



2020 Academic Plan, School Year 2020-21

Aiea Intermediate School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

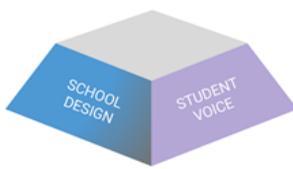
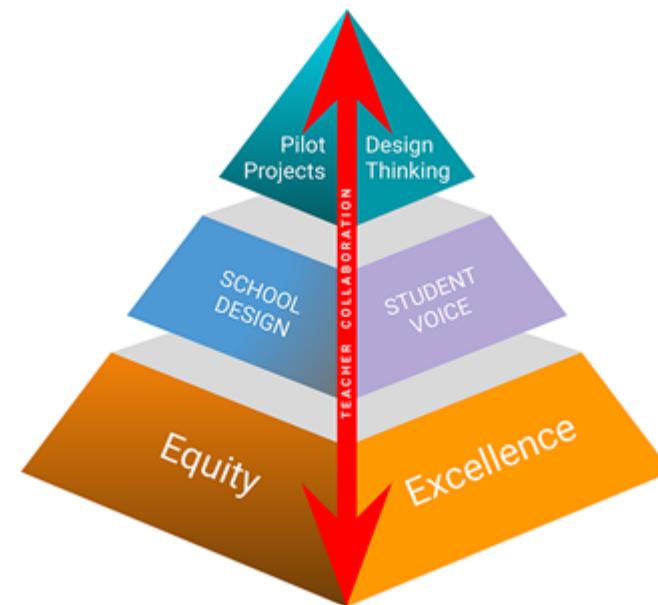
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

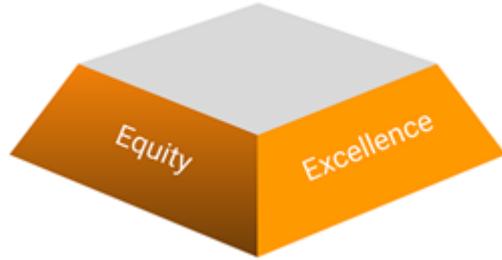
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

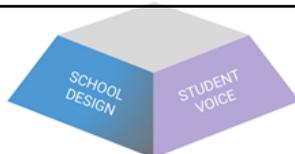




Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity																				
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>The Achievement Gap data were compiled using the Comprehensive Needs Assessment (CNA), The Strive HI School Performance Report, WASC Self-Study Report, Every Student Succeeds Act (ESSA) Report, and Longitudinal Data System (LDS).</p> <p>Achievement Gap</p> <p>Attendance data for Pacific Islander, SPED, EL, low SES shows that these groups have doubled the school average for chronic absenteeism.</p> <p style="text-align: center;">Chronic Absenteeism by Subgroups</p> <table border="1" data-bbox="139 1133 983 1456"> <thead> <tr> <th>Year</th> <th>2016-2017 Target 9%</th> <th>2017-2018 Target 9%</th> <th>2018-2019 Target 9%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>11%</td> <td>9%</td> <td>10%</td> </tr> <tr> <td>High Needs</td> <td>20%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>SPED</td> <td>15%</td> <td>18%</td> <td>14%</td> </tr> <tr> <td>EL</td> <td>13%</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table>	Year	2016-2017 Target 9%	2017-2018 Target 9%	2018-2019 Target 9%	All Students	11%	9%	10%	High Needs	20%	14%	14%	SPED	15%	18%	14%	EL	13%	15%	15%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If all teachers and EAs obtained more knowledge and training on how to use differentiation and instructional strategies effectively, then teachers can identify and address specific IDEA students' learning needs.</p> <p>If teachers provide differentiated instruction and support (academic, social-emotional, behavioral, physical) tailored to our students' needs, then our IDEA students will develop the skills they need to achieve academically.</p> <p>If the academic achievement of IDEA students increases, then the achievement gap will decrease.</p> <p>If students are more engaged in their learning experiences, their attendance would improve and achievement will improve across all populations.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Professional development led by the SPED Department and/or district/state/private specialists to provide teachers/EAs training on differentiated instruction, use of data for identification of student needs, and practical strategies for creating high interest/engagement lessons.</p> <p>Professional development for teachers/EAs on the collection, analysis, and use of data to target and address student academic, social-emotional, behavioral, physical needs.</p> <p>Provide time for SPED teachers to collaborate with their regular education counterparts to develop, adopt, and implement formative assessment measures to monitor IDEA students' progress in ELA, Math, and Science.</p> <p>Continue to refine and utilize Universal Screeners for rapid implementation of the RTI process to support underperforming students as soon as possible. Consult vendors like Achieve 3000 and iReady on how their screeners measure growth as well as to what extent does their program correlate to SBA scores.</p> <p>Implement on-campus activities to promote student engagement and a positive school environment.</p> <p>Create a monitoring system to ensure student accommodations, modifications, and adaptations are being provided to students who need them.</p>
Year	2016-2017 Target 9%	2017-2018 Target 9%	2018-2019 Target 9%																			
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Hawaiian	19%	10%	13%
Pacific Islander	23%	15%	19%

The school data shows students in the high needs, low SES, IDEA, EL, Micronesian, Samoan, and Hawaiian subgroups will more likely not to meet the targeted benchmarks for Science, ELA, and math than their non-high needs peers.

Finding the answers to “why” this situation exists have been elusive. The fact that students in these subgroups generally perform poorly in all assessments indicate that the issue is a school-wide problem, not a localized, specific content area problem, i.e., it is not an ELA, or a science, or a math issue—it is a school-wide issue. Therefore, addressing the issue will take a school-wide approach and the efforts of the entire faculty. SW1

Achievement Gap Between Non-High Needs and High Needs Students

% Proficient	2017-2018			2018-2019		
	Non-High Needs	High Needs	Gap	Non-High Needs	High Needs	Gap
Language Arts	84%	48%	36%	82%	48%	34%
Math	80%	44%	36%	82%	53%	29%

The AIS Data Profile provided by LDS shows that while the achievement gap declined for both ELA and Math in SY 2018-2019, there is still a significant achievement gap between High-Needs Students and their Non-High Needs peers.

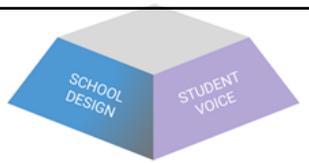
CC to look at ways to incorporate real-world, relevant learning, project-based activities.

Find ways for students in high-needs group to show self-efficacy, i.e., achievement contests that are geared to this group, celebrations.

Flexible scheduling to accommodate missed days.

Utilize **Academic Core teams and collaborative student teams to motivate, engage, and empower students to learn.**

SW3, SW5, SW6



Closing the Achievement Gap between high needs students and non-high needs students over the years has been inconsistent. It has narrowed in some years, only to widen in other years. The SPED department has conducted workshops for teachers covering differentiation strategies and instructional practices to meet the learning needs of students in this subgroup. Data teams used assessment and student performance data in order to more accurately target student needs and to guide instructional practices. In spite of these efforts, the school has not been able to sustain a steady closing of the achievement gap between high needs students and their non-high needs peers.

For the next three years narrowing the achievement gap by our IDEA subgroup will be our focus. The IDEA subgroup makes up only 10% of the student population, but constitutes disproportionately high percentages in the school's chronic absenteeism, behavior, and low academic achievement indicators. The 2018-2019 ESSA report revealed that 18% of the IDEA students met the achievement standard for ELA compared to 63% for the "all students" group. and 22% of the IDEA students met the achievement standard for math compared to 66% for the "all students" group. The Science results show 23% of the IDEA subgroup met the achievement standard compared to 58% for the "all students" group. For chronic absenteeism, 14% of the IDEA students were chronically absent compared to 10% of the "all students" group.

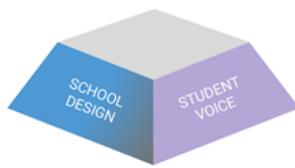
SW1, SW6

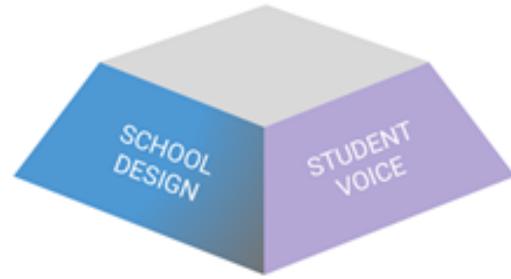
The move to distance learning due to the COVID-19 pandemic created challenges for SPED, EL, and low SES students. Many did not own computing devices or have access to wifi. AIS instituted a Chromebook loan program for families and connected them to 3 months of free access provided by Spectrum. However, many students still had difficulties using the distance learning platform. Many students did not do or complete online assignments. Others did not log on to their online classrooms. Students who were already doing poorly in school, did poorly on the distance learning platform.

If teachers integrate more online/web-based learning activities for students, then transitioning into a virtual learning environment will not be difficult for students.

If AIS surveys students on their technology needs at home, then we can better meet their needs when they move to distance learning.

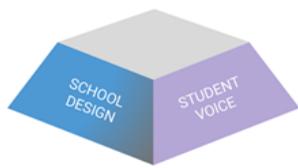
If teachers get more training on distance/virtual learning, then they provide engaging, successful online learning environments for students.





Innovation in Support of the Core: School Design and Student Voice

Ai



Version 4, [4/7/2020], Version 5 [8/27/2020]

Describe here your complex/school contexts for School Design and Student Voice.

The high-needs student population is growing. They now make up 52.17% of student enrollment at AIS. Collected data show that the high-needs population is more likely to not meet the targeted achievement benchmarks for Science, ELA, and math than their non-high needs peers. The LDS data also indicate that many students with low test scores also have academic, attendance, and behavior challenges.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

If Polynesian, Micronesian, and Melanesian students were collectively identified as Pacific Island students, they would constitute the largest ethnic group with 35% of the students in school. This highlights the need to develop a culturally responsive framework for engaging, assessing, teaching, and ultimately educating students at AIS. The school has initiated preliminary steps to incorporate Na Hopena A’o or HA into the school to provide the groundwork and guidance for creating the necessary school culture for HA to take root in AIS. The school plans to expand beyond developing a better understanding of the six HA statements to fully integrating HA into the present educational framework.

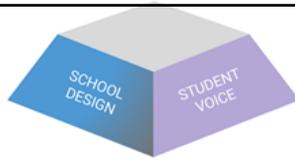
Describe here your Conditions for Success for School Design and Student Voice

Highly qualified teachers who have the knowledge, skills, and commitment to utilize RTI models to identify and address students’ needs, to create engagement strategies to motivate students to work hard and attend school, and to plan and implement authentic, real-world learning opportunities for students.

SW6

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>1) The creation of a student voice responsive environment, including flexibly scheduling homeroom, based on HA will hopefully lead to the following measurable outcomes:</p> <ol style="list-style-type: none"> 1. Decrease in chronic absenteeism by 1% per year. 2. IDEA subgroup SBA scores in ELA, math, and science increase by 2%. 3. Reduction in the achievement gap between high-needs and non-high needs students by 2% in ELA, math, and science. <p>2) Training for the STAR Framework for Powerful Teaching and Learning by BEREC will expand from ART teachers to all teachers. ART members received training in 2019-2020. Teachers not trained will receive training and do classroom observations in SY</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>All teachers will provide students with frequent opportunities to reflect/assess on their learning and assist them to become self-directed learners who can achieve their learning goals.</p> <p>Every department will develop priority standards embedded in their curriculum that are aligned both vertically and horizontally, which teachers must follow to ensure uniformity of learning goals, assessments, activities, and pacing guides for students.</p> <p>The CC will provide training and in-service to introduce Project-Based Learning to faculty and staff. By the end of the school year, all teachers will be able to develop and implement PBL activities with their students.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>School design based on a culturally responsive learning environment (HA) should be firmly established in year 3. The following measurable goals will be set:</p> <ol style="list-style-type: none"> 1. Chronic absenteeism at or below 9%. 2. Achievement Gap for ELA and Math at 30%.

<p>2020-2021.</p> <p>All classroom teachers will be observed using Powerful Teaching and Learning. All teachers will do classroom observations focusing on the four STAR (Skills, Thinking, Application, Relationships) instructional practices.</p>		
<p><i>Why you are implementing them?</i></p> <p>1) Research has shown there is a strong link between student attendance and student engagement to academic and school success.</p> <p>Research has shown culturally responsive learning environments offer the following benefits to students:</p> <p>reduced behavior problems</p> <p>stronger bonds with their teachers and the school</p> <p>enhanced learning</p> <p>increased self-esteem</p> <p>2) Previous attempts to change instructional practices have been difficult to achieve. BERC takes the approach that teaching/instruction is a human behavior and can only be changed at an individual level. Behavior cannot be mandated, must be voluntary, with personal commitment achieved through self-reflection.</p>	<p><i>Why you are implementing them?</i></p> <p>To address three of the five recommendations made by the WASC Visiting Committee in February, 2020.</p> <ol style="list-style-type: none"> 1) A need exists to provide students with frequent opportunities to reflect/asses on their learning and determine what they can do to achieve their learning goals. 2) The VC recommends the development of a process to determine high priority standards across curricular areas both horizontally and vertically with fidelity in all subject areas to prevent gaps in the curriculum. 3) A need exists to develop capacity among the existing staff to develop and implement Project Based Learning (PBL) in an effective and articulated manner. 	<p><i>Why you are implementing them?</i></p> <p>To ensure all students are obtaining the knowledge and skills they will need to succeed in school/career/life within a positive, authentic, meaningful, and engaging learning environment.</p> <p>To provide all students with the appropriate support and resources to succeed.</p> <p>Research has shown culturally responsive learning environments offer the following benefits to students:</p> <p>reduced behavior problems</p> <p>stronger bonds with their teachers and the school</p> <p>enhanced learning</p> <p>increased self-esteem</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>1) The Academic Review Team (ART), counselors, teachers will track attendance using Infinite Campus and the Early Warning System (EWS) to identify students with attendance problems. Early intervention will reduce chronic absenteeism.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>1) The students will exhibit traits of the self-directed learners. Students will be able to self-advocate and receive assistance to meet learning needs.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>The school will track the chronic absence percentages throughout the school year to ensure students are at the state mandated 9% or below chronic absenteeism benchmark.</p>



Individual teachers, departments, and academic core teams will monitor and assess students' class work. Students will be assessed on participation, completion of work, quality of work.

Departments, core teams, and ART will analyze SBA data, LDS data, and the Strive HI School Performance Report for attainment of student achievement goals. Overall school scores, and each student subgroup scores will be collected and analyzed. Growth scores will be monitored. Achievement Gap data will be collected and analyzed.

2) Classroom observation will show to what degree teachers provide opportunities for students to develop understanding, not just recall.

Classroom observation will show to what degree students were asked to respond to open-ended questions, explain their thinking process, and share their reflection on what this means from a personal perspective.

Classroom observations will show to what degree students were provided opportunities to make meaningful personal connections with the subject being taught (application).

Classroom observations will show to what degree teachers emphasize dialogue over lecture.

Classroom observations will show to what degree teachers create optimal conditions for learning, maintain high expectations, develop positive relationships, and provide social support and differentiation of instruction based on student needs.

Student achievement scores will improve across all subgroups.

2) Students will be able to seamlessly move from one grade level to the next or within the same grade level because there are no gaps in the curriculum.

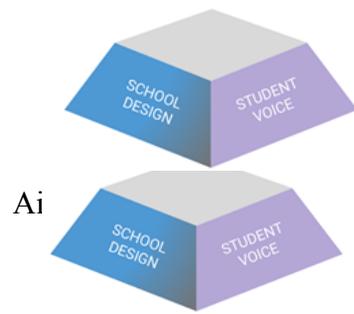
3) Instruction integrated into the project. Project driven by student inquiry. Learning focused on product and process. Project aligned to academic standards and success skills. Project has real-world context and application.

SBA results should improve for all student sub groups when compared to the 2021-2022 SY.

Student Panorama Survey and Parent/Teacher SQS survey should reflect more positive results in the areas of Involvement and Engagement than the year before.

Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.



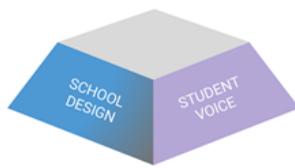
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Version 4, [4/7/2020], Version 5 [8/27/2020]

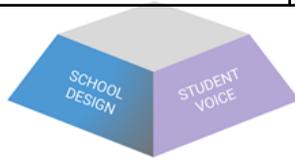
Baseline Measurements	Formative Measures	Summative Goals																																
<p><i>Add beginning of the year measurements here.</i> Strive High 2018-2019 Data:</p> <p>ELA: 63% (combined Gr. 7 + Gr. 8) Math: 66% (combined Gr. 7 + Gr. 8) Science: 54% (Gr. 8)</p> <p>Chronic Absenteeism: 10% (Target-9%)</p> <p>Achievement Gap: ELA--34%, Math--29%</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">High-Needs Proficiency</th> </tr> <tr> <th>Subgroup</th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>IDEA</td> <td>12%</td> <td>18%</td> <td>23.33%</td> </tr> <tr> <td>EL</td> <td>12.5%</td> <td>29.27%</td> <td>16.67%</td> </tr> <tr> <td>Micronesian</td> <td>31.8%</td> <td>31.11%</td> <td>13.04%</td> </tr> <tr> <td>Samoan</td> <td>37.84%</td> <td>31.58%</td> <td>35.71%</td> </tr> <tr> <td>Hawaiian</td> <td>55.42%</td> <td>55.45%</td> <td>40.63%</td> </tr> <tr> <td>High Needs-All</td> <td>46.50%</td> <td>49.85%</td> <td>37.06%</td> </tr> </tbody> </table>	High-Needs Proficiency				Subgroup	ELA	Math	Science	IDEA	12%	18%	23.33%	EL	12.5%	29.27%	16.67%	Micronesian	31.8%	31.11%	13.04%	Samoan	37.84%	31.58%	35.71%	Hawaiian	55.42%	55.45%	40.63%	High Needs-All	46.50%	49.85%	37.06%	<p><i>Add throughout the year measurements here.</i></p> <p>Achieve 3000 i-Ready SBA Interim Assessments Course Grades Attendance Data Student Survey (Panorama)</p>	<p><i>Add end of year goals here.</i></p> <p>The High-Needs Subgroup will: achieve 49% proficiency for ELA on the 2020-2021 SBA achieve 52% proficiency for math on the 2020-2021 SBA achieve 39% proficiency for science on the 2020-2021 SBA</p> <p>The school will reduce chronic absenteeism and meet the 9% target.</p>
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Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)



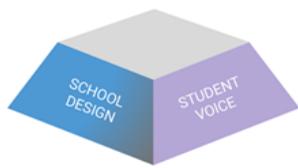
<p>The proficiency rate for the high-needs subgroups will increase by 2% in ELA, math, and science in the 2020-2021 SBA.</p>	<p>Training for all teachers on use of differentiation and instructional strategies to identify and address students' learning needs.</p> <p style="text-align: center;">SW6</p>	<p>Yearlong</p>	<p>WSF Title I</p>	<p>*ART will review Academic Plan, WASC recommendations, CNA *Curriculum Coordinator will monitor BERC STAR Learning Walks, Strive HI School Quality Indicators, Panorama Survey results, Teacher PD/Training *Data Team will review formative/summative assessment results, SBA results, content area alignment with standards. *Leadership Team will monitor Academic Plan, Budget execution, School Quality Indicators *Administration will review input and recommendations from ART, CC, Data Team, and Leadership Team to drive administrative decisions made</p> <p style="text-align: center;">SW3</p>	<p>Monthly Quarterly</p> <p>Monthly Quarterly</p>	
<p>Chronic Absenteeism will be at targeted 9%.</p>	<p>Counselors/teachers target students who are at risk for chronic absenteeism using EWS and Infinite Campus.</p>	<p>Yearlong</p>	<p>WSF Title I</p>	<p>Counselors will use EWS and Infinite Campus to screen for students with excessive absences.</p> <p>Teachers will take daily, accurate attendance data.</p>	<p>Weekly</p> <p>Daily</p>	



	Informational meeting for parents on how to support and monitor their child's academic performance and school attendance.	Fall	WSF Title I	Administration will review a list of students with excessive absences.	Quarterly	
	Schoolwide implementation of HA (student engagement) activities. SW6, SW7	Yearlong	WSF Title I	SSC will schedule and conduct parent meetings. Core Team members will create and evaluate team engagement activities. SAC will create and monitor schoolwide student engagement activities. SW3	Annual Quarterly Quarterly	
80% positive student responses on engagement and involvement on Panorama Survey. 85% student participation in school activities.	Increase student engagement and voice by providing choice. PBL driven by student inquiry rather than teacher directions. Hold student planned activities throughout the school year. SW6	Yearlong	WSF Title I	Panorama Student Survey Student Suggestion Box SAC monitors student-led activities. SW3	Quarterly	

Staff Outcomes (SY 2020-21)

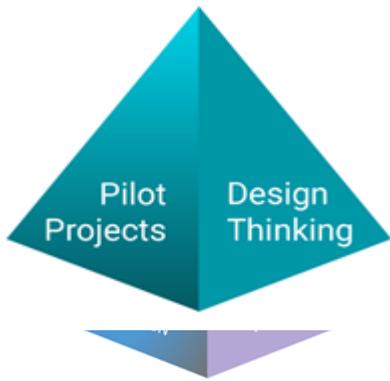
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100% of the faculty will be trained and will participate in learning walks.	All teachers will attend STAR Protocol for Powerful Teaching and Learning provided by BERC.	Fall	WSF Title I	Curriculum Coordinator will schedule and monitor learning walks (classroom observations) for teachers.	Quarterly	
	Teachers will be given time to discuss and reflect what was observed during learning walks. Discussion/reflection guided by ART members who have already completed STAR training. SW5, SW6	Yearlong	WSF Title I	ART will collect data on teacher reflection related to the STAR protocol. SW3	Monthly	
All homerooms and core teams will implement student engagement activities (HA) monthly.	Information and training will be provided to teachers to support creation of engagement activities that align with the students' cultural values (HA). Time will be provided to departments and core teams to create engagement activities aligned to their students' preference and needs. SW6	Yearlong	WSF Title I	Departments/core teams will create and monitor student engagement activities.	Monthly	
				SAC will create and monitor school-wide student engagement activities.	Quarterly	
				ART will monitor student engagement activities to determine if they are making a difference in student performance and attendance indicators. SW3	Quarterly	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.



The HIDEOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty, and navigating new environments. Many middle school students may also have unrealistic career plans, and know little about the demands of the workplace or how their educational choices relate to future career goals. Girls, minorities, and at-risk students are more likely to begin to limit their career aspirations after being exposed to stereotypes about which jobs are appropriate to whom.</p> <p>AIS would like to create an introductory Career and Technical Education (CTE) program to help students explore, select, and define careers or fields of interest to promote school engagement, identify pathways, and motivate higher academic performance. In addition to career/pathway specific skills, the CTE program will also help students focus on real-world soft skills like collaboration, creativity, critical thinking, adaptability, problem solving, ethics, and technology use, which employers declare are important employability skills to have. Additionally, CTE emphasizes on practice, hands-on experience, application, and improvement of skills may be more engaging to less-motivated students which will lead to, hopefully, improved school performance.</p> <p>Students cite STEM, coding, and robotics as areas of interests. Students will be given a survey to gauge other CTE related programs that have high student interest. AIS and AHS have already partnered in several "coding" workshops and the possibility exists for doing more workshops where interests align. Also, piggy-backing with some of AHS community and business partners is a possibility.</p> <p>CTE can expand community engagement with the school when students craft personalized education and career plans, in collaboration with parents, business partners, counselors, and teachers, to help guide decisions about future course taking and potential careers. SW5</p>	<p><i>Please describe your conditions for Success:</i></p> <p>We would need to establish partnerships with business organizations, industry representatives, post-secondary educational institutions.</p> <p>We would need access to vocational school instructors, various trainers from business institutions, and labor unions.</p> <p>We would need training for faculty and staff.</p> <p>We would need WSF funding or federal funds through the Carl D. Perkins Career and Technical Education Act that supports middle school career exploration.</p>

