


KMR


One-Year Academic Plan

SY 2023-2024

Ke'elikōlani Middle School

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Submitted by	Joseph Passantino, Principal	Date	4.10.23
			4-10-23

Approved by	Linell Dilwith, Complex Area Superintendent	Date	
			4/17/23

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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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability 	<p><u>BASED ON THE NEEDS IDENTIFIED IN THE CNA</u></p> <ol style="list-style-type: none"> 1. Need: To improve academic supports for all students in Math, English Language Arts, and Science. (WASC CA #3, #4, #5, #7) 2. Need: To improve student behavior, attendance, and social emotional needs. (WASC CA #6, #9) 3. Need: Strengthen PRKMS Systems to support implementation of HMTSS to ensure that students receive tiered interventions. (WASC CA #4, #6, #7, #8, #9) 																			
	<p>Addressing Equity: Sub-Group Identification</p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>CSI - Student Achievement for English Learners In SY 2021-2022 Princess Ruth Ke’elikōlani Middle School (PRKMS) was identified as a Comprehensive Support and Improvement (CSI) School to support Student Achievement for English Learners.</p>																			
	<table border="1"> <thead> <tr> <th></th> <th>SY 2019-2020</th> <th>SY 2020-2021</th> <th>SY 2021-2022</th> </tr> </thead> <tbody> <tr> <td>SBA Language Arts</td> <td>N/A</td> <td>7%</td> <td>11%</td> </tr> <tr> <td>SBA Math</td> <td>N/A</td> <td>7%</td> <td>1%</td> </tr> <tr> <td>EL Growth to Target</td> <td>4%</td> <td>2%</td> <td>5%</td> </tr> <tr> <td>EL Chronic Absenteeism</td> <td>29%</td> <td>51%</td> <td>52%</td> </tr> </tbody> </table> <p><i>Source: HIDOE Lei Kulia</i></p>		SY 2019-2020	SY 2020-2021	SY 2021-2022	SBA Language Arts	N/A	7%	11%	SBA Math	N/A	7%	1%	EL Growth to Target	4%	2%	5%	EL Chronic Absenteeism	29%	51%
	SY 2019-2020	SY 2020-2021	SY 2021-2022																	
SBA Language Arts	N/A	7%	11%																	
SBA Math	N/A	7%	1%																	
EL Growth to Target	4%	2%	5%																	
EL Chronic Absenteeism	29%	51%	52%																	

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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. Joseph Passantino, Principal	1. Comprehensive Support and Improvement (CSI) (Goal 1, 2, 3)
2. John Hamilton, Vice Principal	2. Comprehensive Support and Improvement (CSI) (Goal 1, 2, 3)
3. Kristen Ono, Vice Principal	3. Comprehensive Support and Improvement (CSI) (Goal 1, 2, 3)
4. Noelani Takayesu, Student Services Coordinator	4. HMTSS Tiered Supports and Interventions (Goal 3), Inclusive Practices
5. Sheila Leong, Registrar	5. Student Success, Successful Systems of Support (Goal 1, Goal 3)
6. Marie Aguilar, Instructional Coach	6. Comprehensive Support and Improvement (CSI) (Goal 1, 2, 3)
7. Cheryl Sumida-Sakai, Student Activity Coordinator	7. Social Emotional Learning (Goal 1, DO 7), Successful Systems of Support (Goal 3)
8. Department Heads	8. Facilitate Department PLCs, ensure viable curriculum, data informed instruction, support tiered academic supports and interventions. (Goal 1, DO 1-5, 7, Goal 3)
9. Counseling DH, Team Leads	9. Facilitate PRKMS Kid Talk and provide tiered intervention supports, Implement Check and Connect to address chronic absenteeism (Goal 1, DO 6, Goal 3).

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

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- 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.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of the school year,	Rationale:
<p>1. 30% of students will test at grade level in reading and 25% in math as indicated by i-Ready diagnostic scores.</p> <p>2. Increase the percentage of students meeting standards as measured on the SBA Language Arts from 35% (SY 2022) to 42%.</p> <p>3. Increase the percentage of students meeting standards as measured on the SBA math will increase from 13% (SY 2022) to 25%.</p> <p>4. Increase the percentage of students meeting standards as measured on the HSA Science test from 15% (SY 2022) to 25%.</p> <p>5. 10% of students learning English will be on-track to WIDA Assess English language proficiency as measured by StriveHI Growth to Target (GTT)</p> <p>6. Decrease the chronic absentee rate by 7% compared to school year 2022-2023.</p> <p>7. Increase favorable responses by 4% on the Panorama Student SEL Survey in the following topic areas: self-management, grit, social</p>	<p>Teachers will implement iReady to provide intervention support to increase proficiency in ELA and Math. i-Ready is a research based program that supports students in access grade level material by providing personalized instruction. In addition, research shows that i-Ready Diagnostic is strongly correlated to leading state and national standards.</p> <p>Students’ achievement on high stakes tests (SBA Math and ELA, HSA Science) have been consistently low. There is a need for additional quality support to ensure that these students can succeed in their classes. The Smarter Balanced Assessment (SBA) shows how well students are doing in relation to state content standards in English Language Arts (ELA) and Math. Student ELA proficiency results increased to 35% in SY 21-22 from 24% in SY 21-20. Math proficiency results also increased to 13% in SY 21-22 from 7% in SY 20-21. The Science Hawaii State Assessment (HSA) measures student proficiency in meeting the Next Generation Science Standards (NGSS). In SY 2021-2022 the overall number of students “Meeting” or “Exceeding” the standard in Science increased to 15% from 8% in SY 2020-2021.</p>

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awareness, sense of belonging, emotion regulation, growth mindset, self-efficacy.

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

At Ke'elikōlani Middle School, there was an increase in the percent of students chronically absent starting in SY 2019-2020 (24%) and nearly doubling in SY 2021-2022 (44%). Currently for SY 2022-2023, chronic absenteeism is at 33%. Due to the importance of student attendance on student achievement, Check and Connect will be implemented in SY 2023-2024 to reduce chronic absenteeism.

Due to student's well being, our SEL Program is being implemented to support students' social and emotional well-being. Panorama Surveys measure student attitudes, mindsets and behaviors all which can be correlated to academic success and achievement. Favorable responses from the Fall 2022 Panorama SEL Survey ranged from 44% - 61% when measuring topics such as self-management, grit, social awareness, sense of belonging, emotion regulation, growth mindset, self-efficacy. Favorable responses on the Winter 2023 Panorama SEL Survey ranged from 42% to 56%.

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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
<p>By the end of school year 2023-2024, 30% of students will test at grade level (green) in reading as indicated by i-Ready diagnostic scores.</p> <p>By the end of school year 2023-2024, 20% of students will test at grade level (green) in math as indicated by i-Ready diagnostic scores.</p>	<ul style="list-style-type: none"> Continue with i-Ready implementation (45 minutes of math and 45 minutes of reading a week during enrichment block). Continue with teachers monitoring student data to determine interventions. Teachers will facilitate student data chats to set achievement goals and monitor progress. Continue Team celebrations quarterly to acknowledge student performance, efforts, and build student engagement. Implement instruction groupings to provide tiered academic interventions. 	<p>Principal</p> <p>Vice-Principals</p> <p>Student Activity Coordinator</p> <p>Student Services Coordinator</p> <p>Registrar</p> <p>Team Leads</p>	<p>X 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>X Other (SAF)</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> i-Ready diagnostic data Intervention lessons (teacher aligned lessons found in student profile) Student logs (hard copy or electronic) Meeting minutes Walkthrough data

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<p>By the end of school year 2023-2024, the percentage of students meeting standards as measured on the SBA Language Arts will increase to 42%.</p> <p>By the end of school year 2023-2024, the percentage of students meeting standards as measured on the SBA math will increase to 25%.</p> <p>By the end of school year 2023-2024, the percentage of students meeting standards as measured on the Science test will increase to 25%.</p> <p>(SW1, SW3, W6(i), SW6(ii))</p>	<ul style="list-style-type: none"> ● Implement department PLC using data informed instruction ● Continue Intervention Classes. ● Continue Homogeneous Groupings for ELA and Math. ● Continue implementing inclusive practices for IDEA students to support student achievement and well-being. ● 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. ● Implement PD to triangulate data from i-Ready, SBA, WIDA, and teacher input. ● Provide tiered interventions for identified students in the areas of physical needs, academics, SEL, and behavior (HMTSS) 	<p>ELA Department</p> <p>Social Studies Department</p> <p>Math Department</p> <p>Science Department</p> <p>SPED Department</p>	<p>X 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>X Other (SAF)</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● StriveHI school performance results ● Department Data ● SPED Dept Training and Minutes ● Kid Talk Minutes ● Walkthrough Data ● i-Ready growth ● LEI Kulia ● Student progress in Tier 3 classes
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	<ul style="list-style-type: none"> ● Continue with Technology, Academic Programs, Equipments and Licenses, and School Initiatives monitoring with Diagnostic checks to collect and analyze data. <ul style="list-style-type: none"> ○ Student Planners, National Geographic, i-Ready, Curriculum Associates, WIDA Standards/ Can Do's, Sora, PD Department for ELL, IDU, Uplink /Gear Up, Go Guardian, Quizlet, Learn 360, Prime Math, IXL, Go Guardian, Quizlet 			
<p>By the end of school year 2023-2024, 10% of students learning English will be on-track to WIDA ACCESS English language proficiency as measured by StriveHI.</p> <p>By the end of school year 2023-2024, the percentage of EL</p>	<ul style="list-style-type: none"> ● Continue with WIDA Can Do Descriptors and training. ● Continue providing students with engaging lessons that address the WIDA Domains of: <ul style="list-style-type: none"> ○ Speaking ○ Writing ○ Listening ○ Reading ● Implement Language Objective. ● Scaffold student 	<p>EL Coordinator</p> <p>EL Department</p> <p>Vice Principals</p>	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p>X 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"> ● WIDA Access Scores ● Imagine Learning Diagnostics ● i-Ready Diagnostics ● WIDA Screener ● LEI Kulia ● Formative Assessment Data

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<p>students meeting standards as measured on the SBA Language Arts will increase to 20%.</p> <p>By the end of school year 2023-2024, the percentage of EL students meeting standards as measured on the SBA math will increase to 10%.</p> <p>(SW1, SW6(i), SW6(ii))</p>	<p>performance task expectations by WIDA Can Do or other Criteria.</p> <ul style="list-style-type: none"> • Continue with Technology, Academic Programs, Equipments and Licenses, and School Initiatives monitoring with Diagnostic checks to collect and analyze data. • Student Planners, Achieve 3000, West Ed, National Geographic, i-Ready, Curriculum Associates, WIDA Standards/ Can Do's, Imagine learning, Sora, Monthly PD Department for ELL, Go Guardian, Planner. 			(SW3)
<p>By the end of school year 2023-2024, the chronic absentee rate will decrease by 7% compared to school year 2022-2023.</p> <p>(SW6(i)(iii)(III))</p>	<ul style="list-style-type: none"> • Implement Check and Connect with the purpose of building relationships. • Provide Check and Connect updates during Kid Talk meetings. 	<p>Grade Level Counselors</p> <p>HR/AA Teachers</p> <p>Vice-Principals</p>	<p>X WSF</p> <ul style="list-style-type: none"> <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"> • Attendance Data • Kid Talk • Admin Minutes • Check and Connect Monitoring Protocol • LEI Kulia

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				(SW3)
<p>By the end of school year 2023-2024, Ke'elikōlani Middle School increase favorable responses by 4% on the Panorama Student SEL Survey in the following topic areas: self-management, grit, social awareness, sense of belonging, emotion regulation, growth mindset, self-efficacy (SW6(i)(iii)(III))</p>	<ul style="list-style-type: none"> • 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 • Implementation of Check and Connect will be used to create relationships and monitor attendance. 	<p>Vice-Principals</p> <p>Student Activity Coordinator</p>	<p>X 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"> • Panorama Student Perception Survey • SEL Surveys • Attendance Data • SEL Advisory Lessons

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Goal 2: Staff Success. Ke’elikolani MS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of the school year,	Rationale:												
<p>100% of Teachers will be trained in:</p> <ol style="list-style-type: none"> Providing differentiated instruction to students based on formative assessments, universal screener data, and WIDA ACCESS proficiency results. Facilitating small group interventions using i-Ready data in order to address student needs in both reading and math. The PRKMS Department framework in order to develop effective academic practices, assess student progress toward meeting the standards, and informing instruction. Implementing PRKMS Kid Talk Protocol to ensure that students academic, physical, and social-emotional, and behavioral needs are addressed through tiered interventions. <p>(SW1, SW3, SW 5, SW6(ii)(iii))</p>	<p>In order to address the diverse learner needs at PRKMS, teachers must differentiate their instruction to ensure that all students have equitable access to a rigorous standards-based education. This includes supporting PRKMS’s English Learner population which represents over 40% of the school’s total student population.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Tier 1 On or Above Grade Level</th> <th>Tier 2 One Grade Level Below</th> <th>Tier 3 Two or More Grade Levels Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>17%</td> <td>64%</td> </tr> <tr> <td>Math</td> <td>15%</td> <td>26%</td> <td>59%</td> </tr> </tbody> </table> <p style="text-align: center;">PKRMS i-Ready Universal Screener Data Winter 2023</p> <p>Based on the i-Ready Universal Screener for reading and math, a significant amount of students are performing below grade level. By addressing foundational gaps in reading and math students can better access their education and be better prepared for high school and post secondary opportunities.</p> <p>To cultivate Collective Efficacy, collaboration amongst Administrators, Teachers, Counselors, and support staff is crucial. By developing assessments, monitoring student data, and taking collective action, PRKMS can ensure the needs of all students are being met.</p>		Tier 1 On or Above Grade Level	Tier 2 One Grade Level Below	Tier 3 Two or More Grade Levels Below	Reading	19%	17%	64%	Math	15%	26%	59%
	Tier 1 On or Above Grade Level	Tier 2 One Grade Level Below	Tier 3 Two or More Grade Levels Below										
Reading	19%	17%	64%										
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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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
<p>Teachers will differentiate instruction and provide interventions that will allow English Learners to access rigorous grade level content and develop English Proficiency.</p> <p>(SW1, SW5)</p>	<ol style="list-style-type: none"> 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. All teachers will provide opportunities for students to engage in Quality Interactions that allow students to utilize all four domains of language development. 	<ul style="list-style-type: none"> Principal Vice-Principal EL Department Instructional Coach 	<input 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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Walkthrough Data Meeting Sign-In Sheet, Agenda Faculty Meeting Master Calendar Pacing Guides Formative Assessment Data WIDA ACCESS Data

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<p>Teachers will use i-Ready data to provide students with instructional supports for reading and math.</p> <p>WASC Critical Area #5) (SW6(ii)(iii))</p>	<ol style="list-style-type: none"> 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. All teachers will continue i-Ready Data Chats that monitor student growth and provide opportunities for reflection and goal setting. 	<ul style="list-style-type: none"> Principal Vice-Principals Instructional Coach 	<p>X 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"> Enrichment Walkthrough Data Meeting Sign-In Sheet, Agenda i-Ready Teacher Reflection i-Ready Student Reflection Student Binders
<p>Teachers will collaborate in grade level teams and content areas in order to provide action orientated decisions informed by data.</p>	<ol style="list-style-type: none"> All teachers will be trained in the Professional Learning Community (PLC) Cycle for the purpose of developing effective academic practices, assessing student progress toward meeting the standards, and informing instruction. All teachers will be trained in how to create standards based formative assessments and analyze student data to determine next steps. All Department Heads will be trained as PLC Facilitators in order to support their respective departments, increase the school's capacity 	<ul style="list-style-type: none"> Principal Vice-Principals Instructional Coach 	<p>X 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>X Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Walkthrough Data Meeting Sign-In Sheet, Agenda Faculty Meeting Master Calendar Pacing Guides Formative Assessment Data Department Minutes Steering Committee Minutes

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	to respond to student needs, and cultivate collective teacher efficacy.			
Admin, Counselors, Teachers, and Support Staff will support student’s academic, physical, and social-emotional well-being through the PRKMS Kid Talk Protocol. (SW 3)	<ol style="list-style-type: none"> All Admin, Counselors, Teachers, and Support staff will be trained how to design, implement, and monitor Tier 1 and 2 academic, SEL, and behavior interventions based on student need. All Admin, Counselors, Teachers, and Support staff will be trained in the PRKMS Kid Talk Protocol to ensure that students academic, physical, and social-emotional, and behavioral needs are addressed through tiered interventions. 	<ul style="list-style-type: none"> Principal Vice-Principals Instructional Coach 	X 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"> Walkthrough Data Meeting Sign-In Sheet, Agenda Faculty Meeting Master Calendar Admin/Counselor Minutes Kid-Talk Minutes Steering Committee Minutes
Admin, Teachers, Counselors, and Support Staff will implement the Check & Connect intervention for students in need of Tier 2 interventions for attendance. (SW3)	<ol style="list-style-type: none"> All Admin, Teachers, Counselors, and Support Staff will be trained in how to implement the Check & Connect Intervention for identified students. All Admin, Teachers, Counselors, and Support Staff will be trained in how to monitor student data and identify students in need of Tier 2 interventions. 	<ul style="list-style-type: none"> Principal Vice-Principals Grade Level Counselors 	X 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"> Admin/Counselor Meeting Steering Committee Minutes Lead Team Minutes Kid-Talk Minutes Check and Connect Data-Sheet

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Goal 3: Successful Systems of Support. The system and culture of Ke`elikolani Middle School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of the school year,	Rationale:
<p>1. A school-wide MTSS program will be refined to address academics, behavior, and attendance.</p> <p>2. A Continuous Cycle of School Improvement process will be implemented to identify professional development based on data.</p> <p>3. Ke`elikōlani will have a family engagement plan that:</p> <ul style="list-style-type: none"> ○ Provides families with the knowledge and resources to support their students. ○ Creates a two-way communication and support system between families and Ke`elikōlani Middle. <p>(SW2, SW3, SW4, SW5, SW 6(iii)(I), SW6(iii)(III))</p>	<p>Princess Ruth Ke`elikōlani Middle School will continue to implement its HMTSS programs which include the PRKMS Steering Committee, Department Meetings, Grade Level Kid Talks, Admin-Student Service Coordinator Meetings, and the Admin-Counselor Meeting. These essential systems will “ensure that all students receive an equitable and accessible education...to address the physical health, behavioral, academic, social-emotional needs of all students.”</p> <p>https://www.hawaiipublicschools.org/DOE%20Forms/OSSS-StudentServicesBranch.pdf</p> <p>The continued use of an HMTSS programs and Continuous Cycle of School Improvement Plan will aid to positively affect the following data:</p> <ul style="list-style-type: none"> ● i-Ready Diagnostic 2 Winter <ul style="list-style-type: none"> ○ Reading: two or more grade levels below <ul style="list-style-type: none"> ■ 2020-2021 68.8% of students ■ 2021-2022 74.1% of students ■ 2022-2023 65.9% of students ○ Math: two or more grade levels below <ul style="list-style-type: none"> ■ 2020-2021 63% of students ■ 2021-2022 68.8% of students ■ 2022-2023 59.5% of students ● SBA (Smarter Balance Assessment) <ul style="list-style-type: none"> ○ ELA non-proficient in ELA SBA <ul style="list-style-type: none"> ■ 2018-2019 72.5% of students ■ 2020-2021 77% of students ■ 2021-2022 65.1% of students ○ Math non-proficient in Math SBA <ul style="list-style-type: none"> ■ 2018-2019 86.7% of students ■ 2020-2021 93.1% of students

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- 2021-2022 88.4% of students
 - HSA (Hawaii State Assessment) Science non-proficient
 - 2018-2019 89.1% of students
 - 2020-2021 92.3% of students
 - 2021-2022 85.5% of students
 - Behavior
 - 2019-2020
 - 164 Behavior Incidents
 - A: 50
 - B: 31
 - C: 63
 - D: 153
 - 2021-2022
 - 196 Behavior Incidents
 - A: 94
 - B: 73
 - C: 74
 - D: 40
 - 2022-2023 - (not including quarter 4)
 - 110 Behavior Incidents
 - A: 37
 - B: 30
 - C: 23
 - D: 3
- Attendance: Chronic Absenteeism
- 2019-2020 24% of students
 - 2020-2021 33% of students
 - 2021-2022 44% of students

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

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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, & Votruba-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 a Family Engagement Plan will aid to positively affect the following data:

- Parent completion of the School Quality Survey
 - 14.7% in 2020
 - 4.7% in 2021
 - 3.8% in 2022
- Survey results regarding Parent Involvement/Engagement in the school via SQS
 - 33% in 2020 (survey size n= 58 parents)
 - 80.9% in 2021 (survey size n= 16 parents)
 - 84.3% in 2022 (survey size n= 13 parents)

One-Year Academic Plan SY 2023-2024

Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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
<p>A school-wide MTSS program will be refined to continue to address academics, social emotional needs, behavior, and attendance.</p> <p>(CNA 2022-2023 Prioritized Problems #1 and #2 WASC Critical Areas #4, #6, and #7)</p> <p>(SW2, SW3, SW 6(iii)(I), SW6(iii)(III))</p>	<ul style="list-style-type: none"> Strengthen schoolwide foundation beliefs surrounding HMTSS and its impact on student learning and well-being. Strengthen Kid Talk Protocol to provide students with tiered interventions to support all four domains of HMTSS including Healthy Habits, Healthy Schools. Implement department PLCs to provide tiered intervention and support for all student subgroups including EL. Strengthen Action-Orientated Data Decision Making Strengthen PRKMS Enrichment period to ensure that students are provided with tiered instructional support in reading and math. 		<p>X WSF</p> <p>X 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"> Meeting agendas and minutes Number of A-D Offenses decreasing Student Attendance Data - Number of chronic absentee students will decrease Data collection and evaluation process Minutes show shared with faculty and staff Steering Committee Minutes Lessons and notes from Tier 2 and Tier 3 SEL program Kid Talk Documentation MTSS data collection

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	<ul style="list-style-type: none"> ● Implement Tier 2 and 3 SEL program to support repeat behavior offenders. ● Continue developing and strengthening tiered attendance plan for students with chronic and moderate attendance rates. ● Implement effective data collection and evaluation processes for HMTSS programs through Steering Committee meetings. ● Develop Program Evaluation Tools and flowcharts for MTSS programs. 			
<p>Create a Continuous Cycle of School Improvement process to analyze schoolwide data to identify relevant need areas that will target Professional Development.</p> <p>(WASC Critical Areas #4, #6, #7, #8, and #9)</p>	<ul style="list-style-type: none"> ● Create a process to determine professional development based on data. <ul style="list-style-type: none"> ○ Gather and analyze relevant data. ○ Determine appropriate Professional Development. ● Develop Program Evaluation Tools and flowcharts for program. 	<p>Administrators</p> <p>Lead Team</p> <p>Steering Committee</p>	<p>X WSF</p> <p>X 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"> ● Data collection and evaluation process ● Professional Development foci ● Program Evaluation Tool and Flowcharts ● Lead team minutes ● Steering minutes ● Administration minutes ● Minutes show shared with faculty and staff

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	<ul style="list-style-type: none"> ● Improve the communication process to complete the cycle. ● Strengthen capacity building through leadership opportunities via Steering Committee, Department Meetings, Kid Talk, and WASC FOL Groups. 			
<p>PRKMS Family Engagement Plan will be created and include scaffolding levels of opportunities for parent participation.</p> <p>(SW2, SW3, SW4, SW5)</p>	<ul style="list-style-type: none"> ● Create Family Engagement Committee which includes BSHA (Bilingual/Bicultural School-Home Assistant). ● 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. ● Engage and empower families to provide 		<ul style="list-style-type: none"> X WSF X 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"> ● Meeting agendas and minutes ● Family engagement plan is shared with faculty and staff (meeting minutes) ● Parent Surveys ● Communication logs ● Family Engagement agendas ● Outreach - Monthly Coffee Talk ● Student Planners

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	<p>feedback on the school's Academic Plan.</p> <ul style="list-style-type: none">• Increase school and home communication.			
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