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).


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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 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).</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap? What are your Enabling Activities to improve the achievement gap?</td>
<td>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. Professional development for teachers/EAs on the collection, analysis, and use of data to target and address student academic, social-emotional, behavioral, physical needs. 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. 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. Implement on-campus activities to promote student engagement and a positive school environment. Create a monitoring system to ensure student accommodations, modifications, and adaptations are being provided to students who need them.</td>
</tr>
</tbody>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Target 9%</td>
<td>Target 9%</td>
<td>Target 9%</td>
</tr>
<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>
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.

Achievement Gap Between Non-High Needs and High Needs Students

<table>
<thead>
<tr>
<th>% Proficient</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-High Needs</td>
<td>High Needs</td>
</tr>
<tr>
<td>Language Arts</td>
<td>84%</td>
<td>48%</td>
</tr>
<tr>
<td>Math</td>
<td>80%</td>
<td>44%</td>
</tr>
</tbody>
</table>

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. 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
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.

---

<table>
<thead>
<tr>
<th>SY 2020-21 Measurable Outcomes</th>
<th>SY 2021-22 Measurable Outcomes</th>
<th>SY 2022-23 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong>&lt;br&gt;1) The creation of a student voice responsive environment, including flexibly scheduling homeroom, based on HA will hopefully lead to the following measurable outcomes:&lt;br&gt;1. Decrease in chronic absenteeism by 1% per year.&lt;br&gt;2. IDEA subgroup SBA scores in ELA, math, and science increase by 2%.&lt;br&gt;3. Reduction in the achievement gap between high-needs and non-high needs students by 2% in ELA, math, and science.&lt;br&gt;2) Training for the STAR Framework for Powerful Teaching and Learning by BERC 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</td>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong>&lt;br&gt;1) 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.&lt;br&gt;2) 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.&lt;br&gt;3) 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.</td>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong>&lt;br&gt;1) School design based on a culturally responsive learning environment (HA) should be firmly established in year 3. The following measurable goals will be set:&lt;br&gt;2) Chronic absenteeism at or below 9%.&lt;br&gt;3) Achievement Gap for ELA and Math at 30%.</td>
</tr>
</tbody>
</table>

SW6
## 2020-2021

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.

### Why you are implementing them?

1) Research has shown there is a strong link between student attendance and student engagement to academic and school success.

Research has shown culturally responsive learning environments offer the following benefits to students:
- reduced behavior problems
- stronger bonds with their teachers and the school
- enhanced learning
- increased self-esteem

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.

### How will you know that they are causing an improvement?

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.

### Why you are implementing them?

To address three of the five recommendations made by the WASC Visiting Committee in February, 2020.

1) A need exists to provide students with frequent opportunities to reflect/assess 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.

### How will you know that they are causing an improvement?

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.

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.
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 subgroups 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.
### Baseline Measurements

Add beginning of the year measurements here.

**Strive High 2018-2019 Data:**

- **ELA:** 63% (combined Gr. 7 + Gr. 8)
- **Math:** 66% (combined Gr. 7 + Gr. 8)
- **Science:** 54% (Gr. 8)

**Chronic Absenteeism:** 10% (Target-9%)

**Achievement Gap:** ELA--34%, Math--29%

### Formative Measures

Add throughout the year measurements here.

- **Achieve 3000**
- **i-Ready**
- **SBA Interim Assessments**
- **Course Grades**
- **Attendance Data**
- **Student Survey (Panorama)**

### Summative Goals

Add end of year goals here.

**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

The school will reduce chronic absenteeism and meet the 9% target.

<table>
<thead>
<tr>
<th>High-Needs Proficiency</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subgroup</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>

### Student Outcomes (SY 2020-21)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall, Spring, Yearlong</td>
<td>Program ID</td>
<td></td>
<td>Quarter, Semester, Annual</td>
<td>(to be completed by CAS)</td>
</tr>
</tbody>
</table>

**Ai Version 4, [4/7/2020], Version 5 [8/27/2020]**
| Chronic Absenteeism will be at targeted 9%. | Counselors/teachers target students who are at risk for chronic absenteeism using EWS and Infinite Campus. | Yearlong | WSF Title I | Counselors will use EWS and Infinite Campus to screen for students with excessive absences. Teachers will take daily, accurate attendance data. | Weekly | Daily |
Informational meeting for parents on how to support and monitor their child’s academic performance and school attendance.

Schoolwide implementation of HA (student engagement) activities. SW6, SW7

Fall WSF Title I

Annual

Core Team members will create and evaluate team engagement activities. SAC will create and monitor schoolwide student engagement activities. SW3

Quarterly

SSC will schedule and conduct parent meetings.

Quarterly

Administration will review a list of students with excessive absences.

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

Quarterly

Panorama Student Survey
Student Suggestion Box
SAC monitors student-led activities. SW3

Quarterly

Staff Outcomes (SY 2020-21)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall, Spring, Yearlong</td>
<td>Program ID</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of the faculty will be trained and will participate in learning walks.</td>
<td>All teachers will attend STAR Protocol for Powerful Teaching and Learning provided by BERC. 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</td>
<td>Fall</td>
<td>WSF Title I</td>
<td>Curriculum Coordinator will schedule and monitor learning walks (classroom observations) for teachers.</td>
<td>Quarterly</td>
<td></td>
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</tr>
<tr>
<td>All homerooms and core teams will implement student engagement activities (HA) monthly.</td>
<td>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</td>
<td>Yearlong</td>
<td>WSF Title I</td>
<td>Departments/core teams will create and monitor student engagement activities. SAC will create and monitor school-wide student engagement activities. ART will monitor student engagement activities to determine if they are making a difference in student performance and attendance indicators. SW3</td>
<td>Monthly</td>
<td></td>
</tr>
</tbody>
</table>

**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**

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

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school’s ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>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.</td>
<td>We would need to establish partnerships with business organizations, industry representatives, post-secondary educational institutions.</td>
</tr>
<tr>
<td>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.</td>
<td>We would need access to vocational school instructors, various trainers from business institutions, and labor unions.</td>
</tr>
<tr>
<td>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.</td>
<td>We would need training for faculty and staff.</td>
</tr>
<tr>
<td>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.</td>
<td>We would need WSF funding or federal funds through the Carl D. Perkins Career and Technical Education Act that supports middle school career exploration.</td>
</tr>
</tbody>
</table>