



# Kawananakoa Middle School Academic Plan SY 2025-2026

49 Funchal Street  
Honolulu, HI 96813  
(808)307-0300

<https://www.kawananakoa.k12.hi.us/>

- ☐ Non-Title 1 School    ☒ Title 1 School    ☐ Kaiapuni School (Self Contained)    ☐ Kaiapuni School (Shared School Site)

Submitted by TA Principal [Dale Arakaki]	
	04/11/25

Approved by Complex Area Superintendent [Linell Dilwith]	
	4/14/25

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 comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grade 6	'20 Into Literature ▾	6-8 McGraw-Hill Illustrati... ▾	OpenScienceEd	<a href="#">Savvas - Early Ages</a>
Grade 7	'20 Into Literature ▾	6-8 McGraw-Hill Illustrati... ▾	OpenScienceEd	History of the Hawaiian Kingdom, Pacific Nationals and Territories
Grade 8	'20 Into Literature ▾	6-8 McGraw-Hill Illustrati... ▾	OpenScienceEd	Teacher-created curriculum
Algebra 1		AGA McGraw-Hill Illustrati... ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
6	i-Ready, Teenbiz, IXL	i-Ready, IXL	IXL	IXL, Brainpop
7	i-Ready, Teenbiz, IXL	i-Ready, IXL	IXL	IXL, Brainpop
8	i-Ready, Teenbiz, IXL	i-Ready, IXL	IXL	IXL, Brainpop

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☐ Panorama ☒ School-created template ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6	I-Ready ▾	I-Ready ▾
Grade 7	I-Ready ▾	I-Ready ▾
Grade 8	I-Ready ▾	I-Ready ▾

## IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2030

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2030

## 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 \(CNA\)](#) **SW1**
- ☒ Current Western Association of Schools and Colleges (WASC) [Link](#) Full Self-Study ▾
- ☐ Current Western Association of Schools and Colleges (WASC) **Critical Areas for Follow Up** [2024 WASC VC Report Link](#)
- ☐ Other current self study


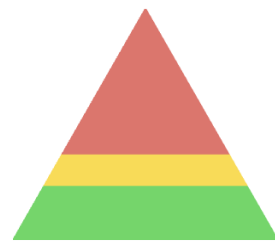
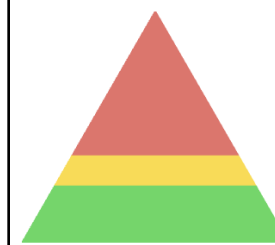
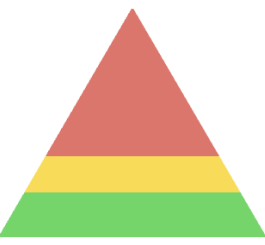
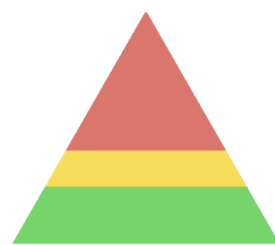
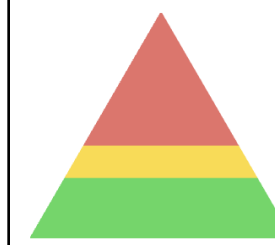
**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**



*"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?"*









Please number the student need and root/contributing cause for ease of cross-referencing.

### **Student Need:**

- 1 Increase student achievement in ELA, Math, and Science by analyzing student data and address standards.

		i-Ready Reading Diagnostic Assessment		
		Beginning of Year	Middle of Year	End of Year
SY22-23		 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 45%</li> <li>● Tier 2 20%</li> <li>● Tier 1 35%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 40%</li> <li>● Tier 2 19%</li> <li>● Tier 1 41%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 39%</li> <li>● Tier 2 18%</li> <li>● Tier 1 43%</li> </ul>
		 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 42%</li> <li>● Tier 2 23%</li> <li>● Tier 1 35%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 36%</li> <li>● Tier 2 21%</li> <li>● Tier 1 43%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 35%</li> <li>● Tier 2 19%</li> <li>● Tier 1 46%</li> </ul>
SY23-24				

SY24-25	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 37%</li> <li>Tier 2 22%</li> <li>Tier 1 41%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 33%</li> <li>Tier 2 23%</li> <li>Tier 1 44%</li> </ul>	TBD
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i-Ready Math Diagnostic Assessment			
	Beginning of Year	Middle of Year	End of Year
SY22-23	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 34%</li> <li>Tier 2 38%</li> <li>Tier 1 28%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 30%</li> <li>Tier 2 34%</li> <li>Tier 1 36%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 28%</li> <li>Tier 2 28%</li> <li>Tier 1 44%</li> </ul>
SY23-24	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 32%</li> <li>Tier 2 36%</li> <li>Tier 1 32%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 26%</li> <li>Tier 2 30%</li> <li>Tier 1 43%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 26%</li> <li>Tier 2 28%</li> <li>Tier 1 47%</li> </ul>
SY24-25	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 30%</li> <li>Tier 2 36%</li> <li>Tier 1 34%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 22%</li> <li>Tier 2 34%</li> <li>Tier 1 43%</li> </ul>	TBD

**Rationale/Root cause(s):**

- 1A - Lack of core instruction aligned to state standards, subject-alike learning goals, HDOE GLOs, and HMTSS tailored to meet each individual student's needs
- 1B - Inconsistent HMTSS Tier 2 and 3 supports to meet the academic, behavioral, social emotional, and physical needs of all students
- 1C - Ineffectiveness of Targeted Interventions

**2****Student Need:**

Differentiated Instruction (DI) across all grade levels and disciplines to provide engaging, supportive, and challenging learning experiences for all students.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	58.5%	54.6%	56.1%	40.4%	35.3%	39.7%	55.7%	47.8%	54.5%
Disadvantaged	48.2%	43.7%	44.3%	30.0%	26.6%	30.1%	46.8%	36.8%	40.2%
Special Education	8.8%	6.6%	4.8%	8.8%	0.0%	0.0%	16.6%	0.0%	14.2%
EL + Exits	10.9%	16.0%	15.5%	9.7%	18.7%	15.0%	0.0%	7.1%	7.1%
Male	55.2%	50.0%	49.3%	43.4%	34.7%	40.1%	56.4%	49.3%	48.0%
Female	62.5%	60.0%	64.3%	37.0%	35.9%	39.2%	54.9%	45.9%	62.9%
High Needs	44.4%	41.1%	42.2%	29.5%	25.6%	28.5%	44.3%	33.3%	37.7%
Non-High Needs	77.3%	75.7%	75.5%	54.9%	50.7%	55.3%	68.8%	70.9%	73.5%
Achievement Gap	32.9%	34.6%	33.3%	25.4%	25.1%	26.8%	24.5%	37.6%	35.8%

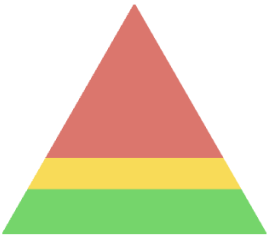


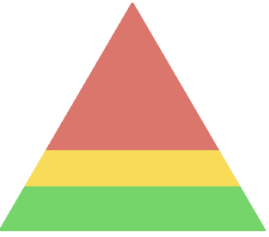
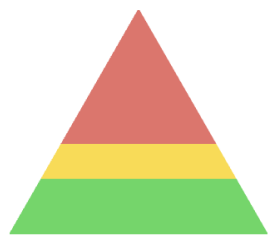
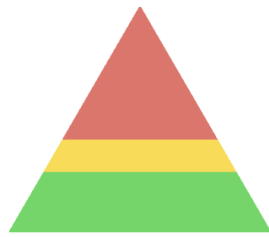


**Rationale/Root cause(s):**



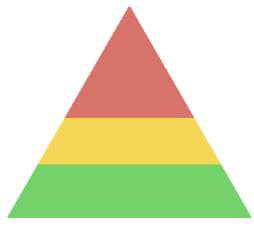
- 2A - Inconsistent Tier I implementation to meet the academic, behavioral, social emotional, and physical needs
- 2B - Lack of differentiated instructional strategies
- 2C - Classroom engagement is low (Panorama Data)

**3****Student Need:**

Implementation of a data analysis cycle and progress monitoring for student achievement.

i-Ready Reading Diagnostic Assessment		
Beginning of Year	Middle of Year	End of Year

SY22-23	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 45%</li> <li>Tier 2 20%</li> <li>Tier 1 35%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 40%</li> <li>Tier 2 19%</li> <li>Tier 1 41%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 39%</li> <li>Tier 2 18%</li> <li>Tier 1 43%</li> </ul>
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i-Ready Math Diagnostic Assessment			
	Beginning of Year	Middle of Year	End of Year
SY22-23	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 34%</li> <li>Tier 2 38%</li> <li>Tier 1 28%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 30%</li> <li>Tier 2 34%</li> <li>Tier 1 36%</li> </ul>	 <ul style="list-style-type: none"> <li>At Risk for Tier 3 28%</li> <li>Tier 2 28%</li> <li>Tier 1 44%</li> </ul>

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**Rationale/Root cause(s):**

3A - Lack of continuous evaluation of programs and interventions for effectiveness and to identify needs and next steps.  
3B - Insufficient application of the data team process to provide timely intervention for identified students



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

1

**Targeted Subgroup:** English Learners

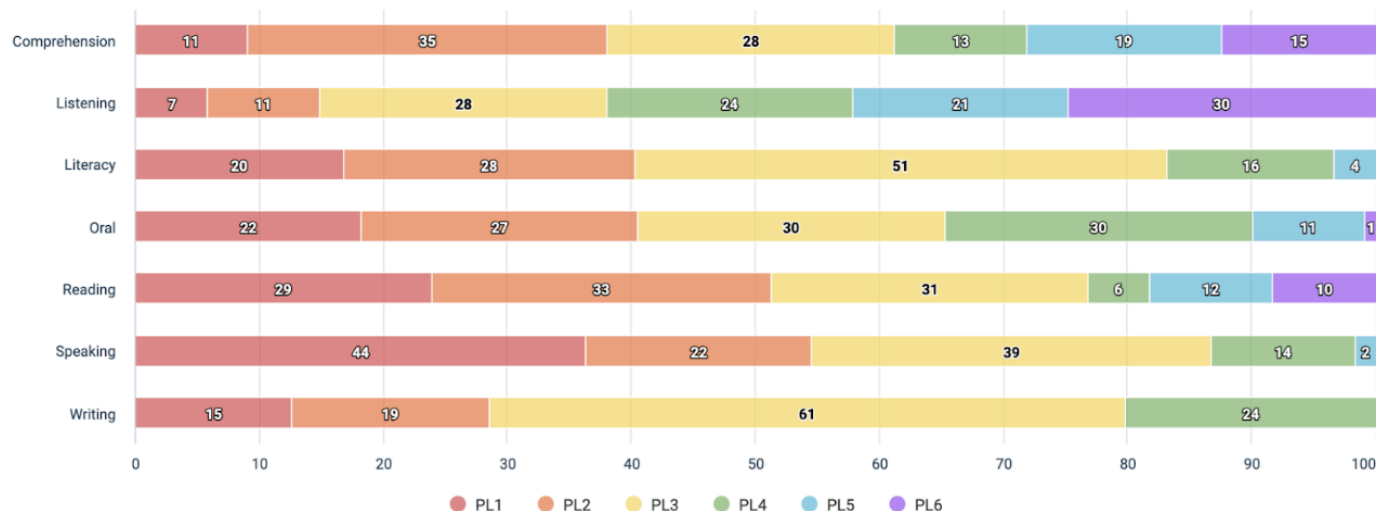
**Identified Student Need(s):**

### SBA Proficiency by Subgroup

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	58.5%	54.6%	56.1%	40.4%	35.3%	39.7%	55.7%	47.8%	54.5%
Disadvantaged	48.2%	43.7%	44.3%	30.0%	26.6%	30.1%	46.8%	36.8%	40.2%
Special Education	8.8%	6.6%	4.8%	8.8%	0.0%	0.0%	16.6%	0.0%	14.2%
EL + Exits	10.9%	16.0%	15.5%	9.7%	18.7%	15.0%	0.0%	7.1%	7.1%
Male	55.2%	50.0%	49.3%	43.4%	34.7%	40.1%	56.4%	49.3%	48.0%
Female	62.5%	60.0%	64.3%	37.0%	35.9%	39.2%	54.9%	45.9%	62.9%
High Needs	44.4%	41.1%	42.2%	29.5%	25.6%	28.5%	44.3%	33.3%	37.7%
Non-High Needs	77.3%	75.7%	75.5%	54.9%	50.7%	55.3%	68.8%	70.9%	73.5%
Achievement Gap	32.9%	34.6%	33.3%	25.4%	25.1%	26.8%	24.5%	37.6%	35.8%

Source: ARCH, Sept 2024

### ACCESS WIDA:



2

**Targeted Subgroup:** SPED**Identified Student Need(s):****SBA Proficiency by Subgroup**

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	58.5%	54.6%	56.1%	40.4%	35.3%	39.7%	55.7%	47.8%	54.5%
Disadvantaged	48.2%	43.7%	44.3%	30.0%	26.6%	30.1%	46.8%	36.8%	40.2%
Special Education	8.8%	6.6%	4.8%	8.8%	0.0%	0.0%	16.6%	0.0%	14.2%
EL + Exits	10.9%	16.0%	15.5%	9.7%	18.7%	15.0%	0.0%	7.1%	7.1%
Male	55.2%	50.0%	49.3%	43.4%	34.7%	40.1%	56.4%	49.3%	48.0%
Female	62.5%	60.0%	64.3%	37.0%	35.9%	39.2%	54.9%	45.9%	62.9%
High Needs	44.4%	41.1%	42.2%	29.5%	25.6%	28.5%	44.3%	33.3%	37.7%
Non-High Needs	77.3%	75.7%	75.5%	54.9%	50.7%	55.3%	68.8%	70.9%	73.5%
Achievement Gap	32.9%	34.6%	33.3%	25.4%	25.1%	26.8%	24.5%	37.6%	35.8%

Source: ARCH, Sept 2024

3

**Targeted Subgroup:** High Needs**Identified Student Need(s):****SBA Proficiency by Subgroup**

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	58.5%	54.6%	56.1%	40.4%	35.3%	39.7%	55.7%	47.8%	54.5%
Disadvantaged	48.2%	43.7%	44.3%	30.0%	26.6%	30.1%	46.8%	36.8%	40.2%
Special Education	8.8%	6.6%	4.8%	8.8%	0.0%	0.0%	16.6%	0.0%	14.2%
EL + Exits	10.9%	16.0%	15.5%	9.7%	18.7%	15.0%	0.0%	7.1%	7.1%
Male	55.2%	50.0%	49.3%	43.4%	34.7%	40.1%	56.4%	49.3%	48.0%
Female	62.5%	60.0%	64.3%	37.0%	35.9%	39.2%	54.9%	45.9%	62.9%
High Needs	44.4%	41.1%	42.2%	29.5%	25.6%	28.5%	44.3%	33.3%	37.7%
Non-High Needs	77.3%	75.7%	75.5%	54.9%	50.7%	55.3%	68.8%	70.9%	73.5%
Achievement Gap	32.9%	34.6%	33.3%	25.4%	25.1%	26.8%	24.5%	37.6%	35.8%

Source: ARCH, Sept 2024



# 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this? Reference the Identified School Needs section. doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
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**Reading Proficiency**  
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.

[1A](#)  
[1B](#)  
[1C](#)  
[2A](#)  
[2B](#)  
[2C](#)  
[3B](#)

**KPI ELA Student SBA Proficiency Targets:**

SY22-23 (baseline)	54.26%
SY23-24	<b>Actual:</b> 56.1% <b>Proposed:</b> 56.35%
SY24-25	58.43%
SY25-26	60.52%
SY26-27	62.6%
SY27-28	64.69%
SY28-29	<b>Current:</b> 64.43% <b>Proposed:</b> 66.78%

1.1.2a - Utilize i-Ready diagnostic (3x a year) to identify students tier levels (Tier I, II, III) in Reading, differentiate instruction based on student readiness levels, and document student progress in the Team Data Wall.

**WASC Critical Area for Follow-Up #2**  
**Accountable Lead: Grade Level Teams**

**SW6(iii-III)**

1.1.2b - **Strengthen Tier 1 instruction** in all ELA classrooms by implementing the following:

- DOE-approved viable curriculum and instructional materials
- Schoolwide Powerful Instructional Practice (PIP) of metacognitive graphic organizers and thinking routines.
- EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)
- Bi-weekly iReady "My Path" during AA along with an additional 30 min of imbedded iReady time during core and non-core classes
- Common Formative Assessment (CFA)

**WASC Critical Area for Follow-Up #1**  
**WASC Additional Area for Follow-Up**  
**Accountable Lead: Department Head**

**SW6(ii)**

1.1.2c - Provide professional development in the following areas:

- differentiated instruction
- inclusive practices
- standards-based learning targets
- EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)
- new viable curriculum
- i-Ready: Diagnostic Data Analysis, My Path Personalized Instruction, Teacher Toolbox

**WASC Critical Area for Follow-Up #3**  
**Accountable Lead: DI Task Force**

**SW6(iii-IV)**

i-Ready Diagnostic Data (3x a year)

Team Data Wall

Teacher developed curriculum maps

Targeted Learning Walks

i-Ready Personalized Instruction Summary

Professional Development Agendas

Artifacts of learning, reflection, and/or application to classroom practices

- ☒ WSF, \$
- ☒ Title I, \$
- ☐ Title II, \$
- ☒ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_\_\_, \$
- ☒ Other: OST, \$

**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](#)  
[1B](#)  
[1C](#)  
[2A](#)  
[2B](#)  
[2C](#)  
[3B](#)

**KPI Math Student SBA Proficiency Targets:**

SY22-23 (baseline)	35.25%
SY23-24	Actual: 39.7% Proposed: 36.78%
SY24-25	38.31%
SY25-26	39.84%
SY26-27	41.38%
SY27-28	42.91%
SY28-29	Current: 48.84% Proposed: 44.45%

1.1.3a - Utilize i-Ready diagnostic (3x a year) to identify students tier levels (Tier I, II, III) in Mathematics, differentiate instruction based on student readiness levels, and document student progress in the Team Data Wall.

WASC Critical Area for Follow-Up #2  
 Accountable Lead: Grade Level Teams

SW6(iii-III)

1.1.3b - **Strengthen Tier 1 instruction** in all Math classrooms by implementing the following:

- DOE-approved viable curriculum and instructional materials
- Schoolwide Powerful Instructional Practice (PIP) of metacognitive graphic organizers
- EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)
- Bi-weekly iReady "My Path" during AA along with an additional 30 min of imbedded iReady time during core and non-core classes
- Common Formative Assessment (CFA)

WASC Critical Area for Follow-Up #1  
 Accountable Lead: Department Head

SW6(ii)

1.1.3c - Provide professional development in the following areas:

- differentiated instruction
- inclusive practices
- standards-based learning targets
- EL strategies for engaging learners in quality interactions and developing oracy skills (West Ed / EL Excellence Everyday)
- new viable curriculum
- i-Ready: Diagnostic Data Analysis, My Path Personalized Instruction, Teacher Toolbox

WASC Critical Area for Follow-Up #3  
 Accountable Lead: DI Task Force

SW6(iii-IV)

i-Ready Diagnostic Data (3x a year)

Team Data Wall

Teacher developed curriculum maps

Targeted Learning Walks

i-Ready Personalized Instruction Summary

Professional Development Agendas

Artifacts of learning, reflection, and/or application to classroom practices

- ☒ WSF, \$
- ☒ Title I, \$
- ☐ Title II, \$
- ☒ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_\_\_, \$
- ☒ Other: OST, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p><a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a></p>	<p>1.1.4a - Continue to build upon collective teacher efficacy through the Framework for Powerful Results - Cycles of Professional Learning. <i>WASC Critical Area for Follow-Up #2</i> <i>Accountable Lead: ILT</i></p> <p>1.1.4b - Increase equitable opportunities for Special Education students to be educated in the general education setting. <i>WASC Additional Area for Follow-Up</i> <i>Accountable Lead: Student Services Coordinator</i></p> <p>1.1.4c - Increase opportunities for English Learners to receive high-quality sheltered instruction. <i>WASC Additional Area for Follow-Up</i> <i>Accountable Lead: EL Coordinator</i></p> <p>1.1.4d - Ensure at-risk students receive appropriate supports in a timely and consistent manner. <i>WASC Additional Area for Follow-Up</i> <i>Accountable Lead: School Counselor</i></p> <p><i>SW6(i, iii)</i></p>	<p>ILT Assessment Tool, Targeted Learning Walk (TLW) Artifacts, Observation Evidence, Observation Tool, Meeting agenda, Group Memory</p> <p>HQT SPED teacher list</p> <p>SIQ teacher list</p> <p>Team Data Wall</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> Other: OST, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school, middle to high school.</p>	<p><a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a> <a href="#">3A</a></p>	<p><u>Elementary to Middle</u> 1.1.5a - Support potential incoming 6th grade students with a school wide and classroom orientation during their 5th grade school year. <i>Accountable Lead: School Counselors</i></p> <p><u>Promotion to next grade level</u> 1.1.5b - Communicate with receiving Grade Level teachers/teams of students academic and behavioral strengths/challenges. <i>Accountable Lead: School Counselors</i></p> <p><u>Middle to High</u> 1.1.5c - Support 8th grade promotion with school wide orientation and opportunities. <i>Accountable Lead: School Counselors</i></p> <p><u>New Students/Mid-year Transition</u> 1.1.5d - Ensure all new students complete academic screening (i-Ready reading and math) within two weeks of their start date. <i>Accountable Lead: School Counselors</i></p> <p>1.1.5e - Throughout the school year, provide newly enrolled students with a new student orientation with periodic check-ins as needed. <i>Accountable Lead: School Counselors</i></p>	<p>Feeder School visit (ES to MS), Transition to Middle School (Summer class), 6th grade orientation</p> <p>Open House, Student Prep Days, Team Data Wall</p> <p>HS parent orientation night, Feeder School visit (MS to HS), Student registration in-service.</p> <p>i-Ready Diagnostic Results</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>
<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p><a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a></p>	<p>1.1.6a - Continually improve upon the schoolwide HMTSS organizational structure for Tier 1, 2, 3 academic, behavioral, social, emotional, and physical supports. <b>WASC Critical Area for Follow-Up #1</b> <i>Accountable Lead: HMTSS Task Force</i></p> <p>1.1.6b - Develop and implement a data team process to monitor the effectiveness of tiered interventions through the Team Data Wall and Student Intervention Log. <b>WASC Critical Area for Follow-Up #1, #2</b> <i>Accountable Lead: HMTSS Task Force</i></p> <p style="text-align: right;"><b>SW6(iii)</b></p>	<p>Meeting agenda</p> <p>Group Memory</p> <p>Team Data Wall</p> <p>Student Intervention Log</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>





★ 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? Reference the Identified School Needs section. 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 (Initial & Intermediate Outcomes)  "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	<a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a>	<p>1.2.1a - Communicate the importance of regular school attendance with parents through notifications, meetings and conferences. WASC Critical Area for Follow-Up #1 Accountable Lead: School Counselor</p> <p>1.2.1b - Implement school attendance policy to proactively identify students who need additional support. WASC Critical Area for Follow-Up #1 Accountable Lead: School Counselor</p> <p>1.2.1.c - Provide a variety of extracurricular activities to engage students and motivate them to attend school regularly. WASC Critical Area for Follow-Up #1 Accountable Lead: School Counselor</p>	<p>Team Data Wall</p> <p>Home visits</p> <p>Parent meetings</p> <p>Club Attendance</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: OST, \$</p>

1.2.2. All students demonstrate positive behaviors at school.	<a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a>	<p>1.2.2a - Revise the PBIS matrix to incorporate the HĀ Framework with the school's core values. <b>WASC Critical Area for Follow-Up #1</b> <i>Accountable Lead: HMTSS Task Force</i></p> <p>1.2.2b - Develop school wide social emotional learning activities that aligns with the AMLE middle level education essential attributes. <b>WASC Critical Area for Follow-Up #1</b> <i>Accountable Lead: HMTSS Task Force</i></p> <p>1.2.2c - Monitor the effectiveness of PBIS system, which includes:</p> <ul style="list-style-type: none"> <li>• the Tag Redemption Program</li> <li>• Class Incentive Days</li> <li>• Ali'i Warrior Awards</li> <li>• Attendance incentives</li> <li>• Other incentives/rewards</li> </ul> <p><b>WASC Critical Area for Follow-Up #1</b> <i>Accountable Lead: HMTSS Task Force</i></p>	<p>HMTSS Blueprint</p> <p>Student Surveys</p> <p>Faculty Surveys</p> <p>Panorama Data</p> <p>Behavior referral data</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning.	<a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a>	<p>1.2.3a - Provide professional development on the HĀ framework and its connection to our school's vision and the AMLE middle level education essential attributes. <b>WASC Critical Area for Follow-Up #3</b> <i>Accountable Lead: Leadership</i></p> <p>1.2.3.b - Incorporate interdisciplinary learning experiences that provide students with opportunities to contribute positively to the school community. <b>WASC Critical Area for Follow-Up #1</b> <i>Accountable Lead: Leadership</i></p>	<p>Professional Development Agendas</p> <p>Teacher developed curriculum maps</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: OST, \$

★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this? Reference the Identified School Needs section. doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	<a href="#">2C</a> <a href="#">3A</a>	1.3.1a - Provide opportunities to all students, throughout their 6-8 experience, to engage in a variety of career, community, and civic opportunities. <b>WASC Critical Area for Follow-Up #1</b> <b>Accountable Lead: School Counselors</b> <div>SW6 (ii-II)</div>	Student volunteer sign in sheets, community engagement flyers	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
<b>K-12 Alignment</b> 1.3.2. Middle School students enter high school with the academic background and skills to succeed in career pathways or Academies.	<a href="#">2C</a> <a href="#">3A</a>	1.3.2a - Implement a personal transition plan in Grades 6, 7, and 8 advisory classes to incorporate social emotional learning competencies and provide exposure and experiences to college and career learning. <b>WASC Critical Area for Follow-Up #1</b> <b>Accountable Lead: Curriculum Coach</b>  1.3.2b - Expose students to exploratory electives that provide career and technical education. <b>WASC Critical Area for Follow-Up #1</b> <b>Accountable Lead: Registrar</b> <div>SW6 (ii-II)</div>	Student and faculty survey  Yearly Course description	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 "Why are we doing this? Reference the Identified School Needs section. 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 (Initial & Intermediate Outcomes)  "How will we know progress is being made?"	Anticipated Source of Funds  "What funding source(s) should be utilized?" 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.	<a href="#">1A</a> <a href="#">1B</a> <a href="#">1C</a> <a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a>	2.1.1a - Communicate opportunities for teachers to attend EL PD that supports SIQ hours, including but not limited to Building the Base (FALL 2024), State/District EL course offerings and University courses. <b>WASC Critical Area for Follow-Up #3</b> <i>Accountable Lead: EL Coordinator</i>  2.1.1b - Provide faculty with EL Professional Development which will support instructional strategies and practices. <b>WASC Critical Area for Follow-Up #3</b> <b>WASC Additional Area for Follow-Up</b> <i>Accountable Lead: EL Coordinator</i>	School position list  TESOL certification list  Professional Development, faculty, 21 extended hour agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	<a href="#">1A</a> <a href="#">1B</a> <a href="#">1C</a> <a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a>	2.1.2a - Provide faculty with supports including but not limited to EL PD, Building Thinking Classrooms, i-Ready training, feedback from regular walkthroughs, and individual consultation. <b>WASC Critical Area for Follow-Up #3</b> <i>Accountable Lead: Curriculum Coach</i>	Professional Development, faculty, 21 extended hour agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$

		<p>2.1.2b - Provide planning and collaboration time for faculty to vertically articulate across grade levels and articulate with grade level partners.  <b>WASC Critical Area for Follow-Up #3</b>  <i>Accountable Lead: Curriculum Coach</i></p> <p>2.1.2c - Utilize the Educator Effectiveness System (EES) and Danielson Observation Framework to assist teachers in improving classroom instruction to support student learning and provide additional coaching when needed.  <i>Accountable Lead: Administration</i></p>		<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p><a href="#">1A</a>  <a href="#">1B</a>  <a href="#">1C</a>  <a href="#">2A</a>  <a href="#">2B</a>  <a href="#">2C</a></p>	<p>2.2.2a - Use feedback from the Performance Appraisal System (PAS) for all classified employees to ensure continuous improvement.  <i>Accountable Lead: Administration</i></p> <p>2.2.2b - Use Opening School Year Pack (OSYP) along with various supporting documents (mandatory videos, policies and procedures, etc) upon effective start date to support Casual Hired support staff.  <i>Accountable Lead: Administration</i></p>	<p>PAS Due Date Report</p> <p>OSYP Acknowledgement Form</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are "Why are we doing this?" Reference the Identified School Needs section. doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes)  <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds  <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	<a href="#">1A</a> <a href="#">1B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a>	3.3.1 - Hold regular School Community Council (SCC) meetings to engage in planning and decision-making affecting students with all stakeholders. <i>Accountable Lead: Administration</i>	SCC roster, Agenda, Meeting Minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are "Why are we doing this?" Reference the Identified School Needs section. doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds  <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>

			"How will we know progress is being made?"	
3.3.2 All families are engaged in school events/activities and have regular two way communication.	<a href="#">1A</a> <a href="#">1B</a> <a href="#">2C</a> <a href="#">3A</a> <a href="#">3B</a>	<p>3.3.2a - Utilize school templates and processes for timely communication of events, schedules and information. <i>Accountable Lead: Parenting Community Networking Center (PCNC)</i></p> <p>3.3.2b - Establish open and frequent communication channels with families and stakeholders to promote family engagement and involvement by sharing relevant and timely school information about their child's progress, performance, and academic goals. <i>Accountable Lead: Parenting Community Networking Center (PCNC)</i></p>	<p>Weekly Updates, Qtrly Newsletter, School Messenger, Letters and Notices with translation or bilingual materials</p> <p>School Website, Social Media Accounts, AA broadcast, calendar of events with translation or bilingual materials</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> Other: OST, \$

## 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 Kawananakoa Middle School's current bell schedule 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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,095
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No
<b>Bell Schedule:</b> <a href="#">Kawananakoa MS Bell Schedule Worksheet</a>	