10% decrease in Class D Offenses
- 10% decrease in Chronic Absentee Rate
- 5% increase in favorable response for Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey

(SW1, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III))

- 12% of students were at grade level in Math as determined by iReady Diagnostic (Diagnostic 2, SY 2020-2021)
- 16.39% of Pacific Islander students were proficient in SBA ELA (SY 2018-2019)

- 5.79% of Pacific Islander students were proficient in SBA Math (SY 2018-2019)
- 6.48% of EL students were proficient in SBA ELA (SY 2018-2019)
- 7.56% of EL students were proficient in SBA Math (SY 2018-2019)

Due to the need to provide support in behavior, Restorative Practices will be implemented in each class at least once a week. According to a student on restorative interventions and school discipline, "A large urban district (N = 90,546 students, n = 180 schools) implemented restorative interventions as a response to school discipline incidents. Findings from multilevel modeling of student discipline records (n = 9,921) revealed that youth from groups that tend to be overrepresented in suspensions and expulsions (e.g., Black, Latino, and Native American youth; boys; and students in special education) had similar, if not greater, rates of participation in restorative interventions than their peers. First-semester participants in restorative interventions had lower odds of receiving office discipline referrals (OR 0.21, p < 0.001) and suspensions (OR 0.07, p < 0.001) in the second semester." (https://portfolio.du.edu)

Based on the effectiveness of implementing restorative practices to decrease referrals, Central Middle School will regularly implement restorative practices to positively affect the following data:

- 164 behavior incidents
- 75.9% committed by males
- 88.5% committed by students identified as having high needs

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- 75% committed by students identified as low SES

Due to the importance of student attendance on student achievement, Check and Connect will be implemented to support students attending school regularly. "In a pre-post intervention design, 363 chronically truant secondary students showed improved attendance and academic performance as well as a reduction in the number of skipped classes and out-of-school suspensions. About 65% of Check & Connect students who were referred before their absences exceeded 25% of the school year were successfully engaged (defined as less than 0-1 days absent per month), with no incidences of course failures ([Sinclair & Kaibel, 2002](#))."

Based on the effectiveness of the Check and Connect program supporting student attendance, Central Middle School will regularly implement Check and Connect to positively affect the following data:

- 8.3% of students were chronically absent

Due to the importance of student well being, an SEL program will be implemented to support students' social and emotional well-being. According to several studies, SEL programs have many benefits including:

- **Academic improvement** A **2011 analysis** of 213 studies that surveyed more than 270,000 learners found that, on average, students who took part in SEL-informed curricula saw an 11 percent jump in academic achievement when compared to learners who didn't participate.
- **Greater results for students with early-identified problems** The same CASEL study found that for students who had already been identified as having problems, the use of SEL principles for early interventions led to a reduction of conduct problems, better attitudes toward themselves and others, fewer outbreaks due to emotional distress and overall enhanced academic performance.

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- **Better social interactions** As evidenced by the reports of teachers, fellow students, friends, families and community members, SEL curricula help encourage positive behavior across the lifespan. For students to have good role models when considering how they should behave, it is important that teachers and parents display empathy, conscientiousness, thoughtfulness and kindness.
- **Improved classroom behavior** The same study mentioned above also found that students who took part in SEL curricula exhibited improved behavior in the classroom, a greater ability to properly manage stress and depression and healthier opinions of themselves and others.
- **Ability to care for themselves** A **2015 study in the American Journal of Public Health** found that students who learned pro-social skills at an early age were far less likely to ever live in public housing, use public assistance, interact with the police while still minors or find themselves in detention facilities.
- **Less aggressive and/or disruptive behavior** An article by **Options for Youth** notes that students taking part in SEL programs have long-term improvement in areas of aggression and disruption. A study found that students who engaged in SEL at either the elementary or secondary level still saw a 10 percent reduction in behavioral, psychological and substance abuse problems by the age of 25.

(https://www.accreditedschoolsonline.org/resources/social-emotional-learning/)

Based on the effectiveness of implementing an SEL program to support students in several ways, Central Middle School will regularly implement an SEL program to positively affect all previous data listed above, in addition to:

- 73% favorable responses to Classroom Climate
- 67% favorable responses to Classroom Teacher-Student Relationships

- 62% favorable responses to Valuing of School
- 57% favorable responses to School Safety

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- 56% favorable responses to School Quality Survey - Safety Dimension - 47% favorable responses to School Belonging (SW1, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III))

Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)* **School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

2021-2022 By the end of school year 2021-2022, 100% of students will meet annual typical growth in iReady Reading and Math. By the end of school year 2021-2022, 10% increase in the number of students testing at grade level (Green) in reading as indicated by iReady diagnostic scores in Reading and Math. **2022-2023** By the end of school year 2022-2023, 100% of students will meet annual typical growth in iReady Reading and Math.	**2021-2023** ● iReady implementation (45 minutes of math and 45 minutes of reading a week during enrichment block) ● Teachers will monitor student data to determine interventions ● Teachers will facilitate student data chats to set achievement goals and monitor progress ● Team celebrations will occur quarterly to acknowledge student	● Joseph Passantino ● William Olk ● Cheryl Sumida-Sakai ● Noelani Takayesu ● Sheila Leong ● Kristin Mullin ● Math DH ● ELA DH ● Science DH ● Social Studies DH ● Electives DH ● Counseling DH ● Special Education DH ● Counseling DH	☐ WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other: SAF ☐ N/A	● iReady Diagnostic Data ● iReady Data (accessed through iReady) ● Intervention Lessons (Teacher assigned lessons found in student profile)

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By the end of school year 2022-2023, 10% increase in the number of students testing at grade level (Green) in reading as indicated by iReady diagnostic scores in Reading and Math. (CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #4 and #5) (SW1, SW6(i), SW6(ii))	performance, efforts, and build student engagement ● All staff will revisit and refine iReady PET and Flowchart				● Student Logs (hard copy or electronic) ● Celebration Slides ● Meeting Minutes ● Revised PET and Flowchart (SW3)
2021-2022 By the end of the school year 2021-2022, 90% of students in the Tier 2 intervention program will show growth on their progress monitoring data. **2022-2023** By the end of the school year 2021-2022, 90% of students in the Tier 2 intervention program will show growth on their progress monitoring data.	**2021-2023** Tier 2 Intervention teacher will: ● Identify and schedule students within the Tier 2 intervention program reading ● Intervention teacher monitor and report class progress monitoring data to Student Success Coach on a weekly basis		● Special Education Intervention Teacher ● William Olk ● Noelani Takayesu ● Kristin Mullin	☐ WSF ☐ Title I ☐ Title II ☐ Title III X IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Progress Monitoring Data (SW3)

(CNA 2021-2022 Prioritized Problems #1 and #2, WASC Critical Area #6)				

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(SW1, SW6(i), SW6(ii))				

2021-2022

By the end of the school year 2021-2022, the number of class D offenses will decrease by 10% compared to school year 2018-2019.

2022-2023

By the end of the school year

2021-2022, the number of class D offenses will decrease by 10% compared to school year 2021-2022.

(CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1)

(SW6(iii)(III))

● Students will participate in Restorative Practices in each class at least once a week
● Students will participate in weekly Advisory/SEL lessons

2021-2023
● William Olk

Cheryl Sumida-Sakai
● Kristin Mullin
X WSF
☐ Title I
☐ Title II ☐ Title III ☐ IDEA
☐ Homeless ☐ CTE
☐ Other
☐ N/A

●
● Restorative Practices data

collection
● Advisory/SEL Attendance
● Infinite Campus Class D offense data

(SW3)

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2021-2022 By the end of the school year 2021-2022, the chronic absentee rate will decrease by 7% compared to school year 2018-2019. **2022-2023** By the end of the school year 2022-2023, the chronic absentee rate will decrease by 10% compared to school year 2021-2022. (CNA 2021-2022 Prioritized Problem #2, WASC Critical Area #1) (SW6(iii)(III))	**2021-2023** ● Students will be provided attendance support through the Check and Connect program with their advisory teachers	● Christoper Heaton ● Yukiko Yamada ● Melody Murata	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Attendance data (SW3)
2021-2022 By the end of the school year 2021-2022, Central Middle School will increase its percent favorable in Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School	**2021-2023** ● Students will participate in weekly Advisory/SEL lessons ● Students will build relationships with their Advisory teachers and classes to build a support system	● Joseph Passantino ● Cheryl Sumida-Sakai ● Noelani Takayesu ● Christoper Heaton ● Yukiko Yamada ● Melody Murata	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Attendance data ● SEL Lessons (SW3)

Survey by 5%.				

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2022-2023 By the end of the school year 2022-2023, Central Middle School will increase its percent favorable in Panorama Student Classroom Survey Topics "Classroom Climate" and "Classroom Teacher-Student Relationships", and each of the four Topics for Panorama Student School Survey by 5%. (CNA 2021-2022 Prioritized Problems #2 and #3, WASC Critical Areas #1 and #6) (SW6(iii)(I))				

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

100% of Central Middle School teachers will be trained in inclusionary practices and differentiated instruction and be supported in the implementation of interdisciplinary projects to positively impact student achievement.

100% of Central Middle School math teachers will be supported in the implementation of research based mathematical practices and instructional routines to positively impact student achievement.

(SW6(ii))

Due to the ever evolving environment of education and best educational practices, Central Middle School teachers will receive professional development opportunities to continue expanding their teacher toolboxes and support their implementation of effective teaching strategies and structures. One of the professional development opportunities will include inclusionary practices. "Studies show that inclusion is beneficial for all students — not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for all students." (https://www.understood.org/en/learning-thinking-differences/treatments approaches/educational-strategies/4-benefits-of-inclusive-classrooms)

Teachers will also be provided the opportunity for professional development on differentiated instruction and interdisciplinary projects. "Differentiated teaching is how teachers target their instruction to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective of differentiation is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Differentiation benefits students across the learning continuum, including students who are highly able and gifted." (https://www.education.vic.gov.au/school/teachers/classrooms/Pages/appr oachesppn16differentiationtt.aspx)

"Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for

learning are common goals that educators bring to the classroom, and interdisciplinary instruction and exploration promotes realization of these objectives. Repko (2009) asserts that interdisciplinary instruction fosters

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advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to:

- Recognize bias
- Think critically
- Tolerate ambiguity
- Acknowledge and appreciate ethical concerns"

(https://serc.carleton.edu/sp/library/interdisciplinary/why.html#:~:text=Interdisciplinary%20Teaching%20Helps%20Advance%20Critical,needed%20to%20carry%20out%20tasks.)

In addition, our math teachers will receive support on the implementation of research based mathematical practices and instructional routines to support student achievement. Not only does the teaching of Math standards support student learning in math, but develops skills to support their learning in other areas. "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts,

operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy)." (http://www.corestandards.org/Math/Practice/)

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	The professional development opportunities and support provided to teachers to continue enhancing their skills will aid to positively affect the following data: ● Teacher positive responses rate to well-being was 63% (SQS 2020) ● Teacher positive responses rate to satisfaction was 60.8% (SQS 2020) ● Teacher positive responses rate to involvement/engagement was 53% (SQS 2020) ● 49% of students responded favorable for classroom engagement (Panorama 2020) ● 33% responded favorably that they often use ideas from school in their daily life (15% decrease from previous year) (Panorama 2020 (SW6(ii))

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
2021-2022 By the end of school year 2021-2022, 100% of all teachers will receive professional development on inclusionary practices. By the end of school year 2021-2022, 100% of all teachers will receive professional development on differentiated instruction. By the end of school year 2021-2022, 100% of all teachers will receive professional development on supporting ELL students and language development.	**2021-2022:** ● Faculty and staff attend professional development on inclusionary practices ● Faculty and staff attend professional development on inclusionary practices differentiation strategies ● Professional development by district personnel to support all teachers being language teachers (KMR EL Success Plan) ● Implement research based inclusionary practices and sheltered instruction strategies on a routine basis ● Participate in quarterly peer and non-classroom support staff walkthroughs and debriefs ● Develop and refine working agreements between co-teachers ● Create a program evaluation tool and flowchart for Inclusionary Practices	**2021-2023**	● William Olk ● Noelani Takayesu ● Special Education Intervention Teacher ● 6th Grade Special Education Teacher ● 7th Grade Special Education Teacher ● 8th Grade Special Education Teacher	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**2021-2022** ● Professional Development Agenda and Minutes ● Classroom walkthrough data sheets ● Working Agreements ● Program Evaluation Tool and Flow Chart

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2022-2023 By the end of school year 2022-2023, 100% of all teachers will have attended professional development on inclusionary practices. By the end of school year 2022-2023, 100% of all teachers will have attended professional development on differentiated instruction. By the end of school year 2022-2023, 100% of all teachers will have attended professional development on supporting ELL students and language development. (CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #4, #6, #7, and #8) (SW6(i), SW6(ii), SW6(iii)(IV))	**2022-2023:** ● Faculty and staff attend professional development on inclusionary practices ● Faculty and staff attend professional development on differentiation strategies ● Professional development by district personnel to support all teachers being language teachers (KMR EL Success Plan) ● Implement research based inclusionary practices and sheltered instruction strategies on a routine basis ● Participate in quarterly peer and non-classroom support staff walkthroughs and debriefs ● Develop and refine working agreements between co-teachers ● Revisit and revise the program evaluation tool and flowchart for Inclusionary Practices			● Minutes from development of the tool and flow chart **2022-2023** ● Professional Development Agenda and Minutes ● Classroom walkthrough data sheets ●Working Agreements ● Program Evaluation Tool and Flow Chart (SW3)

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2021-2022 100% of teachers will implement one interdisciplinary project during the school year 2021-2022. **2022-2023** 100% of teachers will implement one interdisciplinary project per semester during school year 2022-2023. (CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #3 and #8) (SW6(i), SW6(ii), SW6(iii)(IV))	**2021-2023** **2021-2022** ● Support for teachers in developing and implementing an interdisciplinary project with a focus on real world connections ● Teachers will implement one interdisciplinary project ● Create opportunities for teachers to collaborate, reflect, and share successes **2022-2023** ● Support for teachers in developing and implementing an interdisciplinary project with a focus on real world connections ● Teachers will implement one interdisciplinary project per semester ● Create opportunities for teachers to collaborate, reflect, and share successes	● 6th Grade Team Lead ● 7th Grade Team Lead ● 8th Grade Team Lead ● Kristin Mullin		**2021-2022** ● Grade Level Team Minutes ● Student Final projects ● SQS results will increase by 10% in satisfaction and involvement/engagement. **2022-203** ● Grade Level Team Minutes ● Student Final projects ● SQS results will increase by 10% in satisfaction and involvement/engagement. (SW3)

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Throughout school years 2021-2022 and 2022-2023, 100% of math teachers will receive professional development by a math consultant.

(CNA 2021-2022 Prioritized Problem #1, WASC Critical Areas #4, #5, and #8)

(SW6(i), SW6(ii), SW6(iii)(IV))

● Professional development provided by a math consultant

● Implement mathematical strategies learned through pd with consultant in all classes on a daily basis

● Continue documentation of mathematical practices (data collection and walkthroughs as specified by consultant)

2021-2023

● 6th Grade Math Teacher

● 7th Grade Math Teacher

● 8th Grade Math Teacher

● Kristin Mullin

☐ WSF

X Title I

☐ Title II ☐ Title III ☐ IDEA

☐ Homeless ☐ CTE

☐ Other

☐ N/A

● Professional development agenda and minutes

● Classroom walkthrough data collection forms

(SW3)

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Goal 3: **Successful Systems of Support.** The system and culture of Central Middle School works to effectively organize financial, human, and

community resources in support of student success.

- A school-wide MTSS program will be implemented to address academics, behavior, and attendance
- Central will have a family engagement plan that:
    - Provides families with the knowledge and resources to support their students
    - Creates a two-way communication and support system between families and Central

(SW2, SW(iii)(I), SW6(iii)(III))

Central Middle School will implement a school-wide MTSS program "to ensure that all students receive an equitable and accessible education...to address the physical health, behavioral, academic, social-emotional needs of all students."

(https://www.hawaiipublicschools.org/DOE%20Forms/OSSS-StudentServicesBranch.pdf)

In addition a family engagement plan will be developed to support families and students. Research shows, "Family engagement is regarded as a best practice in education. Decades of research has shown that parent involvement is a powerful influence on children's educational success.

More specifically, when families are involved in their child's education, data indicate:

- Increased student achievement *(Park & Holloway, 2017; Jeynes, 2005)*
- Improved attendance and behavior *(Smith, Reinke, Herman, & Huang, 2019; Sheldon, 2007; Nokali, Bachman, & Vortruba-Drzal, 2010)*
- Improved social-emotional skills *(Smith, Sheridan, Kim, Park, & Beretvas, 2020; Van Voorhis, Maier, Epstein, & Lloyd, 2013)*
- Increased graduation rates *(Ross, 2016; Hoover-Dempsey, Walker, Sandler, Whetsel, Wilkins, & Closson, 2005)"*

(https://iris.peabody.vanderbilt.edu/module/fam/cresource/q1/p01/)

The development of an MTSS program and Family Engagement Plan will aid to positively affect the following data:

- 68% of students are two or more grade levels below in Reading

(Diagnostic 2, SY 2020-2021) ● 63% of students are two or more grade levels below in Math (Diagnostic 2, SY 2020-2021)	

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● 72.7% of students were non-proficient in ELA (SBA SY 2018-2019)
● 86.5% of students were non-proficient in Math (SBA SY 2018-2019)
● 89.5% of students were non-proficient in Science (SBA SY 2018-2019)
● 2019-2020 – not including 4th quarter:
  ○ 164 behavior incidents
  ○ 75.9% committed by males
  ○ 88.5% committed by students identified as having high needs
  ○ 75% committed by students identified as low SES
● 8.3% of students were chronically absent in SY 2019-2020
● Only 14.7% of parents completed the SQS in 2020
● Only 33% of parents feel involved in the school
● Only 33% of parents completed the Continuous School Improvement Survey in 2019-2020

(SW2, SW(iii)(I), SW6(iii)(III))

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
2021-2023 A school-wide MTSS program will be developed and implemented to address academics, social emotional needs, behavior, and attendance. (CNA 2021-2022 Prioritized Problems #1, #2, and #3, WASC Critical Areas #1, #4, #5, #6, and #7) (SW2, SW (iii)(I), SW6(iii)(III))	**2021-2022:** ● Organize existing academic and behavior interventions ● Identify gaps in tiered framework and identify new interventions ● Vet and select a Tier 2 and 3 SEL program to support repeat behavior offenders ● Expand implementation of Tier 1 Restorative Practices for behavior support ● Continue developing and strengthening tiered attendance plan for students with chronic and moderate attendance rates ● Develop effective data collection and evaluation processes for MTSS programs	**2021-2 02 3**	● William Olk ● Christopher Heaton ● Yukiko Yamada ● Melody Murata ● Noelani Takayesu	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**2021-2022** ● Meeting agendas and minutes ● Data collection on Restorative Practices implementation ● Data collection on student attendance ● Data collection and evaluation process shared with faculty and staff (meeting minutes) ● Plan is shared with faculty and staff (meeting minutes)

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	2022-2023: ● Identify gaps in tiered framework and identify new interventions ● Implement Tier 2 and 3 SEL program to support repeat behavior offenders ● Continue to expand implementation of Tier 1 Restorative Practices for behavior support ● Continue developing and strengthening tiered attendance plan for students with chronic and moderate attendance rates ● Implement effective data collection and evaluation processes for MTSS programs ● Develop program evaluation tools and flowcharts for MTSS programs				**2021-2022** ● Meeting agendas and minutes ● Lessons/notes from SEL program implementation ● Data collection on Restorative Practices implementation ● Data collection on student attendance ● MTSS data ● Program Evaluation Tool and Flow Chart ● Minutes from development of the tool and flow chart (SW3)

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2021-2022	2021-2022	2021-2023	● Joseph Passantino ● Cheryl Sumida-Sakai	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2021-2022
A Family Engagement Plan will be developed and implemented, with family engagement event attendance increasing by 10% per quarter.. (CNA 2021-2022 Prioritized Problem #3) (SW2, SW7)	● Create a Family Engagement Committee ● Develop a plan to increase Family Engagement ● Determine means to communicate with families regularly about student language and academic progress in a language they can understand (KMR EL Success Plan) ● Quarterly family events to inform families of standard, experiences, activities, and more **2022-2023** ● Continue Family Engagement Committee ● Evaluate and refine family events to ensure they are meaningful based on family feedback ● Continue to communicate with families regularly about student language and academic progress in a language they can understand (KMR EL				● Meeting agendas and minutes ● Family Engagement plan is shared with faculty and staff (meeting minutes) ● Communicati on Logs ● Family Engagement agendas and pictures **2022-2023** ● Meeting agendas and minutes ● Survey Feedback ● Communicati on Logs

	Success Plan) ● Quarterly family events developed based on feedback from families on needs/wants (SW5)				● Family Engagement agendas and pictures (SW3)