NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Princess Ruth Ke'elikōlani Middle School Academic Plan SY 2024-2025

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| Submitted by Principal : Joseph Passantino		Approved by Complex Area Superintendent Linell Dilwith	
Joseph Passantino	[03/08/2024]		

PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.
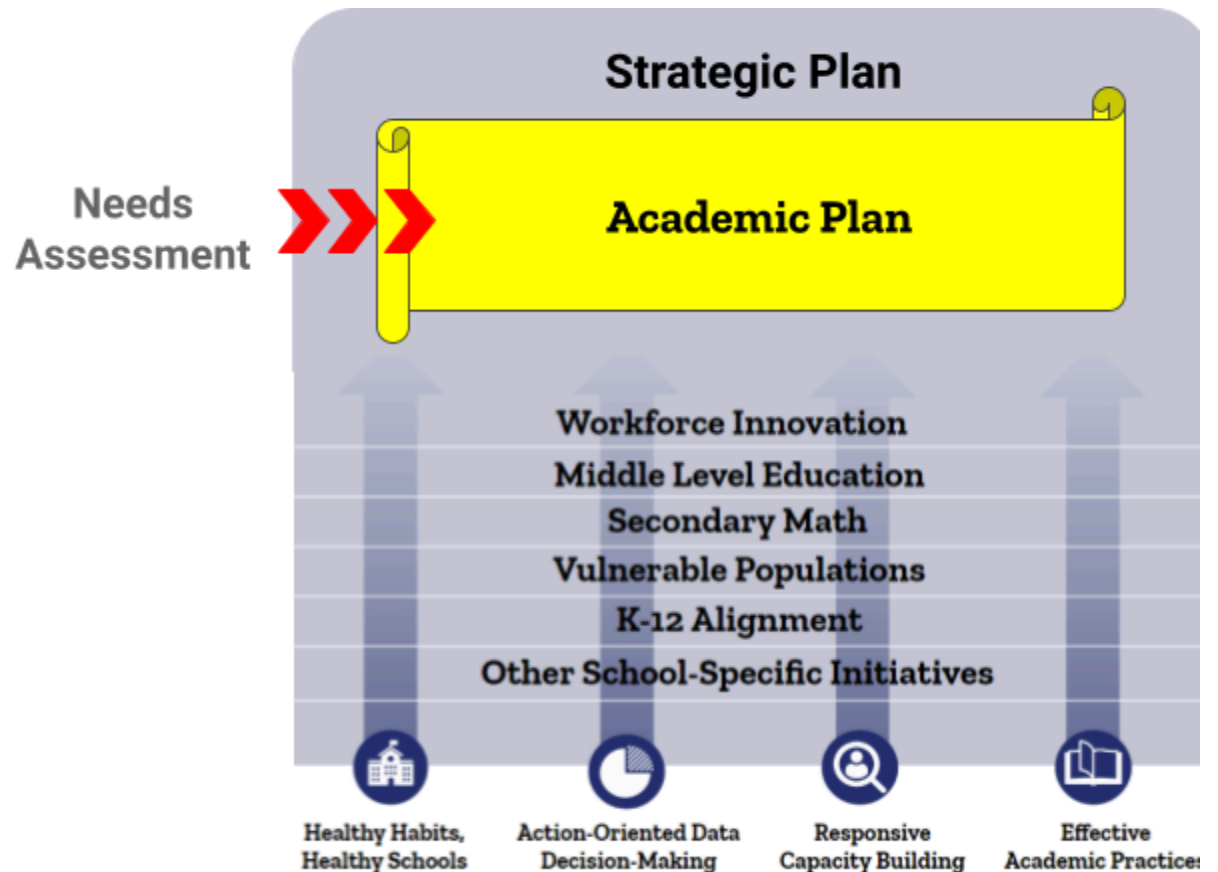
VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

Please identify the <u>comprehensive standards-based instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.
To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	Amplify ELA	Ready Common Core Mathematics	Amplify Science	Journey Across Time
Grade 7	Amplify ELA	Ready Common Core Mathematics	Amplify Science	History of the Hawaiian Kingdom, Pacific Nationals and Territories
Grade 8	Amplify ELA	Ready Common Core Mathematics	Amplify Science	Teacher-created curriculum

SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.
Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts	Mathematics
Grade Level: Grade 6 iReady ⌄	**Grade Level:** Grade 6 iReady ⌄
Grade Level: Grade 7 iReady ⌄	**Grade Level:** Grade 7 iReady ⌄
Grade Level: Grade 8 iReady ⌄	**Grade Level:** Grade 8 iReady ⌄

==**Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.**==

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root cause(s) for those needs and gaps, as identified in one or more of the following:

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Critical Areas: Full Self-Study
- ☐ Other current self study

Identify critical student learning needs and provide a rationale/root cause(s) why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"**

Duplicate "Student Need" text, including "Rationale/Root cause(s)" as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

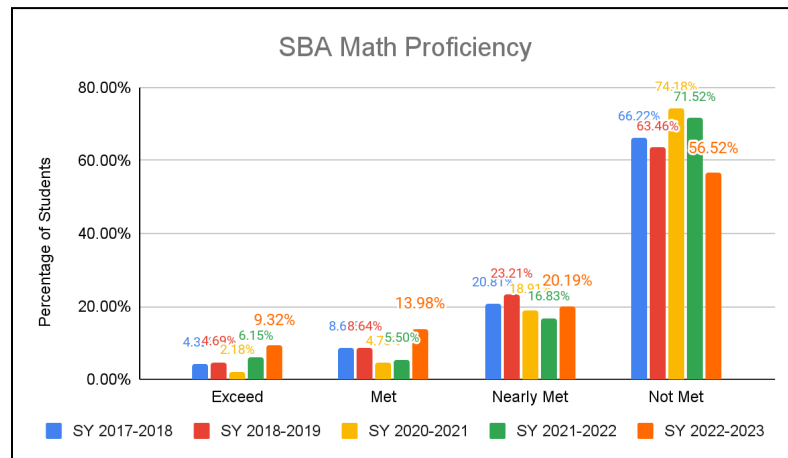| 1	**Student Need:** Increase student achievement in ELA, Math, and Science. (show data) **Rationale/Root cause(s):** 1A The Smarter Balanced Assessment (SBA) shows how well students are doing in relation to state content standards in ELA and Math. This graph displays schoolwide results for the SBA English Language Arts (ELA). Student results increased last school year with the number of students scoring "Not Met" decreasing and the number of students scoring "Exceeds" increasing.

SBA ELA Proficiency
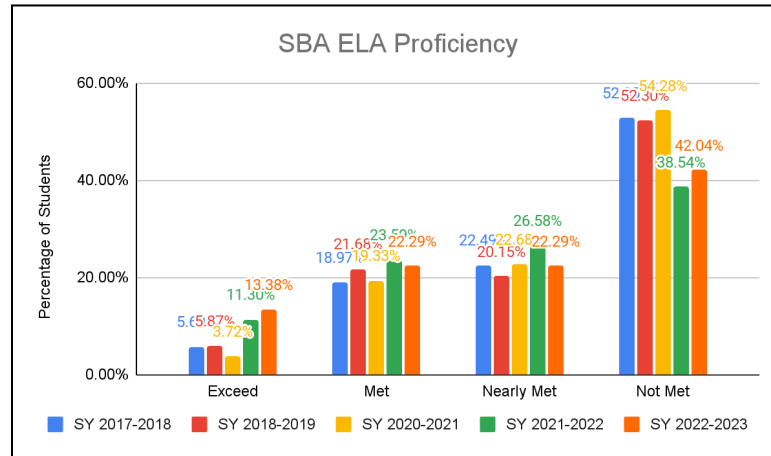
1B Overall, student results for SBA Math have fluctuated over the past four years. The percentage of students exceeding proficiency increased from 2% in 2020-2021 to 6% in SY 2021-2022 and 9% in SY 2022-2023. The percentage of students not meeting proficiency has steadily decreased from 74% in SY 2020-2021 to 72% in SY 2021-2022 and 57% in SY 2022-2023.
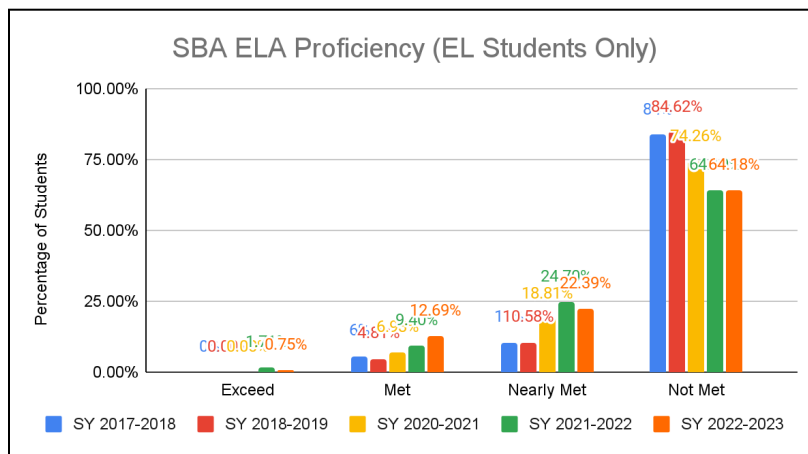
SBA Math Proficiency

2

Student Need: Increase student achievement of ELs.

Rationale/Root cause(s):

2A SBA ELA results for students designated as English Learners show an increase in the number of students in the "Met" and "Nearly Met" categories over the last five years. Results since 2020-2021 show a decrease in the percent of students receiving a score of "Not Met.' Results, however, indicate that the majority of the students are still not meeting grade level proficiency.

2B SBA Math results for students designated as English Learners indicate little to no growth over the past four years until the SY 2022-2023 where a small group met the proficiency. The majority of EL Students have been scoring "Not Met" as shown in Figure 42.
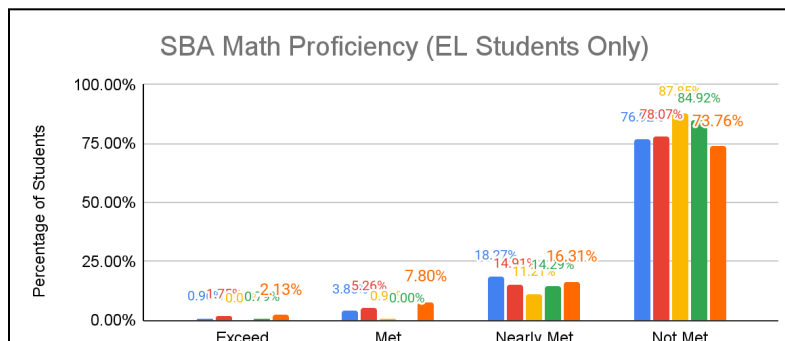
3	**Student Need:** Increase attendance rates by establishing a school wide system and utilizing a school level BSHA to conduct outreach. **Rationale/Root cause(s):** [Insert text and/or image] 3A 3B

**Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.

In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

1	**Targeted Subgroup:** English Learners

Identified Student Need(s): Increase student exits using ACCESS testing and increase student proficiency rates in SBA.

This figure displays EL student proficiency on the WIDA ACCESS. Students with an overall proficiency level (PL) of 5 or above are exited from EL services and monitored by the school. Over the past five school years only seven students have exited the program with three students exiting in SY 2021-2022. Data also indicates that the majority of our students have an overall score of 3.
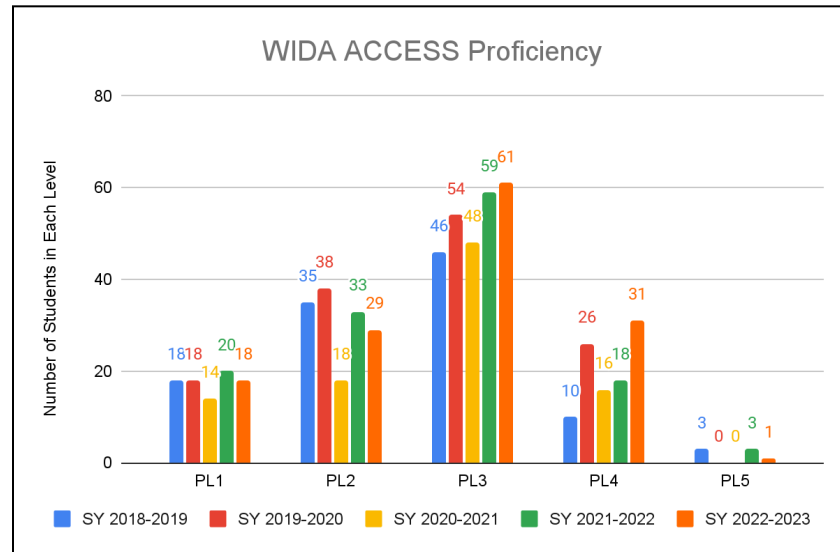

SBA ELA results for students designated as English Learners show an increase in the number of students in the "Met" and "Nearly Met" categories over the last three years. Results since 2020-2021 show a decrease in the percent of students receiving a score of "Not Met". Results, however, indicate that the majority of the students are still not meeting grade level proficiency.
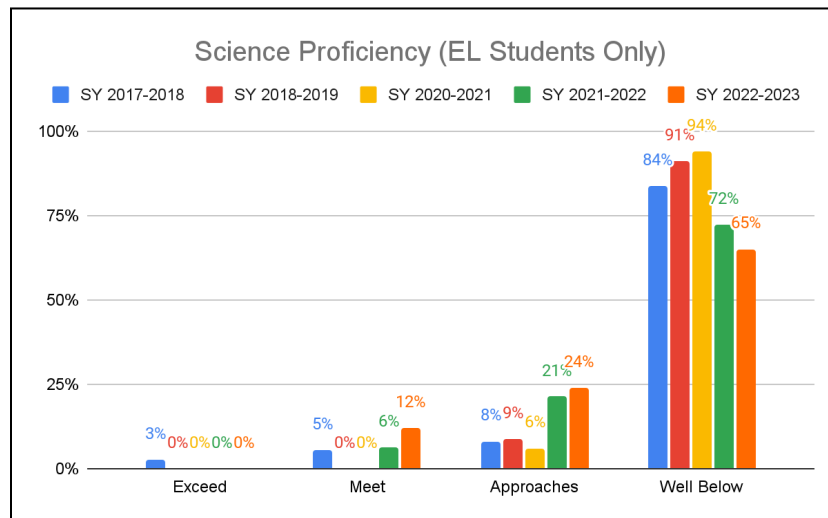
SBA ELA Proficiency (EL Students Only)
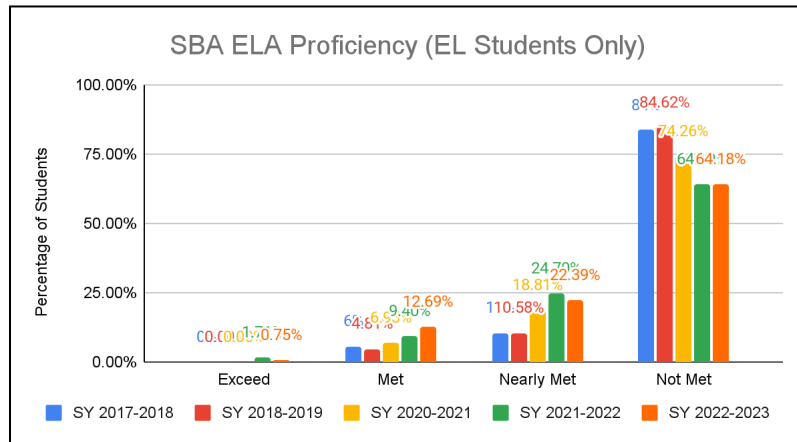
When disaggregated for our EL population, SBA Math scores indicate little to no growth over the past four years until the SY 2022-2023 where a small group met the proficiency. The majority of EL Students have been scoring "Not Met".

SBA Math Proficiency (EL Students Only)
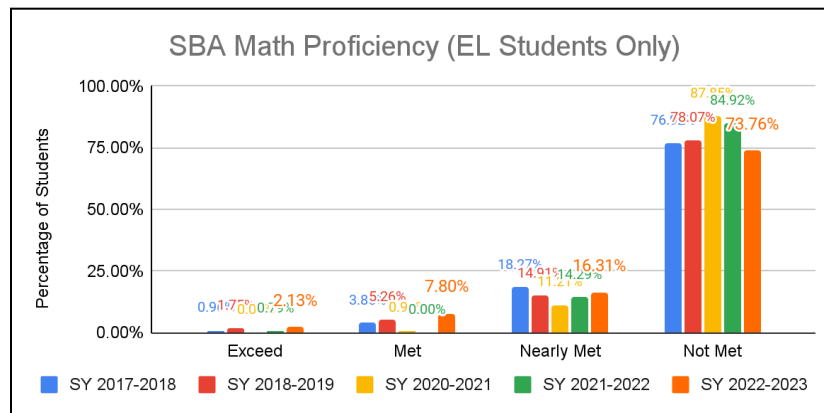
When disaggregated for our EL population, HSA Science results indicate an increase in the number of EL Students scoring "Meets" on the HSA Science Test in SY 2021-2022. Results for SY 2021-2022 also show a substantial increase in the amount of EL Students "Nearly Meeting" the standard.

2

Targeted Subgroup: Low SES

SBA ELA Proficiency for Low SES Students had a little dip in the 2020-2021 school year, but has rebounded in the "Met" category and had an upward tick for the "Exceed" category. This is causing the "Not Met" category to decrease significantly.

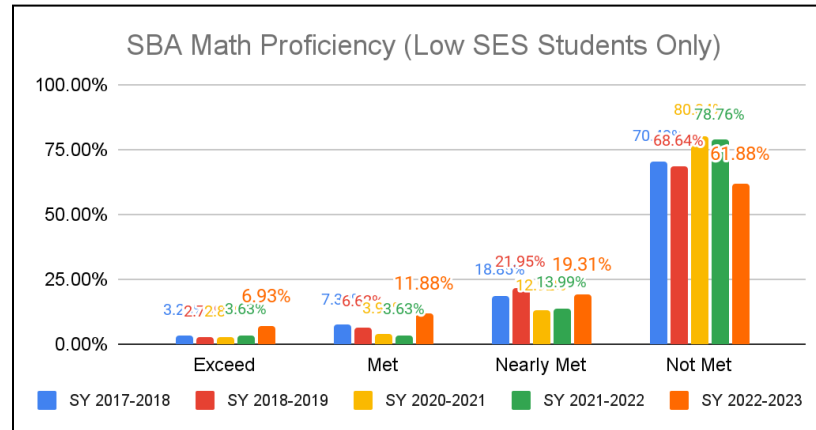**Identified Student Need(s):** Increase students' pass percentage of ELA, Math, and Science.

SBA ELA Proficiency for Low SES Students, had a little dip in the 2020-2021 school year, but has rebounded in the "Met" category and had an upward tick for the "Exceed" category. This is causing the "Not Met" category to decrease significantly.
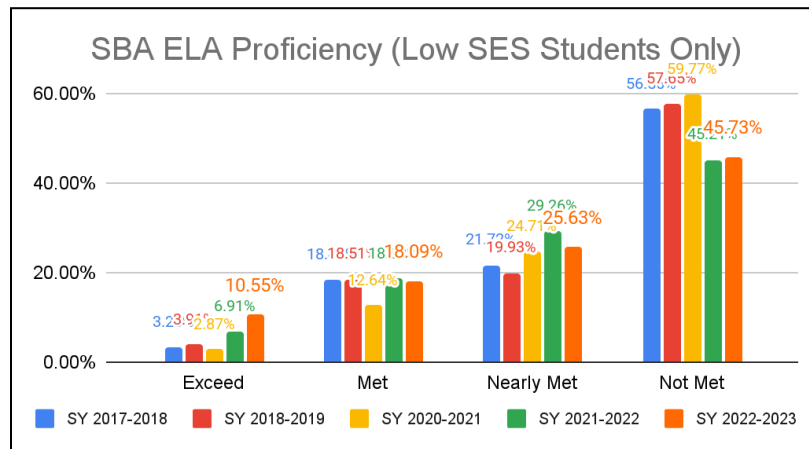
SBA Math proficiency has remained consistent over the past four years. Overall data indicates that the majority of Low SES students are not meeting proficiency in mathematics.

SBA Math Proficiency (Low SES Students Only)

HSA Science achievement for Low SES Students has fluctuated over the past four years. Results for SY 2021-2022 show an increase in the number of students "Exceeding" the standard, however, the percentage of students "Not Meeting" the standard has also increased.

HSA Science Proficiency (Low SES Students Only)
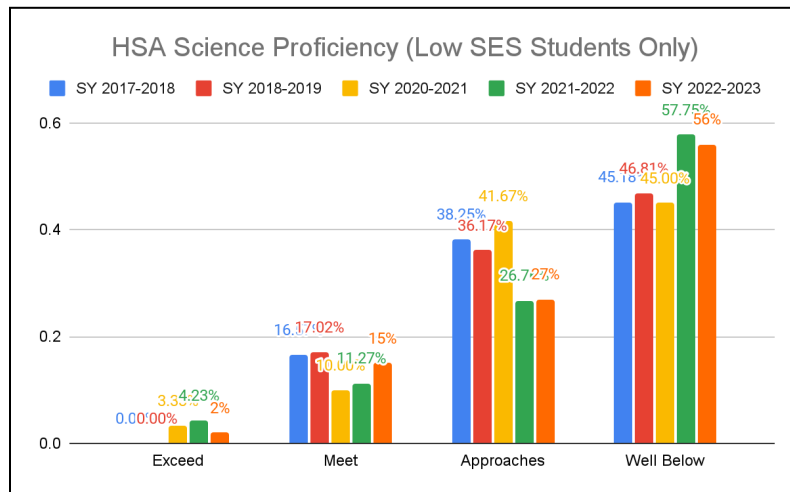
3   <u>**Targeted Subgroup:**</u>   SPED

SBA ELA Proficiency for IDEA students has shown more students in the "Nearly Met" category since 2020-2021. This in turn has the "Not Met" category to be on a downward trend. This still shows that IDEA students are not meeting proficiency.

<u>**Identified Student Need(s):**</u>   Increase students' pass percentage of ELA, Math, and Science.

SBA ELA Proficiency for IDEA students has shown more students in the "Nearly Met" category since 2020-2021. This in turn has the "Not Met" category to be on a downward trend. This still shows that IDEA students are not meeting proficiency.
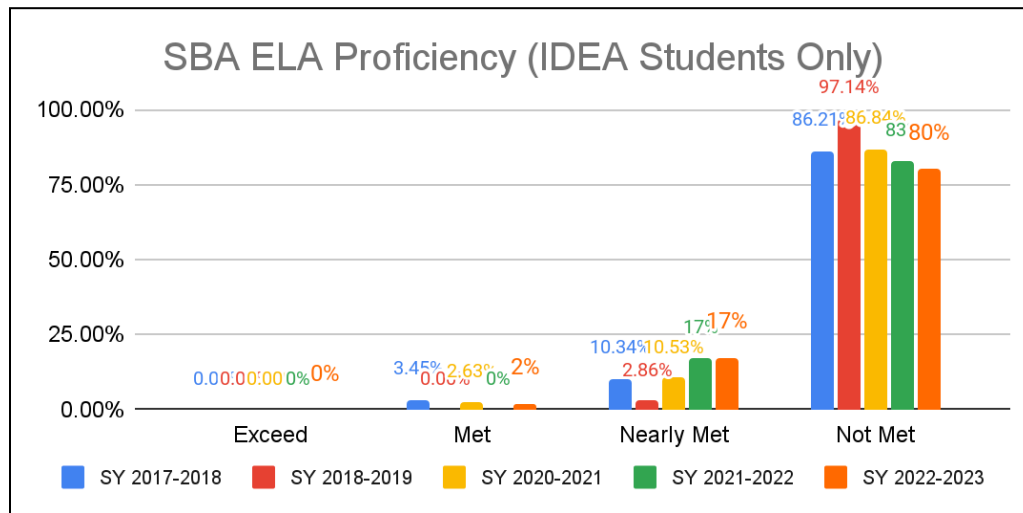
SBA Math proficiency for IDEA students have remained consistent over the past three years with the majority of students not meeting proficiency. There has been a small increase in "Nearly Met" which lowers the amount of students in the "Not Met" category.
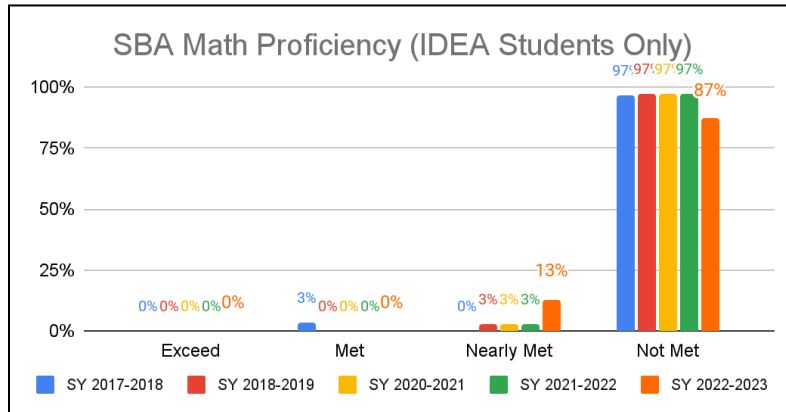
When disaggregated for our IDEA Students, HSA Science data indicates that no IDEA students have met or exceeded proficiency in the last four years. HSA Science data also shows a significant decrease in the amount of IDEA Students "Nearly Meeting" proficiency in the last four years.
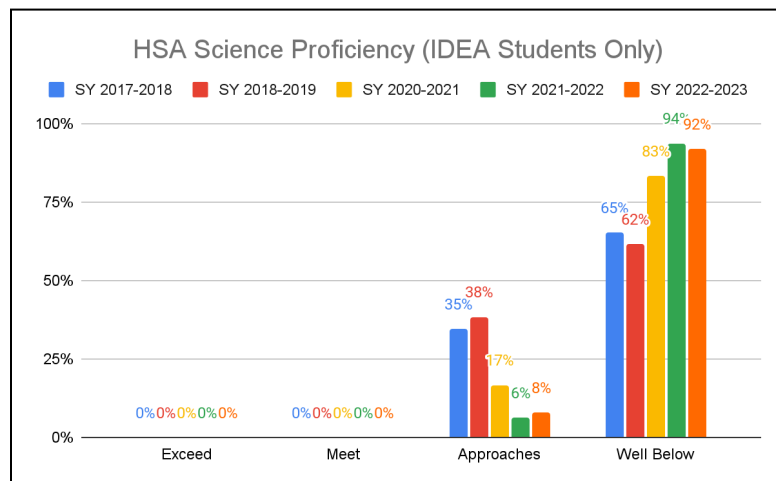
Priority 1
High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"* Use current proficiency rates and school targets.	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Desired Outcomes, Rationale/Root Causes, and Enabling Activities highlighted in blue were placed by the district.				

Reading Proficiency	1A	Curriculum and Instruction	iReady Diagnostic Data	☑ WSF, $
1.1.2. All students read proficiently by the end of **eighth grade,** and those who do not read proficiently receive necessary and timely support to become proficient.	36% of students are proficient in ELA. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 10%. 10% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.	**Curriculum and Instruction** Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. Teachers will understand the approved viable curriculum and get professional development throughout the year on the curriculum along with professional development to support their tier 1 instruction. Pacing guides will be worked on and supported through meeting with curriculum coach, admin, and CSI provider to support curriculum focus and planning. Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction. Data will be reviewed and collaboration during department meetings will be a continuous routine cycle reflection and feedback. Implement instructional groupings to provide tiered academic interventions. **Support of Vulnerable Population: EL** EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors. Continue providing students with engaging lessons that address the WIDA Domains of: - Speaking - Writing - Listening - Reading	iReady Diagnostic Data iReady Data (accessed through iReady) Intervention Lessons (Teacher assigned lessons found in student profile) *From Strat Plan:* *-Percent of eighth graders demonstrating grade-level proficiency in reading.* *-Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support.* Routine and supported professional development each quarter facilitated by MGT and school teams to support ELA team and teachers.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other: CSI, $

Scaffold student performance task expectations by WIDA Can Do or other Criteria.

Schoolwide Organization

<mark>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</mark>

Continue Homogeneous Groupings for ELA.

Continue Intervention Classes.

Implement Pacing guides focused on providing standards based instruction and data informed instruction.

Implement targeted support by admin and coach to support teachers and students based on results from the MGT walkthrough list and trends.

Continue funding computer programs, technology, and licenses that support instruction for student achievement.

Universal Screener: i-Ready

Teachers will monitor student i-Ready data to determine interventions.

Teachers will facilitate student data chats to set achievement goals and monitor progress.

		i-Ready implementation (45 minutes of reading a week during enrichment block). Once a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school. **Accountable Leads:** Joseph Passantino, Kristen Ono, Nara Takakawa, ELA Department Head		

| Mathematics Proficiency

1.1.3.   All students are proficient in mathematics by the end of **eighth grade,** and those who are not proficient receive necessary and timely support to become proficient. | **1A**
23% of students are proficient in Math. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 10%.

9% of EL students are proficient in Math. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit. | **Curriculum and Instruction**
Strengthen Tier 1 instruction in all math classrooms by following and using the approved viable curriculum.

Teachers will understand the approved viable curriculum and get professional development throughout the year on the curriculum along with professional development to support their tier 1 instruction.

Pacing guides will be worked on and supported through meeting with curriculum coach, admin, and CSI provider to support curriculum focus and planning.

Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction.

Data will be reviewed and collaboration during department meetings will be a continuous routine cycle reflection and feedback.

Implement instruction groupings to provide tiered academic interventions.

Support of Vulnerable Population: EL
EL strategies will be implemented in all classrooms.
Continue training with WIDA Can Do Descriptors.
Continue providing students with engaging lessons that address the WIDA Domains of:
- Speaking
- Writing
- Listening
- Reading | iReady Diagnostic Data

iReady Data (accessed through iReady)

Intervention Lessons (Teacher assigned lessons found in student profile)

From Strat Plan:
-Percent of eighth -graders demonstrating grade-level proficiency in mathematics.
-Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support.

Routine and supported professional development each quarter facilitated by MGT and school teams to support Math team and teachers. | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☑ Other: CSI, $ |

Scaffold student performance task expectations by WIDA Can Do or other Criteria.

Schoolwide Organization

==Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.==

Continue Homogeneous Groupings for math.

Continue Intervention Classes.

Implement Pacing guides focused on providing standards based instruction and data informed instruction.

Implement targeted support by admin and coach to support teachers and students based on results from the MGT walkthrough list and trends.

Continue funding computer programs, technology, and licenses that support instruction for student achievement.

Universal Screener: i-Ready

Teachers will monitor student i-Ready data to determine interventions.

Teachers will facilitate student data chats to set achievement goals and monitor progress.

		i-Ready implementation (45 minutes of math a week during enrichment block). Once a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school. **Accountable Leads:** Joseph Passantino, Kristen Ono, Nara Takakawa, Math Department Head		
<mark>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</mark>	**1A** 18% of low-SES students are proficient in Math in comparison with 23% as a whole. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 10%.	Teachers will monitor personalized instruction and intervene when necessary. Teachers will implement small-group instruction. **Accountable Leads:** Joseph Passantino, Kristen Ono, Nara Takakawa, Steering Committee	*From Strat Plan:* *-Language arts proficiency* *-Mathematics proficiency* *-Science proficiency* *-Growth in academic proficiency* *-Regular attendance* *-On-time high school graduation* *-Extended high school completion* *-Percent of English Learners who are meeting or on track to meet English language proficiency.*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

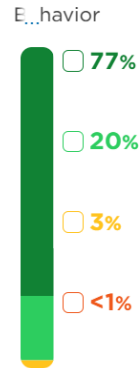| 1.1.5. All students transition successfully at critical points, from elementary to middle school, middle to high school. | [Reference Rationale / Root cause # here]
As documented in the KMR EL AC Plan, Pacific Island Graduation Rates are very low. Our goal is to have a solid transition plan from k-12 to help all important transitions from grade to grade and school to school. | Continue 5th Grade School Visit of all feeder schools (Ka`iulani, Kauluwela, Likelike, and Royal) to Ke`elikolani to introduce students to the campus, curriculum, and activities.

Continue Feeder Parent Night - Parents of incoming 5th graders to be introduced to the campus, curriculum, and school supports.

Continue Transition Activity for Students - 6th and 7th grade students will meet their next year teachers. The 8th grade students will have activities to prepare them for high school and college.

Continue Transition Activity for Teachers - Teachers will meet with the next grade to share information about students.

Create an 8th Grade Parent Night to assist in transition to high school.

Accountable Leads:
Joseph Passantino, Kristen Ono, Noelani Takayesu, Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th, and 8th grade counselors | *From the Strat plan:*
Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.

Sign in sheets from parent activities

Feedback forms from parents | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

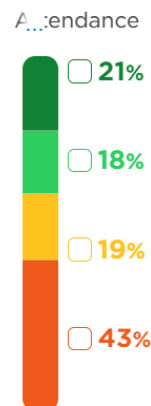|				
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	Behavior as of 3/27/24 Behavior 77% 20% 3% <1% Attendance as of 3/27/24 Attendance 21% 18% 19% 43%	**Support of Vulnerable Population** Provide tiered interventions for identified students in the areas of physical needs, academics, SEL, and behavior (HMTSS). **SEL/Middle School** Students will continue to participate in weekly Advisory/SEL lessons. Students will build relationships with their Advisory teachers and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Provide updates during Kid Talk meetings about building relationships according to Panorama data. **Universal Screener: i-Ready** Teachers will monitor student i-Ready data to determine interventions. Teachers will facilitate student data chats to set achievement goals and monitor progress. **Accountable Leads:** Joseph Passantino, Kristen Ono, Noelani Takayesu, Cheryl Sumida-Sakai	*-Completion of school blueprint that defines the schools system of support* *-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Math

- At Risk for Tier 3
  59%
- Tier 2
  24%
- Tier 1
  17%

Reading

- At Risk for Tier 3
  60%
- Tier 2
  20%
- Tier 1
  21%
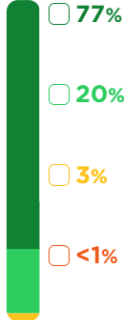
★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"* Use current school data and set targets.	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	3A 30% of students are chronically absent. This will decrease to 15% by the end of the 24-25 sy. Attendance as of 3/27/24 Attendance 21% 18% 19% 43%	**Schoolwide Organization** Outreach by school level BSHAS and counselors will be consistently used to bring students back to school. ● Home visits ● Parent meetings ● Transportation to school ● Micronesian club ● Volleyball/basketball intramurals Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to attend school regularly and on time. **SEL/Middle School** Students will build relationships with their Advisory teachers and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Provide updates during Kid Talk meetings about building relationships according to Panorama data.	*From Strat Plan: -Percent of students attending 90% or more days of instruction.* PAM Committee - Attendance committee to look at data and provide road maps to teachers to support their home room teachers. Data chats to individually work with students to get to know them at an intimate level so that student teacher relationships are formed so that students want to	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		Accountable Leads: Panorama Attendance Monitoring (PAM) Committee: Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th and 8th grade counselors	attend school regularly.	
1.2.2. All students demonstrate positive behaviors at school.	Behavior as of 3/27/24 E..havior ☐ 77% ☐ 20% ☐ 3% ☐ <1%	**Schoolwide Organization** Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to demonstrate positive behaviors. **SEL/Middle School** Students will continue to participate in weekly Advisory/SEL lessons. Most 6th grade students have a Social Emotional Learning (SEL) class which focuses on the CASEL components. (grade 6 only) Students will build relationships with their Advisory teachers and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Provide updates during Kid Talk meetings about building relationships according to Panorama data. **Accountable Leads:** Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, 6th, 7th, 8th grade counselors	*From Strat Plan:* *-Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | [Reference Rationale / Root cause # here] | **SEL/Middle School**

Team celebrations will occur quarterly to acknowledge student performance, efforts, and build student engagement.

Students will continue to participate in weekly Advisory/SEL lessons.

Students will build relationships with their Advisory teachers and classes to increase student well-being.

Implement Attendance Monitoring processes to create relationships and monitor attendance.

Provide updates during Kid Talk meetings about building relationships according to Panorama data.

Accountable Leads:
Joseph Passantino, Kristen Ono, Noelani Takayesu, Cheryl Sumida-Sakai | *From Strat Plan:*
-Completion of HA orientation and training.
-Embedded into school culture. | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement				
Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"* Use current proficiency rates and school targets.	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*

1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	45% of students participate in career, community, and civic opportunities. This will increase to 100% of students by the end of the 24-25 SY.	**Schoolwide Organization and Teacher Led Activities**
		Continue opportunities in career, community, and civic engagement will be provided for students through:
		● Career
		  ○ GEAR UP Field Trips Events
		    ■ Zoo field trip and Zoo-to-You presentation on college pathways and careers for zoology/biology pathways. (grade 6)
		    ■ Sea Life Park field trip and presentation on college pathways and careers in marine science. (grade 6)
		    ■ Law Enforcement Career Day and field trip to Chaminade for forensic science. (grade 7)
		    ■ College/University field trip for exposure to college offerings. (grade 8)
		    ■ Pearl Harbor Aviation Museum field trip for the aviation pathway.
		    ■ College is Within Reach Event for exposure to college offerings. (grade 8)
			From Strat Plan:
			-Percent of students participating in career exploration and development activities.
			-Number of middle school students completing CTE and/or Career Exploration courses.
			-Percent of students participating in civic learning and active civic engagement.
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

- ■ Culinary field trips to various sites for culinary pathways. (Iron Chef Club all grades)
- ■ Science field trips to various sites for science field pathways. (Science Fair Club all grades)
  - ○ College Advisory Lessons (grade 8 only)
  - ○ Most 8th grade students have Career Technical Education class which focuses on college and career readiness. (grade 8 only)
- ● Community and Civic Opportunities
  - ○ School Community Council meeting (various Student Government)
  - ○ Campus Beautification events twice a year
  - ○ Renaissance Scholarship Program
  - ○ Interact Club - Rotary Club skills

Accountable Leads:

Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Sheila Leong, Steering Committee

K-12 Alignment	[Reference Rationale / Root cause # here]	Curriculum	*From Strat Plan:*	☑ WSF, $

K-12 Alignment

1.3.2.Middle School students enter high school with the academic background and skills to succeed in career pathways or Academies.

Curriculum

- Most 8th grade students have Career Technical Education class which focuses on college and career readiness. (grade 8 only)

Schoolwide Organization and Teacher Led Activities

- GEAR UP Field trips and events
  - Zoo field trip and Zoo-to-You presentation on college pathways and careers for zoology/biology pathways. (grade 6)
  - Sea Life Park field trip and presentation on college pathways and careers in marine science. (grade 6)
  - Law Enforcement Career Day and field trip to Chaminade for forensic science. (grade 7)
  - Field trip to McKinley High School to learn about academies, transition, and campus tour. (grade 8)
  - College/University field trip for exposure to college offerings. (grade 8)
  - Pearl Harbor Aviation Museum field trip for the aviation pathway.
  - College is Within Reach Event for exposure to college offerings. (grade 8)
  - Culinary field trips to various sites for culinary pathways. (Iron Chef Club all grades)
  - Science field trips to various sites for science field pathways. (Science Fair Club all grades)

Accountable Leads:

Joseph Passantino, Kristen Ono, Steering Committee

From Strat Plan:
Percent of first-time eighth graders promoted to 9th grade on time.

☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $

Priority 2
High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *BE SPECIFIC* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	50% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. ● Building the Base (FALL 2023) ● State/District EL course offerings ● University courses Continue to push MGT (school provider) to work with state to have all trainings done at school level count for SIQ hours so that 100% of school teaching staff have the required service hours. **Accountable Leads:** Joseph Passantino, Kristen Ono	*-Percentage of teachers with all SIQ hours completed and/or TESOL certification.* *-Plan for teachers without SIQ hours/TESOL certification.*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other:CSI___, $

2.1.2 All teachers are effective or receive the necessary support to become effective.	2% of teachers on cycle received a marginal rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.	**Data Analysis and Monitoring**
		
		Implement PD to triangulate data from i-Ready, SBA, WIDA, and teacher input.
		
		All Admin, Counselors, Teachers, and Support staff will continue the PRKMS Kid Talk Protocol to ensure that students academic, physical, and social-emotional, and behavioral needs are addressed through tiered interventions.
		
		All Admin, Teachers, and Counselors will implement Panorama Intervention for identified students.
		
		All Admin, Teachers, Counselors will be trained in how to monitor student data and identify students in need of Tier 2 interventions.
		
		Curriculum Support
		In order to be effective, all teachers will be provided supports including:
		    ● Prime Math PD
		    ● NGSS inservice
		    ● Feedback from regular walkthroughs
		    ● Individual supports targeting individual needs
		
		Support of Vulnerable Population: EL
		In order to be effective, all teachers will be provided supports including:
		    ● EL PD
		    ● Feedback from regular walkthroughs
		    ● Individual supports targeting individual needs
		
		All teachers will be trained in how to differentiate instruction based on the WIDA "Can Do Descriptors" and Standards ensure equitable access for ELs by designing curriculum, instruction, and assessments at their identified level.
			From Strat Plan:
			-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.
			-Number of teachers participating in professional development beyond the 21 hours
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

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EL strategies will be implemented in all classrooms.

Continue training with WIDA Can Do Descriptors.

Continue providing students with engaging lessons that address the WIDA Domains of:

- Speaking

- Writing

- Listening

- Reading

Universal Screener: i-Ready Support

Once a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school.

Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.

- All teachers will be provided with professional development that will allow them to group students in i-Ready based on need and administer lessons that address specific foundational skills.

Accountable Leads:

Joseph Passantino, Kristen Ono, Nara Takakawa

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2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

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[Reference Rationale / Root cause # here]

All faculty on campus are teachers, and support students in all situations that include academic and behavioral.

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Continue to train support staff to support teachers and students in the general classroom setting. Mentor and coach support staff so they can improve their skills and effectiveness.

Provide clear expectations and job descriptions for support staff so they know what they need to do and how they need to do it.

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From Strat Plan:
-Number of professional development opportunities for classified school support staff.
-Number of designated entry-level classes of work with available

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☑ WSF, $
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☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $

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		Provide feedback and evaluation to assess effectiveness and identify areas for growth. **Accountable Leads:** Joseph Passantino, Kristen Ono, Nara Takakawa	*career ladders for advancement.*	☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"* Use current data	Enabling Activities *"How will we achieve the desired outcome?"* *BE SPECIFIC* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	75% of SCC positions are currently filled. The remaining 25% of positions will be filled by Nov 2023. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities. • Elections will be held on Nov 1, 2024. • Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. Conversations in the SCC help to build the capacity of the school community. Transparency and Collaboration allow for all members to have a stake in the plans and feel engaged in the school. **Accountable Leads:** Joseph Passantino, Noelani Takayesu	*From Strat Plan:* *-All required stakeholders represented in SCC membership.* *-Overall positive ratings on the SCC self-assessment survey.* Routine meetings, review minutes, follow up on next steps	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *BE SPECIFIC* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.2 All families are engaged in school events/activities and have regular two way communication.	[Reference Rationale / Root cause # here] Communication	**Events** ● Evaluate and refine family events to ensure they are meaningful based on family feedback. ● Continue to communicate with families regularly about academic progress in a language they can understand (KMR EL Success Plan). ● Develop quarterly family events based on feedback from families on needs/wants. ○ Quarter 1 ■ (Aug) Ohana Night - parent survey on family needs/wants. ○ Quarter 2 ■ (Oct) Parent Teacher Conference ■ (TBD) Parent Event on Curriculum and Learning (ie. Parent Technology Night, i-Ready, Math Night, etc.) ■ (Dec) Winter Performance ○ Quarter 3 ■ (TBD) Parent Event on Curriculum and Learning (ie. Parent Technology Night, i-Ready, Math Night, etc.) ○ Quarter 4 ■ (Apr) Movie Night/Science Fair Showcase ■ (Apr) BINGO	Increase in number of parents who attend events based on sign-in sheets. Parent surveys to determine 1) what family needs are 2) if families found the event meaningful.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

- ■ (May) Feeder School Night for Parents
- ■ (May) Spring Performance
- ■ (May) Renaissance Scholarship Night
- ■ (May) 8th Grade Promotion

Communication

- ● Create a Family Engagement Committee which includes BSHA (Bilingual/Bicultural School-Home Assistant).

Accountable Leads:

Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai

★ Optional - Other Systems of Support

Desired Outcomes *"What do we plan to accomplish?"*	Rationale/ Root Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*	[Reference Rationale / Root cause # here]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

==**CHECK THE INSTRUCTIONAL MINUTES OF THE CURRENT BELL SCHEDULE**==

Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include ==*one thousand eighty student hours for both elementary and secondary school grades.*==

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Ke'elikolani Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Ke'elikolani Middle Bell Schedule	