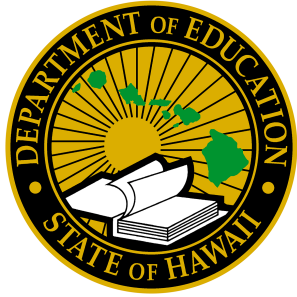


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Kealakehe Intermediate School

One-Year Academic Plan

2021-22

Version Protocol:

V.1 – original in **BLACK S**

V.2 - changes in **RED**/ omitting - strikethrough instead of delete

V.3- changes in **BLUE**/ omitting - strikethrough instead of delete

V.4- changes in **GREEN**/ omitting - strikethrough instead of delete

V.5- changes in **ORANGE**/ omitting - strikethrough instead of delete



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|-----------------|---|--|
| School: | Kealakehe Intermediate School | |
| Address: | 74-5062 Onipa'a Street Kailua Kona, Hawaii 96740 | |
| Phone: | (808) 313-3000 | |
| Website: | www.kishawks.org | |

Relationships are the heart of all learning.

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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> <p>Comprehensive Needs Assessment Priority Needs</p> <ol style="list-style-type: none"> 1. The need to develop, implement, and monitor a rigorous curriculum with effective instructional practices aligned with national and state standards. Curriculum maps, pacing guides, common formative and summative assessments, common instructional strategies, common rubrics monitored by a quality data analysis system to improve student learning and achievement. 2. The need for a collaborative structure, shared decision-making processes to evaluate, create and implement, monitor and adjust to maximize systems, programs, and instruction. 3. The need exists for a collaborative process that assesses, designs, and implements a multi-year school staff and leader PD schedule that provides all staff with the tools and strategies necessary for relevant and successful learning outcomes critical for engaging students in their learning and developing the whole child. 4. Changing demographics (student and staff) requires the establishment of programs that foster a sense of belonging and cultural understanding. Personnel, parents and students within the school community need to be given information about school goals, policies, expectations and available supports to empower and facilitate engagement. 5. Establishment and emphasis on the characteristics of a successful Kealakehe Intermediate community member, i.e. being respectful, being responsible and being a problem solver. Re-examine the goals of our Advisory program as a means of familiarizing students with school rules, behavior expectations, school safety and well-being in order to increase student success. <p>WASC 2016 Schoolwide Critical Areas for Follow Up</p> |

1. The administration and staff, through a collaborative process, develop, implement and monitor a focused staff development multi-year plan that provides teachers with the tools and strategies to provide students relevant, challenging learning experiences that emphasize rigor and engages students in active learning.
2. The administration and staff, through a collaborative process, develop authentic community relations and communications that empower and facilitate effective parent engagement through greater outreach and reciprocal understanding of cultures.
3. For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff's demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system includes:
 - Common Formative and Summative Assessments
 - Common Instructional Practices
 - Common Rubrics for standardized grading
4. The administration and staff, through a collaborative process, develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning. The elements of the documented curriculum include:
 - Curriculum Maps and Pacing Guides
 - Common Formative Assessments used to inform and modify instruction
 - Common Summative Assessments
 - Common Project-based Learning
5. The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.

ORGANIZE: Identify your Accountable Leads.

| Name and Title of Accountable Lead | Enabling activities this lead is responsible for: |
|------------------------------------|--|
| 1. Janice Blaber, Principal | 1. Professional Development 2. Advisory Program |

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|---|---|
| 2. Christopher Barron, Vice Principal | 1. School Design |
| 3. Victoria Mailo, Vice Principal | 1. Common Formative Assessments 2. Instructional Leadership Team and Powerful Instructional Practice |
| 4. Dayle Yokoyama, Student Services Coordinator | 1. MTSS |
| 5. Heather Shorey, English Language Learner Department Lead | 1. ELL Support Class 2. ELL RTI |
| 6. Matthew Gaughen, Special Education Department Lead | 1. Special Education IEP Progress Reports 2. Universal Design for Learning for Special Education |
| 7. Afaue Tualaulelei, Student Activities Coordinator | 1. Shared Leadership |
| 8. Deborah Richard, Counselor | 1. School Level Mentoring of New Teachers |
| 9. Mathieu Williams, Teacher | 1. Full Distance Learning |

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

| Outcome: By the end of sy21-22 | Rationale: |
|--|--|
| By June 2022, 100% of teachers will analyze common formative assessment data to actively inform literacy instruction in weekly PLCs. | Common formative assessment data will help us focus on giving timely feedback about learning to our students and gather timely feedback about our instructional practices. This feedback will help give just in time information to all of our school stakeholders about how to reach our summative school goals. The feedback will inform our school improvement process. |
| By June 2022, at least 10% of our ELL students will test out of ACCESS for ELs examination. | The ACCESS for ELs assessment is a summative measure that helps to gauge the learning of our EL students. Exiting at least 10% of our ELL students from our EL program will show that our supports are helping EL students to be on track to graduation. |
| By June 2022, 100% of our students who receive IDEA services shall meet all of the goals in their IEP. | The meeting of IEP Goals helps to gauge the learning of our students with IDEA services and will show that they are on track to graduation. |

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

| Outcome: By the end of sy20-21 | Rationale: |
|--|--|
| By June 2022, 100% of students, staff, parents, and community will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys. | Developing a strong sense of belonging among all of our school stakeholders is imperative to building a culture of excellence grounded on our school vision. |

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

| Outcome: By the end of SY 20-21 | Rationale: |
|--|---|
| By June 2022, our school will earn a 3 overall MTSS rating , according to the Multi-Tiered System of Support Fidelity of Implementation Rubric . | Implementing a cohesive system of support for all students is key to high growth among all students. The MTSS Fidelity of Implementation Rubric will create strong guidelines for our school to follow to build a strong system. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define,ideate; do - prototype; check - test; act - implement) |
| By June 2022, our school will earn at least an “Initial Implementation” score for component on the HIDOE School Design Matrix | A successful school ensures that values and mindset, curriculum and learning design, infrastructure, and student learning products and voice are aligned to promote equity and high growth among all students. The HIDOE School Design Matrix will provide strong guidelines for our school to ensure high growth and equity is promoted at our school everyday. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define,ideate; do - prototype; check - test; act - implement). |

| Planning | | | | | Funding Source(s) | How will you measure this enabling activity? | | | |
|--|---------|---------------|-------------------|--|-------------------|--|---------|--|----------|
| Desired Outcome | Promise | | Enabling Activity | Lead(s) | | | | | |
| By June 2022, 100% of teachers will analyze common formative assessment data to actively inform literacy instruction in weekly PLCs. | X | Hawai'i | S | Implement instructional strategies to improve student literacy achievement, including math strategies Common formative assessment (CFA) review and analysis every 3-4 weeks in departments and teams. Data from the CFA review process is stored in a school level database; it is reviewed at least quarterly by all school stakeholders. | Victoria Mailo | X | WSF | CFA data iReady Smarter Balanced Assessment Hawaii State Assessment Science Report Card Data | |
| | | Equity | | | | | Title I | | |
| | | School Design | | | | | X | | Title II |
| | | Empowerment | | | | | X | | IDEA |
| | | Innovation | | | | | X | | Other |
| CNA p.30; FRF Lines 15-18; WASC Critical Area 3 & 4 Title 1 Addendum Crosswalk SW # 1 | X | | | | | | | | |
| | X | Hawai'i | S | Our school's Powerful Instructional Practice (PIP) of Classroom Discussion will be implemented each week in each classroom to | Victoria Mailo | x | WSF | CFA Data ILT Walkthroughs Quarterly Climate & | |
| | X | Equity | | | | | Title I | | |

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| | X | School Design | | | <p>foster student agency and critical thinking.</p> <ul style="list-style-type: none"> PIP Data Review will take place at least quarterly by all school stakeholders, as led by our Instructional Leadership Team (ILT). Data will review implementation of PIP and its effectiveness | | x | Title II | Culture Surveys Report Card Data | |
| | X | Empowerment | | | | | x | IDEA | | |
| CNA p.30; FRF lines 15-18; WASC Critical Area 1,3,4, & 5 Title 1 Addendum Crosswalk SW #1 | X | Innovation | | | | | x | Other | | |
| | X | Hawai'i | S | <p>Provide regular professional development, aligned to our <u>school vision</u> and <u>professional development plan</u>, for all staff members in curriculum work, science of literacy, and <u>shared leadership</u>, and language development</p> <p>The school will develop a comprehensive Literacy plan to address academic, culture, and family engagement.</p> | Janice Blaber | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Surveys PD Feedback Report Card Data | | |
| | X | Equity | | | | | | | x | Title I |
| | X | School Design | | | | | | | x | Title II |
| CNA p.30; FRF lines 15-18; WASC Critical Area 1 Title 1 Addendum Crosswalk SW # 1-2 | X | Empowerment | | | | | | | x | IDEA |
| | X | Innovation | | | | | | | x | Other |
| Planning | | | | | | | Funding Source(s) | | How will you measure this enabling activity? | |
| Desired Outcome | Promise | | Enabling Activity | | | Lead(s) | | | | |

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|---|---|---------------|---|--|----------------|----------|-----|--|
| By June 2022, at least 10% of our ELL students will test out of ACCESS for ELs examination. | X | Hawai'i | S | <p>All EL support classes will focus on language development through relevant learning opportunities.</p> <ul style="list-style-type: none"> • career pathways exploration • interdisciplinary and place based supports • PBL • GLAD strategies • Targeted intervention will be given to ELs in response to their level of need. <ul style="list-style-type: none"> ■ Multi-Sensory interventions will be used to hone structured literacy skills | Heather Shorey | x | WSF | CFA data iReady data ACCESS for ELs WIDA Report Card Data |
| | X | Equity | | | x | Title I | | |
| | X | School Design | | | x | Title II | | |
| | X | Empowerment | | | x | IDEA | | |
| CNA p.30; FRF lines 15-18 ; WASC Critical Area 3 & 4 Title 1 Addendum Crosswalk SW #1-2 | X | Innovation | | | x | Other | | |
| | | Hawai'i | S | <p>Provide regular professional development, aligned to our <u>school vision</u> and <u>professional development plan</u>, for all staff members in curriculum work, science of literacy, and <u>shared</u></p> | Heather Shorey | x | WSF | CFA data Intervention data iReady Data Report Card Data |
| | X | Equity | | | x | Title I | | |
| | X | School Design | | | x | Title II | | |
| | X | Empowerment | | | x | IDEA | | |

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|--|----------------|---------------|--------------------------|---|--------------------------------------|----------------|--------------------------|--|---|
| CNA p.30; FRF lines 15-18; WASC Critical Area 3 & 4 Title 1 Addendum Crosswalk SW # | | Innovation | | | leadership, and language development | | x | Other | |
| | X | Hawaii | S | Utilize and systematize the use of data from multiple sources to determine what supports are needed for each identified student. <ul style="list-style-type: none"> • CFA data • WIDA data • ILT data • Culture and climate surveys | Janice Blaber | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Surveys PD Feedback | |
| | X | Equity | | | | Title I | | | |
| | X | School Design | | | | x | Title II | | |
| | X | Empowerment | | | | x | IDEA | | |
| CNA p.30; FRF lines 15-18 and 10, 22; WASC Critical Area 1 Title 1 Addendum Crosswalk SW # 1-3 | X | Innovation | | | | x | Other | | |
| Planning | | | | | | | Funding Source(s) | | How will you measure this enabling activity? |
| Desired Outcome | Promise | | Enabling Activity | | | Lead(s) | | | |
| By June 2022, 100% of our students who | X | Hawai'i | S | | Matthew Gaughen | x | WSF | CFA data Progress Monitoring IEP Goals Data | |
| | X | Equity | | | | Title I | | | |

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|---|---------------|---------------|---|---|--|---|-----|--|------------------------------|
| receive IDEA services shall meet all of the goals in their IEP. | X | School Design | | | Special Education case managers will meet monthly with students on their caseload to help monitor IEP goal progress. | | x | Title II | ILT Data Report Card Data |
| | X | Empowerment | | | | | x | IDEA | |
| | X | Innovation | | | | | x | Other | |
| X | Hawai'i | | S | School level mentorship programs will meet at least twice a month beyond the school day; experienced school level mentors will mentor new (1-2 years new) teachers for an entire school year. | Deborah Richard | x | WSF | Quarterly Climate and Culture Surveys Panorama Surveys ILT Data | |
| X | Equity | | | | | | x | | Title I |
| X | School Design | | | | | | x | | Title II |
| X | Empowerment | | | | | | x | | IDEA |
| X | Innovation | | | | | | x | | Other |
| X | Hawai'i | | S | Universal Design for Learning principles shall be used to design learning experiences for all students with IDEA services. | Matthew Gaughen | x | WSF | CFA Data ILT Data Progress Monitoring IEP Goals Data Report Card Data | |
| X | Equity | | | | | | | | Title I |
| X | School Design | | | | | | x | | Title II |

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| CNA p.30; FRF lines 15-18; WASC Critical Area 3,4,5 Title 1 Addendum Crosswalk SW #1,2,5,6 | X | Empowerment | | | All special education teachers and teams will review IEP goals data bi-quarterly. | | x | IDEA | |
| | X | Innovation | | | | | x | Other | |

| Planning | | | | | | | Funding Source(s) | | How will you measure this enabling activity? |
|---|---------|---------------|-------------------|---|--------------------|---------|-------------------|--|--|
| Desired Outcome | Promise | | Enabling Activity | | | Lead(s) | | | |
| By June 2022, at 100% of students, parents, staff, and community will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys. | X | Hawai'i | S | School Advisory Program, aligned to our school vision, shall be delivered daily by all teachers. | Christopher Barron | x | WSF | Quarterly Climate and Culture Surveys Panorama Survey SQS Surveys Advisory Feedback | |
| | X | Equity | | | | | Title I | | |
| | X | School Design | | | | x | Title II | | |
| | X | Empowerment | | | | x | IDEA | | |
| | | Innovation | | | | x | Other | | |
| | X | Hawai'i | S | Provide regular professional development, aligned to our <u>school vision</u> and <u>professional development plan</u> , for all staff members in curriculum work, science of literacy, and <u>shared leadership</u> , and language | Janice Blaber | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Survey PD Feedback | |
| | X | Equity | | | | | Title I | | |
| | X | School Design | | | | x | Title II | | |
| | X | Empowerment | | | | x | IDEA | | |

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| | X | Innovation | | | development. The PD will be focused on 'Aina Aloha to support our advisory program. | | x | Other | |
| | X | Hawai'i | § | | <p><u>Shared Leadership</u> among all stakeholders will be practiced within the various leadership teams to improve school culture and student achievement.</p> <p>i.e.,</p> <ul style="list-style-type: none"> • SCC • ILT • Student Government • Community Partnerships • Leadership team | Afaue Tualaulelei | x | WSF | HIDOE School Design Matrix Data ILT Data Quarterly Climate and Culture Surveys PD Feedback |
| | X | Equity | | | | | | Title I | |
| | X | School Design | | | | | x | Title II | |
| CNA p.30; FRF lines 20 and 22; WASC Critical Area 2 Title 1 Addendum Crosswalk SW # 1,2,5,6 | X | Empowerment | | | | | x | IDEA | |
| | | Innovation | | | | | x | Other | |

| Planning | | | | | | Funding Source(s) | | How will you measure this enabling activity? |
|---|---------|---------------|---|--|----------------|-------------------|---|--|
| Desired Outcome | Promise | | Enabling Activity | | Lead(s) | | | |
| By June 2022, our school will earn a 3 overall MTSS rating, according to the Multi-Tiered System of Support Fidelity of Implementation Rubric . | X | Hawai'i | S . | All students will take academic and behavioral universal screeners in academic to help school identify students who may be at risk for learning. Interventions will be provided to these students. | Dayle Yokoyama | x | WSF | Multi-Tiered System of Support Fidelity of Implementation Data CFA Data Intervention Data iReady Data |
| | X | Equity | | | | x | Title I | |
| | X | School Design | | | | x | Title II | |
| | X | Empowerment | | | | x | IDEA | |
| | X | Innovation | | | | x | Other | |
| CNA p.30; FRF lines 15-18 and 20, 22; WASC Critical Area 1-5 Title 1 Addendum Crosswalk SW #1,2,3,4,5,6,7 | X | Hawai'i | Provide regular professional development, aligned to our <u>school vision</u> and | Janice Blaber | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Surveys | |
| X | Equity | x | | | Title I | | | |

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|--|---|---------------|--|--|--|---|----------|-------------|
| | X | School Design | | professional development plan , for all staff members in curriculum work, science of literacy, and shared leadership , and language development | | x | Title II | PD Feedback |
| CNA p.30; FRF lines 15-16; WASC Critical Area 1 Title 1 Addendum Crosswalk SW #1-6 | X | Empowerment | | | | x | IDEA | |
| | | | | All school stakeholders shall commit to a data review of our MTSS program each quarter; this data review will help implement a Plan, Do, Check, Act Cycle of school improvement. | | | | |

| Planning | | | | | Funding Source(s) | | How will you measure this enabling activity? |
|---|---------|---------|--|--------------------|-------------------|-----|---|
| Desired Outcome | Promise | | Enabling Activity | Lead(s) | | | |
| By June 2022, our school will earn at least an "Initial Implementation" score for component on the HIDOE School Design Matrix | X | Hawai'i | Provide a full distance learning option for in grades 6-8 who meet school level criteria for full distance learning. Systems of Support for this program will be provided via the school's MTSS. | Christopher Barron | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Surveys PD Feedback HIDOE School Design Matrix Data |
| | X | Equity | | | | | |

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|--|---|---------------|---|---|--------------------|---|----------|---|
| | X | School Design | | | | x | Title II | |
| | X | Empowerment | | | | x | IDEA | |
| CNA p.30; FRF lines 15-16; WASC Critical Area 1-5 Title 1 Addendum Crosswalk SW #6 | X | Innovation | | | | x | Other | |
| | X | Hawai'i | S | Provide regular professional development, aligned to our <u>school vision</u> and <u>professional development plan</u> , for all staff members in curriculum work, science of literacy, and <u>shared leadership</u> , and language development | Janice Blaber | x | WSF | CFA Data ILT Data Quarterly Climate and Culture Surveys PD Feedback |
| | X | Equity | | | | x | Title I | |
| | X | School Design | | | | x | Title II | |
| | X | Empowerment | | | | x | IDEA | |
| CNA p.30; FRF lines 15-18 and 20 and 22; WASC Critical Area 1 Title 1 Addendum Crosswalk SW #6 | X | Innovation | | | | x | Other | |
| | X | Hawai'i | S | All school stakeholders will review data aligned to the <u>HIDOE School Design Matrix</u> to ensure equitable systems are in place to promote high growth among all our learners; this data review will help | Christopher Barron | x | WSF | Quarterly Climate and Culture Surveys CFA Data Report Card Data |
| | X | Equity | | | | | Title I | |
| | X | School Design | | | | x | Title II | |

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|--|---|-------------|--|---|--|---|-------|--|
| CNA p.30; FRF lines 15-18 and 20 and 22; WASC Critical Area 2,3,4 Title 1 Addendum Crosswalk SW #1-6 | X | Empowerment | | implement a Plan, Do, Check, Act Cycle of School Improvement. | | x | IDEA | |
| | X | Innovation | | | | x | Other | |